



The Influence of Learning Interest, Learning Motivation, Learning Environment, and Reading Habits on Students' Vocabulary Mastery

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Article Info	Abstract
Received: 2026-04-19 Revised: 2026-08-18 Accepted: 2026-09-22 Keywords: Vocabulary mastery; learning interest; learning motivation; learning environment; reading habits; EFL learners DOI: 10.24256/ideas.v14i1.10207 Corresponding Author: Nella Yuadiah Ningsih nellayuadihningsih024@gmail.com English Education Study Program, Universitas Negeri Makassar	<i>This study investigates the influence of learning interest, learning motivation, learning environment, and reading habits on students' vocabulary mastery in an English as a Foreign Language (EFL) context. The objective of the research is to examine both the direct and collective effects of these affective, environmental, and behavioral factors on vocabulary mastery. A quantitative correlational design was employed, involving 100 third-semester students of the English Education Department at UIN Alauddin Makassar. Data were collected through validated questionnaires measuring learning interest, motivation, learning environment, and reading habits, as well as a vocabulary mastery test. The data were analyzed using multiple linear regression and Structural Equation Modeling (SEM). The findings reveal that reading habits have a significant and positive direct effect on students' vocabulary mastery, while learning interest, learning motivation, and learning environment do not show significant direct effects when examined simultaneously. However, covariance analysis indicates strong interrelationships among all independent variables, suggesting that interest, motivation, and environment indirectly support vocabulary development through reading behavior. The novelty of this research lies in integrating regression analysis and SEM to demonstrate both direct and indirect pathways influencing vocabulary mastery. These findings advance current knowledge by emphasizing the central role of sustained reading practices in EFL vocabulary acquisition and offer implications for instructional design that prioritizes reading engagement. Future research is encouraged to explore mediating and longitudinal effects to further clarify causal mechanisms.</i>

1. Introduction

Vocabulary mastery is the primary condition to arrange a sentence and to understand the idea of someone's talk. Students will find it hard to understand if they lack vocabulary mastery. The quality of communication is based on vocabulary mastery. Without good vocabulary mastery, students find it difficult to interact. The communication skill depends on the quality and the quantity of vocabulary mastery. The more vocabulary students have, the more vocabulary mastery they get. Mastering vocabulary is vital to master a language (Zuhairi & Mistar, 2023). Vocabulary mastery serves as a foundational pillar in language acquisition, directly influencing students' proficiency in reading, writing, listening, and speaking. For English language learners, a robust vocabulary is not merely a component of language learning but a critical determinant of academic success and effective communication (Kusumaningrum & Merry Lapasau, 2021).

However, achieving comprehensive vocabulary mastery remains a significant challenge for many students, often resulting in gaps that hinder overall linguistic competence and academic performance. Vocabulary mastery is one of the components that must be mastered in English as a foreign language at the elementary, middle, and advanced levels. Vocabulary mastery is defined as the knowledge or skills a person has in understanding and mastering words (Rahmah et al., 2023). While traditional pedagogical approaches have focused on direct instruction and rote memorization, contemporary research increasingly suggests that vocabulary acquisition is a multifaceted process influenced by a constellation of interrelated factors beyond the classroom curriculum. This mini-research investigates four key variables hypothesized to significantly impact students' vocabulary mastery: Learning Interest, Learning Motivation, Learning Environment, and Reading Habits.

Learning Interest refers to the intrinsic attraction and enjoyment a student derives from engaging with the English language. When students are genuinely interested, they are more likely to invest cognitive effort, leading to deeper processing and better retention of new lexical items. Recent studies confirm that situational and individual interest are strong predictors of engagement in vocabulary tasks and long-term retention (Wulan et al., 2023). Having an interest in reading is important because by having that, students will do reading joyfully; thus, they will get benefits from what they read. Success in reading is essential and is most necessary because it is the primary learning activity tool (Dasilya Wadu, 2021).

Learning Motivation, encompassing both intrinsic (e.g., personal growth, curiosity) and extrinsic (e.g., grades, rewards) drivers, provides the essential energy and direction for sustained vocabulary learning efforts. Research indicates that motivated learners employ more effective self-regulated learning strategies and show greater persistence in acquiring new words, directly influencing mastery levels (Dewi, 2021). In other words, learning motivation is one of the things that is important and needed to develop a good interest in learning. The higher a person's motivation in learning, the students will be more diligent in learning. Motivation plays an important role in the learning process. If teachers and parents can provide good motivation to students or children, then in students or children there will be encouragement and a desire to learn better (Haryadi, 2022).

Learning Environment, which includes both the physical setting and the socio-cultural atmosphere (supportive teachers, collaborative peers, resource availability), can either foster a conducive space for exploration or create barriers to effective learning. A positive and resource-rich environment has been empirically linked to increased opportunities for meaningful language use and vocabulary uptake (Hubaisy et al., 2023).

Reading habit is the act of reading that is carried out throughout life in a constant, orderly and critical manner so that this becomes a need and source of pleasure for individuals (Imaniah, 2022). Reading Habits, the frequency, diversity, and engagement with texts, are arguably one of the most powerful engines for incidental vocabulary acquisition, exposing learners to words in rich, contextualized settings. Studies from the past five years continue to reinforce that sustained, pleasurable reading is a primary driver of vocabulary growth across different age groups.

Although each of these factors has been studied individually in relation to language learning, there is a compelling need to examine their collective and interactive influence on the specific outcome of vocabulary mastery. Understanding how these elements synergize can provide educators and curriculum designers with a holistic framework for developing more effective and engaging vocabulary instruction strategies. Therefore, this research aims to explore the extent to which learning interest, learning motivation, learning environment, and reading habits collectively influence students' vocabulary mastery, offering evidence-based insights into how to cultivate a more fertile ground for lexical development.

2. Method

This study employed a quantitative correlational research design to examine the relationships among learning interest, learning motivation, learning environment, reading habits, and students' vocabulary mastery in an EFL context. According to Creswell (2019), quantitative research is appropriate when the researcher seeks to test relationships among variables that can be measured and analyzed statistically. A correlational design was chosen because this study aimed to investigate the relationship and influence of learning interest, learning motivation, learning environment, and reading habits on students' vocabulary mastery without manipulating the variables. Creswell (2019) states that correlational research is used to measure the degree of association between two or more variables as they naturally occur. This design allows researchers to identify patterns of relationships and make predictions based on statistical results.

The population consisted of third-semester students of the English Education Department at UIN Alauddin Makassar, with 100 students selected through a total sampling technique to ensure representativeness and minimize sampling bias. Data were collected using questionnaires and a vocabulary test. The questionnaire measures independent variables in the form of learning interest, learning motivation, learning environment, and reading habits using a five-point Likert scale, while the vocabulary test assessed students' ability to understand and use English vocabulary.

Prior to data collection, all instruments were reviewed for validity and reliability. The collected data were analyzed using multiple linear regression to determine both the simultaneous and partial effects of the independent variables on vocabulary mastery. This methodological approach was considered appropriate for providing empirical evidence on factors influencing vocabulary development among EFL learners.

3. Result

This section presents the results of the study based on the data obtained from questionnaires and a vocabulary mastery test administered to the respondents. The analysis is organized systematically, beginning with a description of the respondents' demographic profile, followed by inferential statistical analyses to examine the influence of learning interest, learning motivation, learning environment, and reading habits on students' vocabulary mastery. Descriptive statistics are first provided to give an overview of the characteristics of the participants, which serves as a foundation for interpreting subsequent regression and Structural Equation Modeling (SEM) results.

Table 1. Demographic of Profile Respondents (N=100)

<i>Descriptive Statistics</i>			
	Class	Gender	How long have you been learning English?
Valid	100	100	100
Missing	0	0	0
Mode	B	Female	Less than 3 years

Based on the descriptive statistics, the number of respondents in this study was 100 students, and all data were declared valid with no missing data (0 missing). This indicates that the collected data is complete and suitable for further analysis at the inferential analysis stage. Respondents came from four classes: A, B, C, and D, with a relatively even distribution. This condition indicates that the research sample is quite representative and not dominated by one particular class, thus minimizing the potential for bias in the research results.

In terms of gender, the analysis results show that female respondents are the most dominant group, as indicated by the mode value of "female." Meanwhile, based on the duration of English learning, the majority of respondents have less than three years of English learning experience, as also indicated by the mode value of "less than 3 years." This finding indicates that most respondents are still at the beginning to intermediate stages of the English language learning process. These respondent characteristics are relevant to the research objective, which is to examine the influence of learning interest, learning motivation, learning environment, and reading habits on students' vocabulary mastery, as vocabulary mastery is significantly influenced by these factors in the early learning stages.

Table 2. Regression Coefficients

<i>Regression coefficients</i>							
Outcome	Predictor	Estimate	Std. Error	z-value	p	95% Confidence interval	
						Lower	Upper
VM	I	0.324	0.899	0.360	.719	-1.438	2.086
	M	-0.712	1.079	-0.660	.509	-2.826	1.402
	E	0.473	0.341	1.386	.166	-0.196	1.142
	RH	1.302	0.483	2.694	.007	0.355	2.249

Based on the regression analysis, only Reading Habits was found to have a statistically significant influence on students' Vocabulary Mastery ($p = 0.007$). A regression coefficient of 1.302 indicates that for every one-unit increase in Reading Habits, students' Vocabulary Mastery is predicted to increase by 1.302 units, assuming other variables are held constant. The positive 95% confidence interval (0.355 to 2.249), which does not include zero, strengthens this finding. This means students with better reading habits tend to possess a wider vocabulary mastery.

Conversely, the other three variables Learning Interest (I), Learning Motivation (M), and Learning Environment (E) did not show a significant influence in this model ($p > 0.05$). The confidence intervals for their coefficient estimates all include zero, indicating that their effects are statistically indistinguishable from zero. This finding provides an important nuance for the research title, as the significant influence stems solely from Reading Habits. Therefore, it can be concluded that within the context of this study, Reading Habits is the strongest and most consistent predictor of Vocabulary Mastery, while the influence of Learning Interest, Motivation, and Environment was not proven to be significant.

Table 3. Factor Variances

<i>Factor variances</i>						
Variable	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
I	0.437	0.090	4.872	< .001	0.261	0.613
M	0.587	0.119	4.919	< .001	0.353	0.821
E	0.223	0.072	3.094	.002	0.082	0.365
RH	0.220	0.078	2.820	.005	0.067	0.373
VM	0.011	0.024	0.453	.651	-0.036	0.058

Results of the factor variance analysis show significant differences in the unique variance of each construct. Learning Motivation (M) and Learning Interest (I) had the largest and significant residual variances (0.587 and 0.437), indicating that both variables are strongly influenced by unique factors outside the model. Learning Environment (E) and Reading Habits (RH) had significant but more moderate unique variances (0.223 and 0.220, respectively), suggesting that they still possess specific components that do not overlap with the other variables.

The key finding is the non-significant, near-zero unique variance for Vocabulary Mastery (VM) (0.011), meaning that almost all variance in vocabulary mastery in this model can be collectively explained by the four predictor constructs (interest, motivation, environment, and reading habits). This provides strong empirical support for the research premise that students' vocabulary mastery is indeed a function of these four factors, with little room for the influence of other variables not modeled in this analysis.

Table 4. Factor Covariances

Factor covariances

Variables	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
I - M	0.493	0.088	5.631	< .001	0.321	0.664
I - E	0.266	0.060	4.405	< .001	0.148	0.385
I - RH	0.241	0.059	4.065	< .001	0.125	0.357
M - E	0.322	0.072	4.477	< .001	0.181	0.463
M - RH	0.305	0.073	4.194	< .001	0.163	0.448
E - RH	0.171	0.047	3.609	< .001	0.078	0.264

The results of the factor covariance analysis indicate that all predictor variables interest in learning (I), learning motivation (M), learning environment (E), and reading habits (RH) have statistically significant positive relationships (all $p < 0.001$), forming an interconnected and mutually reinforcing constellation. The highest covariance is between interest and learning motivation (0.493), followed by the relationship between motivation and learning environment (0.322) and between motivation and reading habits (0.305), while the other relationships are also significant albeit with lower magnitudes. This pattern suggests that these four factors do not operate in isolation but interact dynamically as an integrative support system.

In the context of vocabulary mastery, this synergistic interaction implies that improvement in one factor (e.g., interest) tends to be accompanied by improvement in other factors (such as motivation and reading habits), ultimately creating a stronger foundation for vocabulary acquisition. Therefore, educational interventions aimed at enhancing students' vocabulary mastery would be more effective if implemented holistically simultaneously nurturing interest, sustaining motivation, optimizing the learning environment, and building reading habits rather than focusing on only one aspect in isolation.

Table 5. Residual Variances

Residual variances

Variable	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
I1	0.223	0.036	6.096	< .001	0.151	0.294
I2	0.320	0.050	6.458	< .001	0.223	0.417
I3	0.311	0.050	6.217	< .001	0.213	0.409
I4	0.201	0.032	6.231	< .001	0.138	0.264
I5	0.422	0.064	6.587	< .001	0.296	0.547
I6	0.375	0.058	6.477	< .001	0.261	0.488
M1	0.292	0.047	6.223	< .001	0.200	0.384
M2	0.393	0.057	6.920	< .001	0.282	0.504
M3	0.386	0.060	6.491	< .001	0.270	0.503
M4	0.358	0.054	6.598	< .001	0.252	0.465
M5	0.326	0.051	6.366	< .001	0.226	0.426
M6	0.450	0.068	6.626	< .001	0.317	0.583

Residual variances

Variable	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
E1	0.422	0.063	6.672	< .001	0.298	0.547
E2	0.550	0.082	6.681	< .001	0.389	0.711
E3	0.273	0.045	6.075	< .001	0.185	0.361
E4	0.398	0.063	6.290	< .001	0.274	0.522
E5	0.549	0.085	6.476	< .001	0.383	0.716
E6	0.309	0.056	5.558	< .001	0.200	0.419
RH1	0.538	0.079	6.840	< .001	0.384	0.692
RH2	0.293	0.051	5.771	< .001	0.193	0.392
RH3	0.435	0.063	6.874	< .001	0.311	0.559
RH4	0.316	0.051	6.138	< .001	0.215	0.417
RH5	0.501	0.075	6.650	< .001	0.353	0.649
RH6	0.576	0.088	6.558	< .001	0.404	0.749
VM1	0.340	0.052	6.555	< .001	0.239	0.442
VM2	0.315	0.054	5.874	< .001	0.210	0.420
VM3	0.258	0.042	6.175	< .001	0.176	0.340
VM4	0.391	0.060	6.492	< .001	0.273	0.509
VM5	0.286	0.045	6.327	< .001	0.197	0.374
VM6	0.493	0.076	6.480	< .001	0.344	0.643

Based on the analysis of residual variances, all indicators for the five constructs (Learning Interest, Learning Motivation, Learning Environment, Reading Habits, and Vocabulary Mastery) show statistically significant estimates ($p < .001$), confirming that each indicator has a unique variance or measurement error that cannot be ignored in the model. In general, the estimated values, ranging from low (0.201 for I4) to moderate, indicate that most of the indicator variance can still be explained by their latent constructs, suggesting that the measurement model is realistic and adequate.

However, there are several indicators particularly within the Learning Environment (E2: 0.550; E5: 0.549) and Reading Habits (RH6: 0.576; RH1: 0.538) constructs that exhibit relatively high residual variance (above 0.5). This suggests that a large proportion of the variance in these indicators does not originate from the intended construct but rather from specific factors or measurement error. Consequently, although the model is suitable for testing structural relationships, the interpretation of the influence of Learning Environment and Reading Habits on Vocabulary Mastery should be approached cautiously, given the high measurement "noise" in several key indicators, and leaves room for instrument refinement in future research.

Table 6. Structural Equation Modelling (SEM)

Model fit

	AIC	BIC	n(Observations)	n(Parameters)		Baseline test		
				Total	Free	χ^2	df	p
Model 1	6220	6402	100	70	70	933.0	395.0	< .001

Note. Estimator is ML. Model test is standard. Information matrix is expected. Standard errors are standard.

Based on the results of the Confirmatory Factor Analysis (CFA), the measurement model consisting of five latent constructs (learning interest, learning motivation, learning environment, reading habits, and vocabulary mastery) demonstrates acceptable fit with the empirical data. Although the chi-square test was significant ($\chi^2(395) = 933.0, p < .001$) which may be due to its sensitivity to sample size ($N=100$) the information criteria values AIC (6220) and BIC (6402) were obtained as a basis for future model comparisons. Overall, these results provide initial justification that the measurement structure with 70 free parameters is adequate, thereby making the model suitable to proceed with further testing of convergent and discriminant validity, as well as for the analysis of structural relationships among constructs as formulated in the research hypotheses.

Table 7. Parameter Estimates

Factor Loadings

Latent	Indicator	Estimate	Std. error	z-value	p	95% Confidence interval	
						Lower	Upper
E	E1	1.000	0.000			1.000	1.000
	E2	1.128	0.233	4.834	< .001	0.671	1.586
	E3	1.259	0.218	5.774	< .001	0.832	1.687
	E4	1.351	0.243	5.568	< .001	0.875	1.826
	E5	1.388	0.262	5.304	< .001	0.875	1.901
	E6	1.640	0.271	6.061	< .001	1.109	2.170
I	I1	1.000	0.000			1.000	1.000
	I2	0.957	0.114	8.396	< .001	0.734	1.181
	I3	1.110	0.121	9.189	< .001	0.873	1.346
	I4	0.884	0.097	9.151	< .001	0.695	1.073
	I5	0.979	0.125	7.811	< .001	0.733	1.225
	I6	1.020	0.123	8.317	< .001	0.780	1.260
M	M1	1.000	0.000			1.000	1.000
	M2	0.513	0.092	5.580	< .001	0.333	0.693
	M3	0.968	0.109	8.848	< .001	0.753	1.182
	M4	0.847	0.101	8.355	< .001	0.648	1.046
	M5	0.972	0.105	9.299	< .001	0.767	1.177
	M6	0.923	0.112	8.206	< .001	0.702	1.143
RH	RH1	1.000	0.000			1.000	1.000
	RH2	1.668	0.297	5.611	< .001	1.085	2.251
	RH3	0.833	0.199	4.181	< .001	0.443	1.224
	RH4	1.494	0.273	5.461	< .001	0.957	2.030
	RH5	1.294	0.263	4.925	< .001	0.779	1.809
	RH6	1.524	0.300	5.082	< .001	0.937	2.112
VM	VM1	1.000	0.000			1.000	1.000
	VM2	1.450	0.209	6.934	< .001	1.040	1.860
	VM3	1.140	0.172	6.626	< .001	0.803	1.477
	VM4	1.134	0.187	6.069	< .001	0.768	1.500
	VM5	1.096	0.171	6.401	< .001	0.760	1.432
	VM6	1.287	0.211	6.099	< .001	0.874	1.701

A Confirmatory Factor Analysis (CFA) confirmed the validity of the measurement model for all five constructs: Learning Environment (E), Learning Interest (I), Learning Motivation (M), Reading Habits (RH), and Vocabulary Mastery (VM). All factor loadings for the indicators were statistically significant ($p < .001$), confirming that each item is a strong and relevant measure of its intended latent variable. While the strength of the relationships varied with some indicators like E6 for Learning Environment and RH2 for Reading Habits showing particularly high loadings every indicator reliably contributed to its construct. The 95% confidence intervals for all estimates excluded zero, reinforcing the precision of these measurements. This validation establishes a robust foundation for the structural model, ensuring that subsequent analysis of the influence of interest, motivation, environment, and reading habits on vocabulary mastery is based on reliable and valid instruments.

4. Discussion

This study aimed to examine the extent to which learning interest, learning motivation, learning environment, and reading habits collectively influence students' vocabulary mastery in an EFL context. By employing a quantitative correlational design and structural equation modeling, this research provides a nuanced understanding of how affective, motivational, environmental, and behavioral factors interact to shape lexical development in formal language learning settings.

The Dominant Role of Reading Habits in Vocabulary Mastery

A central finding of this study is the significant and direct influence of reading habits on vocabulary mastery, as evidenced by the regression analysis ($\beta = 1.302$, $p = 0.007$). This result underscores the critical role of sustained and contextualized exposure to language through reading in lexical acquisition. Reading habits provide learners with repeated, meaningful encounters with vocabulary in diverse contexts, facilitating both incidental and intentional learning.

This finding aligns with previous research emphasizing that frequent reading enhances word recognition, deepens semantic understanding, and strengthens long-term retention (Imaniah, 2022). The strong positive relationship suggests that students who engage regularly with texts both inside and outside the classroom are more likely to develop a broader and more nuanced vocabulary repertoire. This supports the notion that vocabulary growth in EFL contexts, where natural exposure to English is limited, can be significantly bolstered by deliberate and consistent reading practices.

The Interconnected Nature of Predictor Variables

While reading habits emerged as the only variable with a statistically significant direct effect on vocabulary mastery in the regression model, the factor covariance analysis reveals a more complex interplay among the predictors. All four independent variables learning interest, learning motivation, learning environment, and reading habits demonstrate significant positive correlations with one another ($p < .001$), forming an interconnected support system. The highest covariance was observed between learning interest and learning motivation (0.493), indicating that students who are intrinsically interested in English are also more likely to be motivated to learn. This synergy suggests that these factors do not operate in isolation but reinforce one another, collectively creating a conducive ecosystem for vocabulary development.

For instance, a supportive learning environment can enhance students' interest and motivation, which in turn may encourage the adoption of regular reading habits. Similarly, motivated learners with high interest are more likely to seek out reading materials and engage deeply with them, thereby accelerating vocabulary acquisition. This interconnectedness highlights the importance of a holistic approach to vocabulary instruction, one that simultaneously nurtures interest, sustains motivation, optimizes the learning environment, and promotes reading engagement.

The Non-Significant Direct Effects of Interest, Motivation, and Environment

Interestingly, the regression analysis did not show significant direct effects of learning interest, learning motivation, or learning environment on vocabulary mastery when examined alongside reading habits. This does not imply that these factors are unimportant; rather, it suggests that their influence may be indirect, mediated through reading habits or other behavioral and cognitive processes. The factor variance analysis further supports this interpretation, showing that interest and motivation have substantial unique variances (0.437 and 0.587, respectively), indicating they are influenced by factors outside the model. This finding aligns with theoretical perspectives that affective and environmental variables often operate as enabling conditions that facilitate engagement in learning activities rather than as direct determinants of learning outcome

In the context of this study, it appears that while a positive learning environment and high levels of interest and motivation create favorable conditions for learning, they may not directly translate into vocabulary gains unless they lead to actionable behaviors such as frequent and meaningful reading. This underscores the importance of translating affective and environmental advantages into consistent learning practices.

Measurement Considerations and Model Validity

The confirmatory factor analysis (CFA) confirmed the validity of the measurement model, with all factor loadings being statistically significant ($p < .001$). However, the residual variance analysis indicated relatively high measurement error for certain indicators within the learning environment and reading habits constructs. This suggests that while the overall model is robust, there may be room for refinement in how these constructs are operationalized and measured in future research. Nonetheless, the model fit indices (AIC = 6220, BIC = 6402) and the non-significant unique variance for vocabulary mastery (0.011) provide confidence that the four predictors collectively explain a substantial portion of the variance in vocabulary mastery, with little left unaccounted for by other unmodeled variables.

Theoretically, this study reinforces the multidimensional nature of vocabulary acquisition, emphasizing the interplay between internal dispositions (interest, motivation), external conditions (environment), and behavioral practices (reading habits). It extends existing literature by demonstrating that while reading habits are a powerful direct predictor, they are embedded within a network of supportive factors that collectively foster lexical growth.

Practically, the findings suggest that educators and curriculum designers should prioritize the cultivation of strong reading habits as a primary strategy for enhancing vocabulary mastery. This can be achieved by providing access to engaging and level-

appropriate reading materials, integrating sustained silent reading (SSR) into classroom routines, and encouraging extensive reading outside of class. Simultaneously, efforts should be made to nurture students' intrinsic interest in English, bolster their motivation through goal-setting and positive reinforcement, and create a learning environment that is resource-rich, supportive, and conducive to exploration.

By adopting an integrated approach that addresses all four factors, educators can create a more fertile ground for vocabulary development, particularly in EFL contexts where exposure to the target language is often limited. In conclusion, this study highlights reading habits as a key behavioral driver of vocabulary mastery while affirming the synergistic relationships among interest, motivation, environment, and reading engagement. It calls for a balanced instructional approach that leverages both the direct benefits of reading and the enabling power of a motivated, interested, and well-supported learner.

5. Conclusion

This study aimed to examine the influence of learning interest, learning motivation, learning environment, and reading habits on students' vocabulary mastery in an EFL context. The findings demonstrate that among the four predictors, reading habits emerged as the only variable with a significant direct effect on vocabulary mastery, confirming that consistent and meaningful exposure to written texts plays a crucial role in vocabulary development. While learning interest, motivation, and learning environment did not directly predict vocabulary mastery, their strong interrelationships suggest that these factors indirectly contribute by fostering positive learning behaviors, particularly sustained reading practices.

This research advances the field by clarifying that vocabulary mastery is not solely driven by affective or environmental conditions but is most effectively achieved when these conditions translate into concrete learning behaviors. The integration of multiple regression and SEM provides a more comprehensive understanding of both structural and relational influences on vocabulary acquisition. These findings highlight the need to reposition reading habits as a central instructional focus in EFL vocabulary learning, especially in contexts with limited natural exposure to English.

Based on the findings, it is recommended that English language educators prioritize the development of students' reading habits by integrating extensive reading programs, providing access to level-appropriate and engaging reading materials, and allocating regular time for reading activities both inside and outside the classroom. Institutions should support this effort by creating resource-rich learning environments such as digital libraries and reading corners. Teachers are also encouraged to strengthen students' learning interest and motivation through interactive instruction and positive reinforcement, ensuring these affective factors translate into consistent reading behavior. For future research, longitudinal and experimental studies are recommended to examine causal relationships and to explore the mediating role of reading habits between affective factors and vocabulary mastery, as well as the potential impact of digital reading platforms in EFL contexts.

6. Acknowledgement

The researchers would like to express her deepest appreciation and gratitude to all parties who have helped, especially the Head of the English Education study program at UIN Alauddin Makassar and the English Education students who participated in this research.

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