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Enhancing Speaking Performance: The Role of Self-Regulated Learning, Self-Confidence, and Social Interaction Among English Department Students

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ABSTRACT

Speaking is a vital component of English language learning, yet students often struggle to perform effectively due to various cognitive and social factors. This study investigates the influence of self-regulated learning (SRL), self-confidence, and social interaction on the speaking performance of English Department students. A quantitative correlational design was used, involving 55 third-semester students from STAIN Mandailing Natal. Data were collected through validated questionnaires measuring SRL, self-confidence, and social interaction, as well as a speaking performance test evaluated by two independent raters using criteria such as fluency, accuracy, and coherence. Multiple regression analysis was conducted using Minitab version 22. Findings revealed that all three variables significantly influenced students' speaking performance. SRL showed the highest relative contribution (33.07%, effective contribution 17.56%), followed by self-confidence (27.29%, effective contribution 14.49%), and social interaction (26.53%, effective contribution 14.07%). Together, these factors accounted for 53.07% of the variance in speaking performance. The results suggest that students who actively manage their learning strategies, possess higher confidence, and engage in social interaction are more likely to excel in speaking tasks. These findings align with theories from Zimmerman and Vygotsky, emphasizing the interplay of cognitive and social factors in language development. Integrating SRL strategies, confidence-building activities, and interactive learning in EFL classrooms can significantly enhance students' speaking performance. Educators are encouraged to design pedagogical approaches that address these three domains holistically.

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1. INTRODUCTION

Speaking is a crucial component of language acquisition, as it reflects a learner's ability to actively use the language in real-life situations. However, developing speaking skills is often challenging due to various factors, including performance conditions, affective aspects, listening ability, and feedback (Tuan & Mai, 2015). According to Brown (2001), speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information. It requires not only linguistic competence but also the ability to organize thoughts coherently and respond appropriately to verbal and non-verbal cues (Harmer, 2007).

Several studies have highlighted key factors affecting speaking performance. Tuan and Mai (2015) identified performance conditions, motivation, anxiety, and feedback as critical influences. Additionally, Kiruthiga and Christopher (2024) emphasized that motivation, self-esteem, and fear of failure play significant roles. Ork et al. (2024) found that linguistic factors, such as limited vocabulary, pronunciation issues, and insufficient grammar knowledge, can hinder speaking ability.

Among the various factors influencing speaking performance, self-regulated learning (SRL), self-confidence, and social interaction have received increasing attention in recent research. Zimmerman and Moylan (2017) argued that SRL significantly impacts language acquisition, as it enables students to set goals, monitor progress, and regulate their learning strategies. Aregu (2013) found that students with high self-regulation tend to perform better in speaking tasks. Similarly, self-confidence has been linked to academic success (Jafri, 2011) and has been shown to positively influence students' speaking skills (Ananda & Hastini, 2023). Additionally, social interaction plays a crucial role in language learning, as it facilitates exposure to authentic language use and enhances communication skills (Setiawan, 2023; Intang et al., 2023).

Despite these findings, previous research has primarily examined the effects of SRL, self-confidence, and social interaction independently. Studies have explored how each of these variables contributes to speaking ability separately, but there is a lack of research investigating their combined influence, particularly at the university level. Moreover, while research has demonstrated the role of self-confidence in academic achievement, its specific impact on foreign language learning—especially in relation to social interaction—remains underexplored (Akbari & Sahibzada, 2020; Saidah, 2024). Additionally, although social interaction has been recognized as essential in education, few studies have examined its direct impact on different aspects of speaking performance, such as fluency, clarity, and improvisation skills.

Addressing this gap, this study seeks to examine how SRL, self-confidence, and social interaction interact to influence students' speaking performance. Understanding the combined effects of these factors is essential for developing more effective pedagogical strategies in language education. By exploring these relationships, this study aims to provide valuable insights for educators, curriculum designers, and policymakers in designing interventions that foster better speaking skills among university students.

2. METHOD

2.1 Research Design

This study employed a quantitative correlational design with multiple regression analysis to examine the contributions of self-regulated learning, self-confidence, and social interaction to students' speaking performance. This design was chosen because it enables the researcher to measure the degree of relationships among variables without manipulating them, making it appropriate for naturally occurring classroom settings.

2.2 Population and Sample

The population of this study consisted of all third-semester students of the English Department at STAIN Mandailing Natal in the academic year 2023/2024. The sample was selected using total sampling, meaning that all members of the population were included as research participants. Thus, the total sample consisted of 55 students.

2.3 Instrument

The study used the following instruments:

1. Questionnaires
   Three questionnaires were administered to measure students' self-regulated learning, self-confidence, and social interaction. The self-regulated learning questionnaire was adapted from Zimmerman's (2017) theory (20 items, 5-point Likert scale; Cronbach's Alpha = 0.86). The self-confidence questionnaire contained 18 items (Cronbach's Alpha = 0.82), while the social interaction questionnaire consisted of 15 items (Cronbach's Alpha = 0.84). All questionnaires were validated through expert judgment from lecturers at Universitas Negeri Padang and a tryout administered to third-semester English students at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Reliability was measured using Cronbach's Alpha formula.
2. Speaking test
   Students' speaking performance was measured using an oral test based on indicators of fluency, accuracy, vocabulary, grammar, and coherence. The scoring rubric was adapted from Harris (2019). Students' short talks were recorded using a mobile phone, and their performance was rated by two independent raters. Inter-rater reliability was confirmed with an r value of 0.89.

2.4 Data Collection

The data collection procedure followed several steps. First, the researcher gathered the participants in a classroom setting. Second, students were asked to complete the questionnaires honestly based on their experiences. Third, the completed questionnaires were collected for analysis. Afterward, students took part in the speaking test in small groups, where they were asked to deliver short oral performances. All performances were recorded to ensure accuracy and fairness in scoring.

2.5 Data Analysis

Data analysis was conducted in three stages. First, descriptive statistics were applied to summarize the data. Second, assumption tests, including normality of residuals, multicollinearity, and homoscedasticity, were carried out to confirm the validity of the regression analysis. Third, hypothesis testing was performed using regression techniques assisted by Minitab version 22. Both simple and multiple regression analyses were employed to determine the contributions of self-regulated learning, self-confidence, and social interaction, individually and jointly, to students' speaking performance.

3. FINDING AND DISCUSSION

The data from this study consisted of three independent variables, namely self-regulated learning, self-confidence, and social interaction, with one dependent variable, namely speaking performance. The results were analyzed and categorized to determine the level of proficiency in each area.

3.1. Data Description

3.1.1 Normality of residual

The normality test conducted on all the variables (self-regulated learning, self-confidence, social interaction, and speaking performance using the one-sample Kolmogorov-Smirnov test showed that the data were normally distributed, with a significance value of self-regulated learning is 0.150, a significance value of self-confidence is 0.150, a significance value of social interaction is 0.150, and a significance value of speaking performance is 0.150 (greater than 0.05). This indicates that the assumptions of normality of residual were met for all variables.

Table 1. Normality of Residual

Variable	Sig. Value (Kolmogrov- Smirnov)
Self–regulated learning	0.150
Self-Confidence	0.150
Social Interaction	0.150
Speaking Performance	0.150

Source: Minitab version 22.

Based on the table 1 above, it can be concluded that the residuals in this analysis follow a normal distribution. This is supported by the *p-value* 0.150, which is greater than 0.05.

3.1.2 Multicolinearity

Multicollinearity is another assumption of regression that needs to be met. It was calculated through Variance Inflation (VIP) to detect possible multicollinearity between predictors. If the VIFs are high, it signals multicollinearity in the model.

Table 2. Variance Inflation (VIP) for independent variable self-regulated learning, self-confidence, and social interaction

Variable	VIP	Interpretation
Self–regulated learning	1.14	No multicolinearity problem
Self-Confidence	1.26	No multicolinearity problem
Social Interaction	1.23	No multicolinearity problem

Source: Minitab version 22.

Based on Table 2, the Variance Inflation Factor (VIF) values indicate that there is no multicollinearity problem in this regression model. The VIFs for Self-regulated learning (1.14), Self-confidence (1.26), and Social interaction (1.23) are all well below the common threshold of 10, indicating that there is no strong relationship between the independent variables that could cause bias in the estimation of the regression coefficients.

3.1.3 Hypothesis Testing

This section addresses the Research Question : *Is there any contribution of self-regulated learning, self-confidence, and social interaction toward speaking performance among third-semester students of the English Department at STAIN Mandailing Natal?* To answer this question, a multiple regression analysis was conducted to determine the extent to which each independent variable contributes to students' speaking performance. The results of the analysis are presented in Table 3 below.

Table 3. Regression coefficient of independent variables

Variable	Coefficient (B)	t-value	p-value
Self–regulated learning	0.407	5.12	0.000
Self-Confidence	0.380	4.46	0.012
Social Interaction	0.389	4.43	0.008

Source: Minitab version 22

Table 3 shows that all three independent variables—self-regulated learning (X1), self-confidence (X2), and social interaction (X3)—have a significant effect on speaking performance. The regression coefficient for self-regulated learning is 0.407 with a P-value of 0.000, meaning that any increase in self-regulated learning contributes significantly to an increase in speaking performance. Similarly, social interaction has a regression coefficient of 0.397 with a P-value of 0.008, which also shows a significant relationship. In contrast, self-confidence has a coefficient of 0.380 with a P-value of 0.012, which indicates that this factor also has a significant effect on speaking performance.

Table 4. Multiple regression Regression Test of variable X1,X2,X3 toward Y

Statistics	Value	Interpretation
R^2	0.5307(53.07%)	Explained variance by the predictor
Standard Error(S)	6.24851	Average deviation from the regression line

Source: Minitab version 22

Based on the model summary in Table 4, the results of a multiple regression analysis are presented to evaluate the contributions of all three independent variables toward speaking performance. S (Standard Error of the Estimate) = 6.24851 represents the average deviation of observed values from the regression line, where a lower value indicates a better model fit. R-sq (R^2) = 53.07% means that the independent variable explains 53.07% of the variation in the dependent variable, while the remaining variation is influenced by other factors not included in the model.

Table 5. Resume of RC and EC Variable X1, X2 and X3 toward Y

Variable	Relative Contribution (RC)	Effective Contribution(EC)
Self-Regulated Learning	0.3307 (33.07%)	17.56%%
Self-Confidence	0.2729 (27.29%)	14.49%
Social Interaction	0.2653 (26.53%)	14.07%
Total	0.5307 (53.07%)	

From Table 4.5 above, it can be explained that the students' self-regulated learning variable contributed 17.56% effectively to their speaking performance, while the students' self-confidence variable contributed 14.49% effectively to their speaking performance, and the social interaction variable contributed 14.07% effectively to their speaking performance at semester III of STAIN Mandailing Natal. Thus, all three factors of the variables gave an effective contribution of 53.07% toward speaking performance.

Discussion

This finding reinforces Zimmerman's (2002) theory of self-regulation, which emphasizes that learners who regulate their study habits are more effective in achieving language outcomes. Interestingly, although self-confidence also showed a significant contribution, its predictive power was lower than SRL. This indicates that confidence alone does not guarantee better speaking outcomes without sufficient linguistic competence and structured practice. In other words, students may feel confident but still struggle with accuracy or vocabulary limitations. This nuance adds to the findings of Ananda and Hastini (2023), who stressed the positive role of confidence in speaking by suggesting that confidence must be complemented by skill-building strategies and supportive feedback from lecturers.

Social interaction also played a meaningful role, confirming the sociocultural perspective of Vygotsky (1978) that learning is mediated through communication with others. Students who engaged more in discussions, role plays, or peer collaborations demonstrated better fluency and clarity. However, cultural factors in Mandailing Natal—where students may hesitate to speak out in public or in mixed-gender settings—could influence the depth of their participation. This contextual reflection indicates that strategies to promote social interaction in EFL classrooms must be sensitive to local cultural norms while still encouraging active engagement.

Taken together, the three variables show that speaking performance is shaped not only by individual abilities but also by psychological and social dimensions. The interdependence of SRL, confidence, and interaction reflects the complex nature of language learning. Thus, pedagogical approaches in higher education should integrate these aspects rather than focusing on one factor alone.

The contribution of self-regulated learning to students' speaking performance

The findings from the regression analysis indicate that self-regulated learning plays a significant role in influencing speaking performance. The regression equation ($Y = 15.8 + 0.572X1$) suggests that an increase in self-regulated learning is associated with a positive increase in speaking performance. The statistical significance of this relationship is confirmed by a T-Value of 5.12 and a P-Value of 0.000, demonstrating that self-regulated learning has a meaningful impact on students' speaking abilities. Furthermore, the coefficient of determination ($R^2 = 33.07\%$) reveals that self-regulated learning explains approximately 33.07% of the variance in speaking performance, while the remaining 66.93% is attributed to other factors. The adjusted R^2 value of 31.80% further supports the robustness of this model, indicating that even after accounting for model complexity, self-regulated learning remains a significant predictor. Additionally, the predictive power of the model, represented by $R^2(pred) = 27.35\%$, suggests that the model can reasonably estimate future speaking performance outcomes. This is in line with Zimmerman's (2002) theory which emphasizes that individuals who are able to self-regulate their learning will be more effective in developing academic skills, including speaking. SRL allows students to plan their learning strategies, evaluate their performance, and adjust their learning methods, which ultimately has a positive impact on their speaking performance.

Compared to previous research, the current study reinforces the findings of Heriansya and Muliati (2023), who reported that students with high SRL demonstrate superior speaking skills, particularly in fluency and pronunciation. However, while their study primarily focused on fluency and pronunciation, the present research provides a broader perspective by incorporating a statistical analysis of SRL's overall contribution to speaking performance. Furthermore, Aregu's (2013) study also supports this finding, showing that self-regulated learners have an advantage in mastering speaking skills compared to those who rely solely on teacher instructions.

The contribution of self-confidence to students' speaking performance

The findings from the regression analysis for self-confidence indicate that this factor plays a statistically significant role in influencing speaking performance. The regression equation, formulated as $Y = 18.3 + 0.712X_2$, suggests that an increase in self-confidence is associated with a positive increment in speaking performance. This relationship is statistically validated by a T-Value of 4.46 and a P-Value of 0.000, confirming that self-confidence meaningfully impacts students' speaking abilities. However, the coefficient of determination ($R^2 = 27.92\%$) reveals that self-confidence explains only a small portion of the variance in speaking performance, with an adjusted R^2 of 27.92% indicating limited model robustness and an R^2(pred) of 21.89% reflecting weak predictive power.

Compared to previous research, the current study reinforces the findings of Ananda and Hastini (2023), who emphasized that confidence is a key factor in enhancing students' speaking performance. Their study found that confidence helps students overcome their fear of making mistakes, reduces anxiety, and allows them to speak more comfortably in English. However, while their research highlighted confidence as an essential factor, it also emphasized the importance of vocabulary mastery, teacher support, and a positive learning environment in developing speaking skills. In contrast, the present study focuses specifically on the role of self-confidence, providing a deeper analysis of its direct influence on speaking performance. The findings suggest that although confidence plays a positive role, it does not act in isolation and must be supported by other factors to have a more substantial impact on students' speaking abilities.

The contribution of self-social interaction to students' speaking performance

The findings from the regression analysis for social interaction demonstrates a significant and positive impact on speaking performance. The derived regression equation, $Y = 12.2 + 0.703X_3$, indicates that each one-unit increase in social interaction results in a 0.703 unit increase in speaking performance. This relationship is statistically significant, as shown by a T-Value of 4.37 and a P-Value of 0.000, underscoring the strong influence of social interaction on students' speaking abilities. Furthermore, the coefficient of determination ($R^2 = 26.53\%$) suggests that social interaction accounts for a meaningful proportion of the variance in speaking performance, with an adjusted R^2 of 25.14% supporting the model's effectiveness and an R^2(pred) of 21.00% demonstrating moderate predictive capability. Thus, social interaction emerges as an important factor in enhancing speaking performance. This result is in accordance with Soerjono Soekanto's theory (2022) which states that active social interaction allows students to get feedback, increase self-confidence, and expand their vocabulary and communication skills. In addition, Vygotsky's theory (1978) also supports that language learning develops through social interaction, where individuals learn from others through communication and discussion.

Compared to previous research, the current study reinforces the findings of Sari (2023), who highlighted that strong communication skills an essential aspect of social interaction enable students to express their ideas more clearly, minimize misunderstandings, and foster effective interactions in academic settings. However, while Sari's study primarily focused on the role of communication skills in facilitating academic discussions, the present research provides a broader perspective by examining the overall impact of social interaction on speaking performance. The findings suggest that active engagement in social interactions not only enhances clarity in expression but also contributes to the development of confidence and fluency in speaking.

The Contribution of Self-Regulated Learning, Self-Confidence, and Social Interaction Toward Speaking Performance

Based on the results of multiple regression analysis, the equation obtained is $Y = -28.2 + 0.407X_1 + 0.380X_2 + 0.397X_3$. This model shows that improvements in self-regulated learning (X_1) and social

interaction (X_3) are significantly associated with improvements in speaking performance, while self-confidence (X_2) also shows a significant effect (P-value = 0.012). In particular, self-regulated learning and social interaction had P-values of 0.000 and 0.008, respectively, confirming their strong influence on improved speaking performance. With an R^2 value of 53.07%, the model explains more than half of the variance in speaking performance, while the adjusted R^2 shows the model remains highly accurate. These results confirm that self-regulated learning and social interaction play an important role in improving speaking ability, with self-confidence also making a meaningful contribution.The combination of self-regulated learning, self-confidence, and social interaction provides a comprehensive approach to speaking skill development. Self-regulated learning ensures structured practice, self-confidence encourages active participation, and social interaction offers real-world engagement. These factors complement each other in enhancing students' speaking performance.

This study offers practical implications for English language teaching in higher education. Lecturers are encouraged to design instructional activities that enhance students' self-regulated learning by promoting goal setting and self-monitoring, building their self-confidence through constructive feedback and meaningful opportunities for success, and foster active social interaction through group discussions, role plays, and peer collaboration. However, the study has several limitations. The relatively small sample size of 55 students and its focus on a single semester at one institution may limit the generalizability of the findings. Moreover, the exclusive use of self-report questionnaires and quantitative methods may not fully capture the nuanced and dynamic nature of students' learning behaviors. Future research should involve larger and more diverse populations, adopt longitudinal designs, and incorporate qualitative methods such as interviews to gain deeper insights. Additionally, examining other influential factors—such as motivation, teacher feedback, and the learning environment—would provide a more comprehensive understanding of what contributes to students' speaking performance.

4. CONCLUSION

This study concludes that self-regulated learning, self-confidence, and social interaction each have a significant influence on students' speaking performance, with self-regulated learning identified as the most dominant predictor. Students who effectively manage their own learning strategies tend to achieve better outcomes in speaking tasks, while self-confidence and social interaction serve as important supporting factors that enhance fluency and active participation. These findings suggest that English lecturers in higher education should implement instructional strategies that encourage independent learning, provide ongoing and constructive feedback to boost students' confidence, and create interactive classroom environments to foster meaningful communication. Despite these valuable insights, the study is limited by its relatively small sample size and its focus on a single institution, which may restrict the generalizability of the results. Future research should address these limitations by involving larger and more diverse samples, employing longitudinal or mixed-methods designs, and investigating additional variables such as motivation, teacher feedback, and the learning environment to develop a more comprehensive understanding of the factors that affect speaking performance.

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