

The Influence of Learning Motivation, Teachers' Instructional Strategies, and Learning Environment on Junior High School Students' Writing and Speaking Skills

Siti Nafiyah¹, Sulistyaningsih², Eka Fadilah³
Universitas PGRI Delta, Sidoarjo, Indonesia
Universitas PGRI Delta, Sidoarjo, Indonesia
Universitas PGRI Delta, Sidoarjo, Indonesia

Email: sitinafiyah39@gmail.com, sulistyaningsih3112@gmail.com, mref3k4@gmail.com

Abstract

The development of writing and speaking skills remains a major challenge in junior high school English education, particularly in contexts where students demonstrate varying levels of motivation, instructional exposure, and classroom support. Productive language skills require not only internal readiness but also effective pedagogical strategies and a conducive learning environment. This study aims to analyze the influence of learning motivation, teachers' instructional strategies, and learning environment on junior high school students' writing and speaking skills at SMPN 2 Sedati Sidoarjo. The research employed a quantitative explanatory design using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) with SmartPLS 4. A total of 120 eighth-grade students participated in the survey through proportional random sampling. The findings reveal that teachers' instructional strategies and learning environment have significant positive effects on writing and speaking skills, whereas learning motivation does not show a significant direct influence. The model demonstrates strong explanatory power in predicting students' productive English competence. These results highlight the importance of pedagogical quality and supportive classroom climate in strengthening students' communicative performance.

Keywords: *Learning Motivation, Instructional Strategies, Learning Environment, Writing Skills, Speaking Skills.*



A. INTRODUCTION

Writing and speaking skills represent two fundamental productive competencies in English language learning at the junior high school level. In the context of globalization and rapid digital transformation, the ability to communicate effectively in written and spoken English is no longer merely a curricular requirement but a strategic necessity for academic literacy, social participation, and future professional readiness (Siregar, 2025). Writing requires structured thinking, vocabulary mastery, grammatical accuracy, and coherence in expressing ideas, whereas speaking demands fluency, pronunciation accuracy, confidence, and spontaneous interaction. These skills do not develop automatically; rather, they are shaped by a complex interaction of internal and external factors within the learning process. At the junior high school stage, students are undergoing cognitive and socio-emotional transitions, making learning motivation, teachers' instructional strategies, and the learning environment critical determinants of language achievement (Taye &

Mengesha, 2024). Therefore, a comprehensive investigation into the factors influencing students' writing and speaking skills is essential to enhance the overall quality of English language instruction.

Empirical evidence indicates that English literacy performance among Indonesian students remains a concern. Data from the Programme for International Student Assessment show that Indonesia's reading literacy score stands at approximately 371 points, significantly below the OECD average of 487 points, reflecting challenges in text comprehension and production (Wei, 2023). Furthermore, the EF English Proficiency Index places Indonesia in the moderate proficiency category with a score of around 466, indicating limitations in active communication skills, including speaking competence (Ali et al., 2023). At the junior high school level, several regional surveys report that more than 60 percent of students experience difficulties in organizing coherent paragraphs, while approximately 55 percent demonstrate low confidence when performing oral presentations in class (Mistar et al., 2023). These figures suggest that difficulties in writing and speaking are not solely linguistic issues but are also closely related to psychological and pedagogical dimensions that shape students' engagement in the learning process.

Previous studies have examined determinants of language skills from various perspectives. Research on second language acquisition emphasizes that learning motivation significantly predicts language achievement because it influences the intensity and persistence of students' efforts (Syaepul Uyun, 2022). The motivational self-system framework further explains that intrinsic motivation and self-efficacy are strong predictors of oral communication success (Fachrunnisa et al., 2025). In terms of pedagogy, communicative instructional strategies that prioritize student-centered interaction have been shown to enhance speaking fluency and classroom participation (Qiao & Zhao, 2023). Moreover, a supportive and interactive learning environment contributes substantially to students' writing development by fostering confidence and providing constructive feedback opportunities (Karataş et al., 2024). Although these studies confirm the importance of each variable, most of them investigate motivation, instructional strategies, and learning environment separately rather than integrating them within a single comprehensive model predicting both writing and speaking skills simultaneously at the junior high school level.

Based on the literature review several research gaps can be identified. First, there is a conceptual gap, as limited empirical studies integrate learning motivation, teachers' instructional strategies, and learning environment simultaneously as predictors of two productive skills in one analytical framework. Second, a contextual gap exists because many prior studies focus on senior high school or university students, whose cognitive and affective characteristics differ from those of junior high school learners. Third, there is a methodological gap, since numerous previous investigations rely primarily on descriptive qualitative approaches without testing causal relationships through quantitative survey analysis. The novelty of this research lies in the development of an integrative quantitative model that examines the simultaneous and partial effects of learning motivation, teachers' instructional

strategies, and learning environment on junior high school students' writing and speaking skills within a structured survey design.

Based on preliminary observations conducted at SMPN 2 Sedati Sidoarjo, it was found that several students still experience difficulties in organizing coherent paragraphs and developing ideas when writing narrative or descriptive texts. In speaking activities, some students appear hesitant, rely heavily on memorized scripts, and demonstrate limited vocabulary when engaging in spontaneous conversations. Classroom interaction is often dominated by teacher explanations, with uneven participation among students during oral practice. Variations in classroom climate and learning facilities also influence students' comfort levels in expressing their ideas. These conditions indicate the need for a systematic analysis of the factors influencing students' productive language skills in order to design more effective and targeted instructional interventions.

This study aims to analyze the influence of learning motivation, teachers' instructional strategies, and learning environment on junior high school students' writing and speaking skills, both simultaneously and partially. Specifically, the study seeks to examine how learning motivation as an internal factor affects students' persistence and engagement in language learning, how teachers' instructional strategies as pedagogical factors facilitate meaningful practice and communicative competence, and how the learning environment as an external factor shapes a supportive climate for written and oral expression. By employing a quantitative survey approach, this research is expected to provide empirical evidence for the development of a more integrative and data-driven English language teaching model, while offering practical recommendations for improving students' writing and speaking performance in a sustainable manner.

B. METHOD

This study employs a quantitative approach with an explanatory research design to analyze the influence of learning motivation, teachers' instructional strategies, and learning environment on junior high school students' writing and speaking skills (Hair et al., 2021). The explanatory design is used to test causal relationships among variables based on theoretically grounded hypotheses in educational psychology and language learning theory. The research framework positions learning motivation, teachers' instructional strategies, and learning environment as exogenous constructs, while writing and speaking skills function as the endogenous construct (Hair et al., 2017).

The population of this study comprises all eighth-grade students at SMPN 2 Sedati Sidoarjo in the 2025/2026 academic year. The school was selected because it represents a heterogeneous learning context in which students differ in academic performance and socio-demographic backgrounds, making it relevant for examining factors that influence English productive skills, particularly writing and speaking. A total of 120 students were involved as research respondents, drawn proportionally

from four parallel eighth-grade classes (VIII A–VIII D). The sample size is considered adequate for PLS-SEM analysis because it exceeds the minimum requirement based on the ten-times rule, given that the structural model contains three direct paths directed toward one endogenous construct, thereby supporting stable parameter estimation and meaningful hypothesis testing. The respondent distribution across classes is shown in the following table:

Table 1. Distribution of Research Respondent

No	Class	Number of Students
1	VIII A	32
2	VIII B	31
3	VIII C	29
4	VIII D	28
Total		120

Source: Researcher Processed Data (2026)

Respondents were selected using proportional random sampling to ensure balanced representation across classes. The inclusion criteria were: students are actively enrolled in grade VIII, have participated in English learning for at least one semester, and are willing to complete the questionnaire voluntarily with parental consent. Ethical considerations were strictly maintained throughout the study. All participants received clear information regarding the study objectives, confidentiality of responses, and their right to withdraw at any time without consequences. No personally identifiable information was collected, and all data were anonymized to protect participants and uphold research integrity (Creswell, 2017).

Data collection was conducted from January 2026 using a structured questionnaire distributed directly to students during school hours with permission from the school administration and English teachers. The instrument was designed to measure four latent constructs: learning motivation, teachers' instructional strategies, learning environment, and writing and speaking skills. Prior to the main survey, a pilot test was conducted on a small group of students outside the sample to ensure clarity, validity, and reliability of the instrument. Revisions were made based on feedback and preliminary statistical evaluation (Creswell & Creswell, 2023). The final questionnaire employed a five-point Likert scale ranging from strongly disagree to strongly agree. Completed questionnaires were coded and entered into SmartPLS 4 for analysis.

Data analysis was performed using PLS-SEM in SmartPLS 4 through a two-step approach: assessment of the measurement model and evaluation of the structural model. The structural model was assessed by examining path coefficients, coefficient of determination, effect size, and predictive relevance. The significance of relationships between variables was tested using the bootstrapping procedure with 5,000 subsamples to generate t-values and p-values. Direct effects were analyzed to determine the influence of learning motivation, teachers' instructional strategies, and learning environment on writing and speaking skills. The coefficient of determination

was used to assess the explanatory power of the model in predicting students' productive language skills.

C. RESULTS AND DISCUSSION

SMPN 2 Sedati Sidoarjo is a public junior high school located in Sidoarjo Regency that implements the national curriculum integrated with character education and literacy development programs. The school accommodates several parallel classes at each grade level and serves students with diverse academic abilities, socio-economic backgrounds, and family support systems. In English language instruction, the school emphasizes the development of communicative competence, particularly in writing and speaking skills, through structured classroom activities and interactive learning practices. Learning facilities such as adequately equipped classrooms, instructional media, and professional subject teachers contribute to the overall academic environment experienced by students. The diversity of student characteristics and the dynamic nature of classroom instruction make SMPN 2 Sedati Sidoarjo a relevant and appropriate context for examining the influence of learning motivation, teachers' instructional strategies, and learning environment on students' writing and speaking skills.

Table 2. Characteristics of Research Respondents

No	Characteristic	Category	Frequency	Percentage
1	Gender	Male	58	48.3%
		Female	62	51.7%
2	Age	13 years	46	38.3%
		14 years	74	61.7%
3	English Learning Experience	≥ 2 years	120	100%

Source: Researcher Processed Data (2026)

Table 2 presents the demographic profile of the 120 respondents involved in this study. The gender distribution indicates a relatively balanced composition, with 58 male students (48.3%) and 62 female students (51.7%), suggesting that the findings are not heavily skewed toward one gender group and may reflect diverse learning perspectives. In terms of age, the majority of respondents are 14 years old (61.7%), while 38.3% are 13 years old, which aligns with the typical age range of eighth-grade students in Indonesian junior high schools. This age distribution is important because students at this developmental stage are transitioning cognitively and socially, which may influence their motivation, engagement, and confidence in writing and speaking activities. Furthermore, all respondents (100%) have at least two years of English learning experience, indicating that they possess sufficient foundational exposure to English instruction to meaningfully evaluate their learning motivation, teachers' instructional strategies, classroom environment, and their own productive language skills.

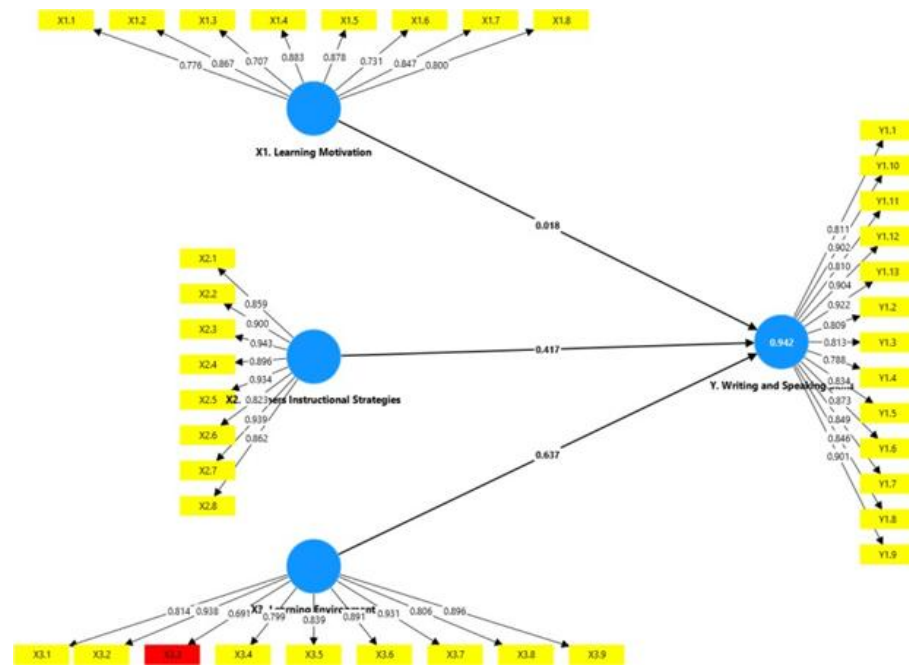


Figure 1. Outer Loading of Measurement Model (Initial Model)
 Source: Data Processed Using SmartPLS 4 (2026)

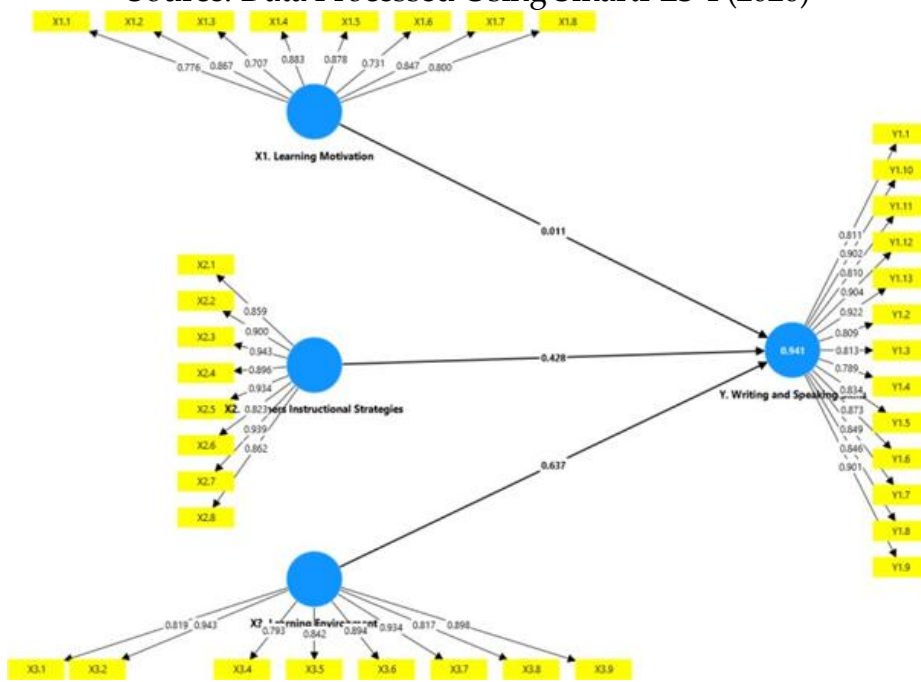


Figure 2. Outer Loading of Measurement Model (Final Model after Indicator Refinement)

Source: Data Processed Using SmartPLS 4 (2026)

Figures 1 and 2 present the evaluation of the measurement model through outer loading analysis using SmartPLS 4. In the initial model (Figure 1), several indicators already demonstrated acceptable outer loading values above the recommended threshold of 0.70, indicating adequate convergent validity; however, one indicator under the Learning Environment construct showed a loading below the threshold, suggesting insufficient contribution to its latent variable. Based on this result, indicator refinement was conducted by removing the underperforming item to

improve the overall quality of the measurement model. As illustrated in Figure 2, the final model after indicator refinement shows improved outer loading values across all constructs, with all remaining indicators exceeding the minimum criterion, thereby confirming stronger convergent validity. This refinement process enhances the reliability and validity of the constructs Learning Motivation, Teachers' Instructional Strategies, Learning Environment, and Writing and Speaking Skills ensuring that each indicator accurately reflects its respective latent variable and that the measurement model meets PLS-SEM standards for subsequent structural analysis.

Table 3. Reliability and Convergent Validity Results

Construct	Cronbach's Alpha	Composite Reliability	AVE
Learning Motivation (X1)	0.926	0.940	0.662
Teachers' Instructional Strategies (X2)	0.964	0.970	0.802
Learning Environment (X3)	0.953	0.961	0.755
Writing and Speaking Skills (Y)	0.968	0.972	0.726

Source: Data Processed Using SmartPLS 4 (2026)

Table 3 presents the results of reliability and convergent validity testing for all constructs in the measurement model. The Cronbach's Alpha values range from 0.926 to 0.968, indicating a high level of internal consistency across all variables. Similarly, the Composite Reliability values exceed the recommended threshold of 0.70, confirming that each construct demonstrates strong reliability. In terms of convergent validity, all Average Variance Extracted (AVE) values are above 0.50, with Teachers' Instructional Strategies showing the highest AVE at 0.802, followed by Learning Environment (0.755), Writing and Speaking Skills (0.726), and Learning Motivation (0.662). These findings indicate that the indicators adequately represent their respective latent constructs and that the measurement model meets the required standards for reliability and convergent validity in PLS-SEM analysis.

Table 4. Discriminant Validity (HTMT Ratio)

Construct	Learning Motivation (X1)	Teachers' Instructional Strategies (X2)	Learning Environment (X3)	Writing and Speaking Skills (Y)
Learning Motivation (X1)	-			
Teachers' Instructional Strategies (X2)	0.586	-		
Learning Environment (X3)	0.622	0.639	-	
Writing and Speaking Skills (Y)	0.734	0.691	0.512	-

Source: Data Processed Using SmartPLS 4 (2026)

Table 4 presents the discriminant validity assessment using the Heterotrait-Monotrait (HTMT) ratio. All HTMT values range from 0.512 to 0.734, which are below the recommended threshold of 0.90, indicating that each construct is empirically distinct from the others. The highest HTMT value is observed between Learning Motivation and Writing and Speaking Skills (0.734), suggesting a relatively strong conceptual relationship while still maintaining discriminant validity. Similarly, the relationships among Teachers' Instructional Strategies, Learning Environment, and the dependent variable remain within acceptable limits. These results confirm that the

constructs measure different theoretical concepts and that the model satisfies the discriminant validity requirement in PLS-SEM analysis.

Table 5. Coefficient of Determination (R^2)

Endogenous Construct	R-square	R-square Adjusted
Writing and Speaking Skills	0.941	0.939

Source: Data Processed Using SmartPLS 4 (2026)

Table 5 presents the coefficient of determination (R^2) for the endogenous construct, Writing and Speaking Skills. The R-square value of 0.941 indicates that 94.1% of the variance in students' writing and speaking skills can be explained collectively by Learning Motivation, Teachers' Instructional Strategies, and Learning Environment. The adjusted R-square value of 0.939 shows only a slight decrease, confirming the stability and robustness of the model after accounting for the number of predictors. This high explanatory power suggests that the three independent variables play a substantial role in predicting students' productive English skills within the proposed structural model.

Table 6. Path Coefficients and Hypothesis Testing Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Learning Motivation (X1) -> Writing and Speaking Skills (Y)	0.011	0.024	0.061	0.174	0.862
Teachers Instructional Strategies (X2) -> Writing and Speaking Skills (Y)	0.428	0.426	0.036	12.024	0.000
Learning Environment (X3) -> Writing and Speaking Skills (Y)	0.637	0.625	0.062	10.29	0.000

Source: Data Processed Using SmartPLS 4 (2026)

The results indicate that Learning Motivation does not have a significant effect on Writing and Speaking Skills, as reflected by the path coefficient of 0.011, a t-statistic of 0.174, and a p-value of 0.862, which exceeds the 0.05 significance threshold. Although the coefficient shows a positive direction, the magnitude is extremely small and statistically insignificant. This finding suggests that students' internal motivation alone is not sufficient to directly enhance their productive English skills within the observed context. It implies that motivation may require supportive instructional strategies or environmental reinforcement to translate into measurable improvement in writing and speaking performance.

The results of this study indicate that learning motivation does not have a statistically significant direct influence on students' writing and speaking skills at SMPN 2 Sedati Sidoarjo. Although the path coefficient shows a positive direction, the relationship is not strong enough to reach statistical significance. This finding suggests that, within this context, students' internal desire or enthusiasm to learn English does not automatically lead to measurable improvements in their productive language performance. Writing and speaking skills require not only willingness but also structured practice, feedback, and communicative exposure. Therefore, motivation

may function as a foundational psychological factor rather than a direct determinant of observable performance outcomes.

From a theoretical perspective, learning motivation has long been recognized as a central element in second language acquisition. (Ali et al., 2023) and (Mohebbi, 2025) emphasizes that motivation influences the intensity of learners' efforts and persistence in language learning. (Ramzan et al., 2023) argues that motivational components such as self-efficacy and future language self-image significantly shape learners' engagement in communicative activities. These theoretical perspectives suggest that motivated students are more likely to participate actively and invest effort in developing their skills. However, the findings at SMPN 2 Sedati Sidoarjo demonstrate that motivation alone may not be sufficient to directly enhance writing coherence or speaking fluency without adequate instructional mediation.

Empirical studies also highlight the complex relationship between motivation and productive language skills. Research by (Huseinović, 2023) found that motivation positively predicts language achievement, particularly when supported by learner autonomy and supportive classroom conditions. (Du & Daniel, 2024) reports that adolescent learners' motivation fluctuates depending on contextual and pedagogical factors, indicating that motivation is dynamic rather than static. These studies imply that the effectiveness of motivation in improving writing and speaking skills depends on the interaction between internal drive and external reinforcement. In the case of SMPN 2 Sedati Sidoarjo, students may possess varying degrees of motivation, yet the absence of optimal reinforcement mechanisms may limit its direct impact on productive competence.

Furthermore, writing and speaking are complex skills that involve cognitive, linguistic, and affective processes simultaneously. Even highly motivated students may struggle with organizing ideas, mastering grammar, or managing speaking anxiety if they lack sufficient scaffolding and structured practice. This aligns with the notion that productive language skills require continuous guided exposure rather than relying solely on intrinsic desire. In the classroom context of SMPN 2 Sedati Sidoarjo, motivation may enhance students' readiness to learn, but the transformation of that readiness into tangible writing and speaking proficiency appears to depend heavily on pedagogical strategies and environmental support.

Overall, the findings suggest that while learning motivation remains an essential psychological component of language learning, its direct influence on writing and speaking skills at SMPN 2 Sedati Sidoarjo is limited. Motivation may operate indirectly by increasing students' engagement and willingness to participate, but without effective instructional strategies and a supportive learning environment, its contribution to measurable skill improvement may not be significant. Therefore, enhancing students' productive English skills requires an integrative approach in which motivation is strengthened alongside pedagogical and environmental factors to achieve sustainable learning outcomes.

Teachers' Instructional Strategies demonstrate a positive and statistically significant influence on Writing and Speaking Skills, with a path coefficient of 0.428,

a t-statistic of 12.024, and a p-value of 0.000. The relatively high t-value indicates strong statistical support for the hypothesis. This result confirms that effective teaching approaches, including interactive methods, feedback provision, and communicative activities, substantially contribute to improving students' productive language skills. The finding highlights the critical role of pedagogical practices in facilitating meaningful language use and structured skill development in the classroom.

The findings of this study demonstrate that teachers' instructional strategies have a positive and statistically significant influence on students' writing and speaking skills at SMPN 2 Sedati Sidoarjo. The substantial path coefficient indicates that pedagogical practices implemented in the classroom play a decisive role in shaping students' productive language competence. In the context of junior high school learners, writing and speaking are not merely cognitive processes but structured skills that require systematic guidance, modeling, and repeated practice. Effective instructional strategies provide the scaffolding necessary for students to organize ideas, expand vocabulary, refine grammatical accuracy, and develop oral fluency. At SMPN 2 Sedati Sidoarjo, the data suggest that when teachers employ interactive, student-centered, and communicative approaches, students demonstrate stronger engagement and improved performance in both written and spoken tasks.

Theoretically, instructional strategies are central to language acquisition because they mediate the interaction between learners and linguistic input. (Fitrianto et al., 2023) argues that communicative language teaching enhances students' fluency and confidence by prioritizing meaningful interaction rather than rote memorization. (Chen, 2022) emphasizes that effective teaching strategies, such as process writing techniques and task-based speaking activities, enable students to gradually build competence through guided stages. These perspectives align with the findings at SMPN 2 Sedati Sidoarjo, where structured activities, collaborative discussions, and targeted feedback appear to significantly influence students' ability to produce coherent texts and articulate ideas orally. Instructional strategies, therefore, function not only as delivery methods but also as transformative mechanisms that shape learning outcomes.

Empirical research further supports the significant relationship between instructional strategies and productive language skills. A study by (Alneyadi et al., 2023) highlights that teacher-related factors, including clarity of instruction and feedback quality, have a strong effect size on student achievement. In addition, research conducted by (Xia et al., 2024) demonstrates that interactive teaching strategies, particularly those integrating communicative tasks and peer collaboration, significantly enhance students' speaking performance. These findings reinforce the present study's results, indicating that the effectiveness of English learning at SMPN 2 Sedati Sidoarjo is strongly linked to how teachers design, implement, and adapt instructional strategies in response to students' needs.

In practical terms, the classroom environment at SMPN 2 Sedati Sidoarjo reflects the importance of strategic pedagogy in facilitating productive skill development. Writing activities that incorporate brainstorming sessions, drafting processes, and

structured feedback allow students to refine their ideas systematically. Likewise, speaking activities such as role-plays, presentations, and small-group discussions create opportunities for authentic communication practice. When teachers actively guide students through these processes, students are more likely to overcome linguistic barriers and anxiety. This indicates that instructional strategies serve as catalysts that convert theoretical language knowledge into practical communicative competence.

Overall, the results confirm that teachers' instructional strategies are a dominant factor influencing writing and speaking skills at SMPN 2 Sedati Sidoarjo. Unlike internal motivation, which may require external reinforcement, instructional strategies directly structure the learning experience and determine the frequency, quality, and depth of students' practice. The integration of communicative approaches, structured writing frameworks, and constructive feedback significantly strengthens students' productive language outcomes. Therefore, continuous professional development and pedagogical innovation among teachers at SMPN 2 Sedati Sidoarjo are essential to sustain and further enhance students' writing and speaking performance.

The analysis reveals that Learning Environment has the strongest positive effect on Writing and Speaking Skills, as indicated by a path coefficient of 0.637, a t-statistic of 10.290, and a p-value of 0.000. This significant result demonstrates that a supportive classroom climate, peer interaction, resource availability, and psychological safety play a dominant role in shaping students' language performance. The relatively large coefficient suggests that environmental factors may provide the necessary conditions for students to practice, experiment, and confidently express ideas in both written and oral forms. This finding underscores the importance of creating a conducive learning atmosphere to optimize students' communicative competence.

The findings of this study reveal that the learning environment has a strong and statistically significant influence on students' writing and speaking skills. The substantial path coefficient indicates that environmental factors contribute meaningfully to the development of productive language competence. Writing and speaking are not developed in isolation but are shaped by the atmosphere in which students learn, interact, and express themselves. A supportive classroom climate, positive peer interaction, and adequate learning resources create opportunities for students to practice language skills confidently and consistently. When students feel safe and encouraged, they are more willing to experiment with vocabulary, construct complex sentences, and articulate ideas orally without excessive fear of making mistakes.

Theoretically, the importance of the learning environment is grounded in socio-constructivist perspectives, which emphasize that knowledge is constructed through social interaction. (Rejeb et al., 2024) argues that learning occurs most effectively within a supportive social context where interaction facilitates cognitive development. In language learning specifically, a communicative and collaborative environment provides the scaffolding necessary for students to refine both written and spoken

expression. (Punar Özçelik & Yangın Ekşi, 2024) highlights the role of affective factors, explaining that a low-anxiety environment reduces the affective filter and enables more effective language acquisition. These theoretical foundations suggest that environmental conditions directly influence students' readiness to participate in communicative tasks.

Empirical studies further confirm the impact of the learning environment on productive skills. found that classroom climate significantly correlates with student engagement and academic achievement, particularly in language subjects. Additionally, research by (Ivanova et al., 2023) and (Rahman, 2022) demonstrates that anxiety-reducing classroom environments positively affect students' willingness to communicate, which is a critical predictor of speaking proficiency. These findings align with the present study, indicating that when students experience a positive and inclusive classroom atmosphere, their writing organization and speaking fluency tend to improve. The learning environment thus functions as both a psychological and structural facilitator of language performance.

In practical terms, environmental factors include not only physical facilities but also emotional and interpersonal dynamics. A classroom that encourages peer collaboration, constructive feedback, and respectful communication enables students to develop confidence in expressing ideas. Writing tasks become more effective when students are allowed to share drafts, receive peer input, and revise in a supportive setting. Similarly, speaking activities such as group discussions and presentations become more meaningful when the environment minimizes ridicule and promotes mutual respect. Therefore, environmental support enhances both cognitive processing and emotional readiness in language learning.

Overall, the study confirms that the learning environment is a dominant predictor of writing and speaking skills. While internal motivation and instructional strategies contribute to language development, the surrounding classroom climate provides the essential conditions for skill practice and growth. A positive, inclusive, and interactive environment reduces anxiety, increases participation, and strengthens communicative competence. Consequently, efforts to improve students' productive English skills should prioritize the creation of a supportive learning atmosphere that fosters both academic rigor and psychological comfort.

D. CONCLUSION

Based on the overall findings of this study, it can be concluded that teachers' instructional strategies and learning environment have significant and positive influences on junior high school students' writing and speaking skills, while learning motivation does not demonstrate a significant direct effect within the proposed structural model. The results indicate that external pedagogical and environmental factors play a more dominant role in shaping students' productive English competence than internal motivational factors alone. Teachers' instructional strategies function as structured guidance that facilitates meaningful practice, whereas a supportive learning environment creates psychological safety and active participation

necessary for skill development. Together, these variables explain a substantial proportion of variance in students' writing and speaking performance, highlighting the importance of integrative classroom management and pedagogical design in improving productive language outcomes at SMPN 2 Sedati Sidoarjo.

Based on these findings, it is recommended that English teachers at SMPN 2 Sedati Sidoarjo continuously enhance their instructional strategies by implementing interactive, student-centered, and communicative teaching approaches that encourage active participation in writing and speaking activities. Schools should also prioritize the creation of a supportive and inclusive learning environment by fostering positive peer interaction, reducing classroom anxiety, and providing adequate learning resources. Although learning motivation did not show a significant direct effect, efforts to strengthen students' intrinsic interest and confidence in learning English should remain an integral part of classroom practice. Future researchers are encouraged to explore potential mediating or moderating variables that may clarify the indirect role of motivation and to expand the sample scope for broader generalization of findings.

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