

ABSTRACT

Speaking motivation plays an important role in English as a Foreign Language (EFL) learning because it influences students' willingness to participate in speaking activities. Although previous studies have extensively examined individual and positive social factors affecting speaking motivation, limited attention has been given to the predictive role of perceived negative peer behavior. Therefore, this study aimed to examine the predictive effects of negative peer behavior dimensions on EFL students' English-speaking motivation and to identify the strongest predictor among them. This study employed a quantitative research design with a predictive correlational approach. The participants consisted of 75 undergraduate students enrolled in the English Language Education Program at a selected university in Indonesia, selected through disproportionate stratified random sampling. Data were collected using two five-point Likert-scale questionnaires measuring perceived negative peer behavior and English-speaking motivation. The data were analyzed using descriptive statistics, Spearman's rank correlation, assumption tests, and multiple linear regression with Jamovi. The findings revealed that the regression model was statistically significant, $F(3, 71) = 10.60, p < .001$, indicating that the three dimensions of perceived negative peer behavior collectively predicted English-speaking motivation. The model explained 30.8% of the variance in English-speaking motivation ($R^2 = .308$). Among the three dimensions, Lack of Peer Support was identified as the only significant predictor ($\beta = -0.445, p < .001$), whereas Mockery-Based Responses and Negative Evaluation and Comparison did not significantly predict English-speaking motivation when analyzed simultaneously. In conclusion, perceived negative peer behavior significantly predicts EFL students' English-speaking motivation, the absence of peer support has a greater influence on students' motivation than other forms of negative peer behavior, emphasizing the importance of creating a supportive classroom environment that promotes positive peer interaction and active participation in speaking activities.