

Investigating Students' Learning Environment in English Speaking for Senior High School

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Abstract

The importance of mastering English speaking skills and the influence of the learning environment are the main targets for students. The problems that may exist among senior high school students include a lack of speaking practice, discomfort in public speaking, and pressure from the surrounding environment that hinders the learning process. This study aims to explore and analyze how the learning environment affects students' ability to speak English. This study employs a descriptive quantitative method in which the data are collected through observation, interviews, and documentation. Observation is conducted by distributing questionnaires to 26 eleventh-grade students, and interviews are then carried out to explore more in-depth information about students' experiences, perceptions, and views on the learning environment. The data are statistically analyzed to identify trends, student perceptions, and dominant factors that support or hinder English speaking within the learning environment. The findings show that most students perceive the learning environment as quite supportive in terms of facilities, teacher support, student involvement, peer support, classroom atmosphere, and speaking practice. However, challenges such as a lack of confidence and the limited use of English outside the classroom remain significant obstacles. The learning environment plays an important role in supporting students' confidence, along with positive teacher support through the use of collaborative learning strategies, presentations, and technology. Additionally, student involvement is categorized as a high indicator of a participatory atmosphere. Facilities, however, remain an aspect that needs to be improved to encourage more active communication. Peer support is also a challenge, as some students feel less supported during group work. Meanwhile, teachers have managed to provide many opportunities for students to speak, which encourages them to become more active and orally skillful. These findings are expected to provide valuable input for schools in creating a more effective learning environment that enhances students' English-speaking abilities.

Keywords: English Speaking; Learning Environment; Teaching.

How to Cite:

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1. INTRODUCTION

Four skills are widely recognized as an integral system, as they support one another. Pedler (2011) emphasizes that speaking is one of the skills to which students should pay particular attention because it involves interaction with other people in their surroundings. The ability to speak English is one of the essential skills required in the current era of globalization. English is not only used as a communication tool but also as a means to access information and participate in the international community. Despite this, many students face challenges in mastering English speaking skills, which may be influenced by various factors within the learning environment.

A supportive learning environment is essential for improving speaking skills. Estes et al. (2015) state that the learning environment includes various elements, such as social interaction, teaching methods, facilities, and support from teachers and peers. Research shows that a positive and supportive learning environment can increase students' motivation and confidence in speaking English. However, factors such as a lack of speaking practice, discomfort in public speaking, and pressure from the surrounding environment often hinder students' learning processes (Hafiz, 2023; Hafiz et al., 2016).

Considering the importance of English speaking skills and the influence of the learning environment, several problems commonly exist among senior high school students, including limited speaking practice, discomfort in public speaking, and environmental pressure that hinders learning. Some activities have been implemented to support the English learning environment, such as the English Speaking Club (ESC) and daily in-class speaking activities; however, these initiatives have remained unsuccessful over several months. Speaking practice is scheduled regularly, but not all students participate, and the available time is limited. These factors pose challenges for English teachers in planning future programs to improve students' speaking skills. Similar conditions are also found at MA NW Aik Ampat, where both students and teachers share the same enthusiasm for practicing daily speaking. This study aims to explore and analyze how these factors affect students' ability to speak English within the learning environment.

Several previous studies are relevant to this research. First, a study on the influence of English college students' learning environment and self-directed learning on speaking skills found that both factors have a significant positive effect on speaking performance, with self-directed learning being a strong predictor (Irawan et al., 2020). Second, a study examining the correlation between the English classroom environment and learning motivation reported a moderate but significant positive correlation ($\rho \approx 0.405$, $p < 0.001$), indicating that a better-perceived classroom environment is associated with higher motivation (Anisah et al., 2025). Another study on students' perceptions of speaking practice in online classrooms at Islamic senior high schools revealed generally negative perceptions, with anxiety, shyness, low self-confidence, pronunciation problems, and grammatical difficulties identified as the main obstacles (Kamaliah et al., 2022). A further study portraying students' perceptions of English speaking classes under the Independent Curriculum found that students perceived more varied speaking activities, alongside new challenges related to adaptation, task demands, and classroom management. Research on teaching speaking in senior high schools through pair work showed that approximately 31% of students felt happy, 29% felt braver and more active in expressing opinions, 26% felt more motivated, and 14% demonstrated increased confidence, indicating a more supportive environment for speaking (Rianti et al., 2022). Finally, a review-type study on challenges faced by Indonesian EFL learners in developing speaking skills revealed that, in addition to linguistic and affective factors, limited speaking opportunities and less interactive classroom environments significantly hinder communicative competence (Wariyati et al., 2025).

The novelty of this study lies in offering a thorough descriptive quantitative mapping of the learning environment of senior high school students, particularly in English speaking classrooms, by integrating instructional, social, affective, and physical aspects into a single assessment model. This research holistically focuses on how students perceive the overall speaking learning environment in regular classroom settings, in contrast to earlier studies that primarily examined motivation, self-directed learning, or specific techniques such as pair work or online classes. Consequently, this study provides context-specific empirical evidence to inform targeted improvements in

EFL speaking instruction at the secondary level.

2. RESEARCH METHOD

This study employed a descriptive quantitative method, which involves using numerical data to systematically describe students' learning environment in English speaking classes at the senior high school level without manipulating any variables (Sugiyono, 2019). The purpose of this design is to obtain an accurate picture of how students perceive and experience their learning environment in speaking lessons by collecting data through questionnaires and summarizing the results using descriptive statistics such as frequencies, percentages, and mean scores.

The data obtained were then analyzed using statistical procedures to determine the relationships between variables and to test the predetermined hypotheses. Thus, quantitative research emphasizes the systematic and objective process of collecting and analyzing numerical data to obtain generalizable conclusions (Creswell, 2014). It is also confirmed that survey design is a procedure in which researchers conduct surveys or administer questionnaires or scales to a sample in order to describe the attitudes, opinions, behaviors, or characteristics of respondents. The survey accommodates respondent data obtained from the data collection process and data sources that can provide information relevant to the survey conducted.

This research was conducted at *MA. NW Aik Ampat*, a senior high school located at *Jl. Madani–Suntalangu Aik Ampat*, Kelayu Jorong Village, Selong Subdistrict, East Lombok Regency. The sample was selected purposively, namely through sampling based on certain considerations or objectives. The selection was based on consideration of the students' characteristics in the class, which were in accordance with the research needs. The sample description is presented below.

Table 1. Sample

| No | Class | Students | | Total |
|----|-------|----------|--------|-------|
| | | Male | Female | |
| 1. | XI-B | 15 | 11 | 26 |

Table 1 presents 26 students from the XI-B class, consisting of 15 male and 11 female students. The samples were involved in all stages of the data collection process. The data were obtained through questionnaires, observations, and interviews. The data were collected during teacher and students' activities in the ongoing learning process (Sanjaya, 2015). Questionnaires were used to obtain data on students' learning environment in learning English speaking skills. Observation was able to provide an objective and systematic picture of students' perceptions of the learning environment conditions and to generate quantitative data that could be statistically analyzed (Arikunto, 2010).

In the context of quantitative research, the questionnaire was designed using a Likert scale to measure students' perceptions of learning environment dimensions, such as teacher support, interaction with peers, physical comfort of the classroom, and opportunities to speak in English. The use of this scale made it easier for the researcher to convert subjective perceptions into numerical data that could be further analyzed. Data processing was conducted quantitatively by converting respondents' answers into scores, which were then analyzed using descriptive techniques in the form of percentages. The results of this analysis provide an overview of how students perceive and assess their learning environment in the context of learning to speak English.

Interviews were also conducted to explore more in-depth information about students' experiences, perceptions, and views regarding the learning environment, especially those related to English speaking skills. Interviews enabled the researcher to obtain more in-depth qualitative data regarding the factors that support or hinder the development of students' English speaking ability.

The results of the study were presented in the form of statements with scaled answers that were converted into scores. To give meaning to the scores obtained, categories or groups were established according to existing

levels. These categories consisted of four groups, namely strongly agree, agree, disagree, and strongly disagree. By converting the results into percentages, all check marks in the questionnaire for each indicator were summed.

The percentage of respondents was calculated using the formula (1) (Sudijono, 2010).

$$P = \frac{F}{N} \times 100\% \quad (1)$$

Description:

P : Percentage Number

F : Frequency

N : Number of subjects or respondents

3. FINDINGS AND DISCUSSION

The research data obtained from observations using questionnaires filled out by students are presented. The questionnaire is completed by ticking the answer options that are considered appropriate. Scoring is carried out using a *rating scale* with a value range of 1–4. A score of 1 is assigned for SD (*Strongly Disagree*), a score of 2 for D (*Disagree*), a score of 3 for A (*Agree*), and a score of 4 for SA (*Strongly Agree*). The research data that have been obtained are converted into statistical data with the aim of making it easier for researchers to analyze the data.

Table 2. Indicator Formulation of Students' Questionnaire

| No | Indicator | Item Number |
|----|------------------------|-------------|
| 1 | Support from teacher | 1-3 |
| 2 | Students involvement | 4-6 |
| 3 | Classroom atmosphere | 7-9 |
| 4 | Peer support | 10-12 |
| 5 | Opportunities to speak | 13-15 |

Table 2 describes indicator formulation of students' questionnaire that there are five indicators to know students' perception of students' learning environment in English speaking, namely support from teacher, students' involvement, classroom atmosphere, peer support, and opportunity to speak. the following is the data presented from questionnaire:

3.1. Support from teacher

The table and histogram of the percentage of support from teacher indicators are presented in Table 3 and Figure 1.

Table 3. Percentages of Support from Teacher Indicators

| Criteria | Frequency | percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 3 | 12% |
| A | 15 | 59% |
| SA | 8 | 29% |

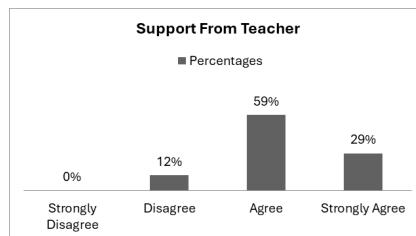


Figure 1. Percentages of support from teacher indicators

Table 3 and Figure 1 show data on students' perceptions of the support provided by teachers in learning English speaking. A total of 29% of students strongly agree with the statement related to the indicator of support from teachers, 59% agree, 12% disagree, and 0% strongly disagree.

These data show that the majority of students feel that teachers provide good support. In total, 88% of students agree or strongly agree, indicating a positive relationship between teachers and students' comfort in learning speaking. Support from teachers is very important in creating a safe and positive learning environment, especially for speaking skills, which often make students feel shy or afraid of making mistakes. These results are also in line with the theory proposed by Brown and Abeywickrama (2010), which states that the role of the teacher as a facilitator and motivator is very influential on the success of English learning, especially speaking. In addition, good teacher support can increase students' confidence, encourage them to speak more actively, and create a conducive classroom atmosphere. With no "strongly disagree" responses, it can be concluded that there are no students who feel completely unsupported by the teacher in learning speaking.

A. The Teacher Gives Support to Students During Speaking in Class

The table and histogram showing the percentage of students' responses to teachers who provide support during speaking activities in class are presented in Table 4.

Table 4. Teacher Gives Support to Students During Speaking English in Class

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 5 | 19% |
| A | 15 | 58% |
| SA | 6 | 23% |

Table 4 shows that 23% of students, or 6 people, strongly agree that teachers provide support to students when learning in class. In addition, 58% of students, or 15 people, choose to agree, while 19%, or the remaining 5 people, disagree with teachers' support for speaking in class, and no students state strongly disagree. The questionnaire results show that the majority of students feel supported by their teachers in speaking activities in class, indicating that teachers have acted as facilitators who encourage students to actively participate in learning. Teacher support, such as providing speaking opportunities and constructive feedback, contributes to increased student confidence. However, 19% of students still disagree, indicating the need for greater teacher attention to students who may experience barriers in speaking. In general, these results support the importance of the teacher's role in creating a learning environment that encourages students' speaking skills.

B. The Teacher Gives Polite Corrections When Students Misspeak

The table and histogram showing the percentage of students' responses to teachers who give polite corrections when students misspeak are presented in Table 5.

Table 5. The Teacher Gives Polite Corrections When Students Misspeak

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 3 | 12% |
| A | 13 | 50% |
| SA | 10 | 38% |

Table 5 shows that 38% of students, or 10 people out of a total sample of 26 students, strongly agree with the statement that teachers give polite corrections when students speak English incorrectly. In addition, 50% of students, or 13 people, agree, 12% of students, or 3 people, disagree, and no students strongly disagree. The results show that the majority of students perceive that teachers give corrections in a polite manner when students make mistakes in speaking English. This is evidenced by 38% of students strongly agreeing and 50% agreeing. Teachers' polite attitudes in giving corrections are very important for maintaining students' confidence and creating a classroom atmosphere that supports learning. Corrections delivered politely can help students accept their mistakes as part of the learning process without feeling intimidated or embarrassed. Meanwhile, the 12% of students who disagree provide input for teachers to pay more attention to the corrective approaches used, ensuring that they also consider students' affective aspects. Overall, these results support the importance of effective and empathetic communication in creating a positive learning environment.

C. The Teacher Motivates students to Try to Speak English More Often

The table and histogram showing the percentage of students' responses to teachers who motivate students to try to speak English more often are presented in Table 6.

Table 6. The Teacher Motivates students to Try to Speak English More Often

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 1 | 4% |
| A | 18 | 69% |
| SA | 7 | 27% |

Table 6, as illustrated by the percentage histogram above, shows that 27% of students choose strongly agree. A total of 18 students (69%) choose to agree that teachers motivate students to try to speak English more often. Meanwhile, 4% of students choose to disagree, and no students choose strongly disagree. The findings show that the majority of students perceive teachers' efforts in providing motivation to speak English more often in class, with 27% of students strongly agreeing and 69% agreeing. Motivation provided by teachers plays an important role in building students' confidence and interest in using English actively in daily classroom communication. Although 4% of students disagree, this suggests that a small proportion of students may not have fully felt the motivational encouragement, indicating that further efforts from teachers are needed to adjust the motivational approaches used. Overall, these results confirm the importance of the teacher's role in encouraging the active use of English as part of communicative learning.

3.2. Students' Involvement

Table 7. Percentages of student involvement indicators

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 1 | 2% |
| D | 3 | 15% |
| A | 12 | 47% |
| SA | 10 | 36% |

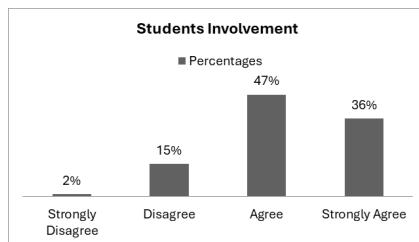


Figure 2. Percentages of students' involvement indicators

Table 7 and Figure 2 present data on the extent of student involvement in the English speaking learning process in class XI MA NW Aik Ampat. Based on the data obtained, it is illustrated that 36% of students strongly agree with the statement related to the student involvement indicator, 47% agree, 15% disagree, and 2% strongly disagree. Combined, 83% of students feel engaged in the learning process (agree and strongly agree), which indicates a fairly high level of student participation in speaking activities. This reflects that most students are not only physically present but also mentally and emotionally active in the learning process.

However, it should be noted that there are still 17% of students who feel less engaged (15% disagree and 2% strongly disagree). This is an important consideration for teachers to pay more attention to students who may lack confidence, feel uncomfortable, or do not understand the material well, resulting in lower levels of engagement in speaking activities.

Student involvement in learning is very important, as it is a key indicator of learning motivation and the success of the language learning process. This is reinforced by Vygotsky's theory (as cited in Wibowo, 2025), which states that active engagement in social and interactive activities, including discussions and speaking practice, plays a crucial role in language development. Thus, although the majority of students show positive engagement, more varied and inclusive learning strategies are still needed so that all students can actively participate equally.

A. Students are actively involved in English speaking activities in the classroom

The table and histogram showing the percentage of students' responses to the statement that students are actively involved in English speaking activities in the classroom are presented in Table 8. Table 8 shows that students are actively involved in English speaking activities in the classroom.

Table 8. Students are actively involved in English speaking activities in the classroom

| Criteria | Frequency | percentages |
|----------|-----------|-------------|
| SD | 1 | 4% |
| D | 3 | 12% |
| A | 12 | 46% |
| SA | 10 | 38% |

Table 8 show that, for the statement that students are actively involved in English speaking activities in class, 38% of students, or 10 people, choose strongly agree, and 46%, or 12 people, choose agree. Meanwhile, 12% disagree, and the remaining 4% strongly disagree. These data indicate that the majority of students feel actively engaged in English speaking activities in class, with 38% strongly agreeing and 46% agreeing. Students' active involvement is an important indicator of the effectiveness of language learning, as higher levels of participation increase the likelihood of improving language skills. However, the 12% of students who disagree and the 4% who strongly disagree indicate that there is still a small number of students who do not feel optimally involved. This may be caused by various factors, such as a lack of speaking opportunities. Therefore, teachers need to continue creating an inclusive learning atmosphere and encourage all students to participate actively.

B. Students are often a role in discussion and presentation

The table and histogram showing the percentage of students' responses to the statement that students often take a role in discussions and presentations are presented in Table 9.

Table 9. Students are often a role in discussion and presentation

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 5 | 19% |
| A | 12 | 46% |
| SA | 9 | 35% |

Table 9 illustrates that 35% of students choose to strongly agree with the statement that students are often given roles in discussions and presentations, 46% of students, or 12 people, choose to agree, and 19% of students choose to disagree. These results indicate that the majority of students feel actively involved in learning activities through discussions and presentations. This type of active participation is very important in English learning because it can improve speaking skills, critical thinking, and cooperation among students. Teacher support in assigning roles to students encourages an interactive learning environment. However, the 19% of students who disagree indicate that there are still some students who feel that they do not receive enough roles in these activities. This can serve as an evaluation point for teachers to distribute student participation more evenly in discussions and presentations so that every student has equal opportunities to develop their speaking skills.

C. Students participate in English conversation practice in class

The table and histogram showing the percentage of students' responses to the statement that students participate in English conversation practice in class are presented in Table 10.

Table 10. Students' participation in English conversation practice in class

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 4 | 15% |
| A | 13 | 50% |
| SA | 9 | 35% |

Table 10 shows that 35% of students choose strongly agree with the questionnaire statement regarding students' participation in English conversation practice in class. In addition, 50%, or half of the sample, choose to agree, and 15% of students choose to disagree. These findings indicate that most students feel actively involved in conversation exercises during the learning process. The data show that students' engagement in English conversation practice is relatively high, with 35% strongly agreeing and 50% agreeing. This reflects that speaking exercises have become an important part of the classroom learning process and have the potential to help students improve their oral communication skills. However, the 15% of students who disagree suggest that not all students feel engaged in conversation exercises. This may be due to a lack of confidence, speaking anxiety, or unequal opportunities in the classroom. Therefore, teachers need to ensure that every student has a fair chance to engage in speaking activities in order to encourage active participation across the board.

3.3. Classroom Atmosphere

Table 11. Percentages of classroom atmosphere

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 5 | 6% |

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| D | 31 | 40% |
| A | 35 | 45% |
| SA | 7 | 9% |

Table 11 presents data on students' perceptions of the classroom atmosphere during English speaking lessons. The results show that 9% of students strongly agree with the statement related to the classroom atmosphere indicator, 45% choose to agree, 40% disagree, and 6% strongly disagree. Based on these data, it can be concluded that only 54% of students feel that the classroom atmosphere supports speaking lessons, while the remaining 46% feel otherwise (disagree and strongly disagree). This shows that almost half of the students experience discomfort or obstacles related to the classroom atmosphere during speaking lessons.

These conditions may be caused by several factors, such as a lack of positive interaction among students, an atmosphere that is too formal or tense, or insufficient encouragement to speak freely. This finding is in line with the opinion of Teng (2017), who states that a stressful classroom atmosphere can be a psychological barrier that reduces students' willingness to speak, as it increases anxiety and fear of making mistakes when using a foreign language.

A. The class feels comfortable and does not make students afraid to speak English

The table and histogram showing the percentage of students' responses to the statement that the class feels comfortable and does not make students afraid to speak English are presented in Table 12.

Table 12. The class feels comfortable and does not make students afraid to speak English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 2 | 8% |
| D | 8 | 31% |
| A | 11 | 42% |
| SA | 5 | 19% |

Table 12 shows that 19%, or 5 students, strongly agree with the statement that the class feels comfortable and does not make them afraid to speak. In addition, 11 students (42%) agree, 8 students (31%) disagree, and 2 students (8%) strongly disagree. These data indicate that most students feel that the classroom atmosphere supports their comfort in speaking. Overall, 61% of students, representing the combined strongly agree and agree categories, feel comfortable speaking in class. This indicates that the learning environment is sufficiently conducive and provides a sense of security for students to express their opinions. A comfortable classroom environment is very important in learning to speak, especially in the context of foreign language learning, because it can increase students' confidence. However, 31% of students disagree and 8% strongly disagree, indicating that some students still feel uncomfortable and may experience barriers such as fear of making mistakes or a lack of social support from peers. These factors need to be considered by teachers to further optimize learning approaches.

B. Students feel free to express ideas when learning English in class

The table and histogram showing the percentage of students' responses to the statement that students feel free to express ideas when learning English in class are presented in Table 13.

Table 13. Students feel free to express ideas when learning English in class

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 1 | 4% |
| D | 10 | 38% |
| A | 14 | 54% |
| SA | 1 | 4% |

Table 13 shows that 4% of the total sample of 26 students, or 1 student, strongly agree with the statement that students feel free to express ideas when learning English in class. A total of 14 students (54%) agree, 10 students (38%) disagree, and 1 student (4%) strongly disagree. These data indicate that most students feel free to express their ideas in class. Overall, 58% of students, representing the combined strongly agree and agree categories, feel free to express ideas when learning English. This suggests that the classroom atmosphere generally supports creativity and the courage to speak up.

Freedom to express ideas is an important aspect of language learning, as it helps students become more active, critical, and confident in using the target language. However, 38% of students disagree and 4% strongly disagree, meaning that approximately 42% of students feel less free to express their ideas. This percentage is quite significant and indicates that there are still barriers to creating a fully open and supportive classroom atmosphere for all students. These barriers may stem from internal factors, such as a lack of confidence or fear of making mistakes, as well as external factors, such as less interactive teaching methods and insufficient support from the learning environment.

C. Students are not afraid mistakes in speaking English in class

The table and histogram showing the percentage of students' responses to the statement that students are not afraid of making mistakes when speaking English in class are presented in Table 14.

Table 14. The class feels comfortable and does not make students afraid to speak English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 2 | 8% |
| D | 13 | 50% |
| A | 10 | 38% |
| SA | 1 | 4% |

Based on Table 14, it is known that 8% of students from the total sample strongly agree with the statement that students are not afraid of making mistakes when speaking English in class. A total of 10 students (38%) agree, 13 students (50%) disagree, and 2 students (8%) strongly disagree. These data indicate that more than half of the students are still afraid of making mistakes when speaking English in class. The results show that only 46% of students, representing the combined strongly agree and agree categories, feel unafraid of making mistakes, while 58% still feel afraid. This indicates that fear of making mistakes remains a major obstacle to the development of students' speaking skills in the classroom.

This fear may be caused by several factors, such as a lack of confidence, fear of criticism from peers, or previous negative experiences. In the context of foreign language learning, fear of making mistakes is one of the affective factors that can hinder learning success, especially in speaking skills. To overcome this problem, teachers need to create a more supportive and fear-free classroom atmosphere, for example by giving praise for students' efforts, emphasizing that mistakes are a normal part of the learning process, and implementing a more collaborative and positive learning approach.

3.4. Peer Support

Table and histogram of the percentage of peer support indicators are presented in Table 15.

Table 15. Percentages of peer support indicators

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 1 | 2% |
| D | 32 | 41% |
| A | 30 | 38% |
| SA | 15 | 19% |

Table 15 illustrates students' responses to the indicator of peer support in learning English speaking. The results show that 19% of students strongly agree with the peer support indicator statement, 38% agree, 41% disagree, and 2% strongly disagree. Based on these data, only 57% of students feel supported by their peers when learning speaking, while the remaining 43% feel that they do not receive sufficient support from their classmates. This percentage indicates that social support among students is still uneven and needs to be improved. Peer support is very important in learning speaking skills, as students tend to be more confident when they feel accepted and not judged by their peers. When students feel free from ridicule or social pressure, they are more willing to try speaking, even if their abilities are not yet fully developed.

According to Wulandari and Metia (2025), students who do not receive social support from their peer environment tend to experience emotional barriers in learning, such as insecurity, anxiety, and a lack of confidence. This certainly has a negative impact on students' willingness to speak in a foreign language. Therefore, it is important for teachers to build a culture of mutual respect in the classroom. Learning activities that involve speaking tasks in pairs or small groups can be an effective strategy to strengthen peer support among students.

A. Friends appreciate when students speak English

The table and histogram showing the percentage of students' responses to the statement that friends appreciate students when they speak English are presented in Table 16.

Table 16. Friends appreciate when students speak English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 1 | 2% |
| D | 32 | 41% |
| A | 30 | 38% |
| SA | 15 | 19% |

Table 16 shows that 8% of students strongly agree with the statement that friends appreciate students when speaking English. In addition, 50% of students agree, 31%, or 8 students, disagree, and 12%, or 3 students, strongly disagree. These data indicate that the majority of students feel appreciated by their peers when speaking English in class. Overall, 58% of students, representing the combined strongly agree and agree categories, perceive peer appreciation when they speak English. Such a positive social environment is important for building students' confidence and motivation in using a foreign language, as peer support can reduce fear of making mistakes and increase students' active participation in class.

However, 43% of students, representing the combined disagree and strongly disagree categories, feel that they do not receive sufficient appreciation from their friends when speaking. This suggests that some students may still experience a less supportive classroom atmosphere, such as sarcasm, laughter, or a lack of appreciation from peers, which can discourage students from actively participating.

3.5. Students feel supported by friends when speaking English

Table and histogram of the percentage of students responses to the statement of students feel supported by friends when speaking English are presented in Table 17.

Table 17. Students feel supported by friends when speaking English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 5 | 19% |
| A | 14 | 54% |
| SA | 7 | 27% |

Table 17 shows that 27%, or 7 students, strongly agree with the statement that students feel supported by

friends when speaking English. In addition, 54%, or 14 students, agree, 19%, or 5 students, disagree, and no students strongly disagree. These data indicate that most students feel supported by their friends when speaking English. Overall, 81% of students, representing the combined strongly agree and agree categories, feel supported by their peers when speaking English. This percentage is relatively high and shows that the social atmosphere in the classroom is quite positive and supportive of the development of students' speaking skills. Peer support can increase self-confidence, reduce speaking anxiety, and encourage students to be more active in communicating in English.

Meanwhile, 19% of students disagree, indicating that a small number of students feel less supported by their friends. Although this proportion is relatively small, it still needs to be considered so that all students experience an inclusive and supportive atmosphere. Efforts that teachers can make to increase peer support include fostering mutual respect, organizing cooperative activities, and rewarding every communication effort made by students, regardless of the level of success. The absence of students who strongly disagree reinforces the finding that, in general, the classroom atmosphere is supportive of openness and collaboration in the use of English.

A. Friends do not laugh at students' mistakes when speaking English

The table and histogram showing the percentage of students' responses to the statement that friends do not laugh at students' mistakes when speaking English are presented in Table 18.

Table 18. Friends do not laugh at students' mistakes when speaking English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 13 | 50% |
| A | 7 | 27% |
| SA | 6 | 23% |

Table 18 shows that 23%, or 6 students, strongly agree with the statement that friends do not laugh at students' mistakes when speaking English. A total of 27%, or 7 students, agree, 50%, or half of the sample, disagree, and no students strongly disagree. These data indicate differing student perceptions regarding how peers respond to mistakes when speaking English. Overall, 50% of students, representing the combined strongly agree and agree categories, feel that their friends do not laugh at their mistakes when speaking English. This is a positive indication that half of the students already perceive mutual respect in English learning.

However, the fact that the remaining 50% of students disagree indicates a significant issue related to the social atmosphere in the classroom. Half of the students report experiencing negative responses, such as being laughed at when making mistakes. This situation has the potential to cause fear, embarrassment, and reduced motivation to speak English in class. Such discomfort should be a serious concern for teachers in creating a more supportive and safe learning environment. Teachers need to instill in students an understanding that mistakes are a natural part of the learning process, develop a classroom culture that emphasizes mutual respect, and provide clear examples of how to respond to mistakes positively. Therefore, efforts to build a sense of security and social support in the classroom are essential to increase students' active participation in speaking English.

3.6. Opportunities to Speak

Table and histogram of the percentage of opportunities to speak indicators are presented in Table 19.

Table 19. Percentages of opportunities to speak indicators

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 2 | 3% |
| D | 6 | 8% |
| A | 50 | 64% |
| SA | 20 | 26% |

Table 19 shows students' perceptions of the opportunities they receive to speak in learning English speaking. The results indicate that 26% of students strongly agree with the statement related to the opportunity-to-speak indicator, 64% agree, 8% disagree, and 3% strongly disagree. These data show that the majority of students, 90%, feel that they have sufficient opportunities to speak during the learning process. This percentage indicates that teachers have provided adequate space for students to practice speaking, either through individual assignments, group discussions, or class presentations. Opportunities to speak are an important aspect of foreign language learning because sufficient practice helps students become accustomed to using the language actively and increases their confidence. The low percentages of students who disagree (8%) and strongly disagree (3%) also suggest that barriers related to limited time or speaking turns are not predominant in this class.

These findings are in line with the opinion of Abdeen and Albiladi (2021), who state that speaking skills can develop significantly when students are given sufficient time and opportunities to use the target language in meaningful contexts. They also emphasize the importance of Student Talking Time (STT) being greater than Teacher Talking Time (TTT) in communication-based learning. Thus, teachers at MA NW Aik Ampat have provided a fairly conducive environment in terms of speaking opportunities. However, attention still needs to be given to the small number of students who feel that they do not receive sufficient opportunities, so that every student feels they have equal chances to develop.

A. Students are often given the opportunity to speak English in class

Table and histogram of the percentage of students responses to the statement of students are often given the opportunity to speak English in class are presented in Table 20.

Table 20. Students are often given the opportunity to speak English in class

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 1 | 4% |
| A | 17 | 65% |
| SA | 8 | 31% |

Table 20 shows that 31%, or 8 students, strongly agree with the statement that students are often given opportunities to speak English in class. A total of 65%, or 17 students, agree, 4%, or 1 student, disagree, and no students strongly disagree. These data indicate that almost all students feel that they are given opportunities to speak English during the learning process. Overall, 96% of students, representing the combined strongly agree and agree categories, feel that they are often provided with opportunities to speak English. This percentage is very high and shows that teachers have successfully created a learning environment that offers ample opportunities to speak English, which are essential in language learning, as repeated practice can improve students' fluency, confidence, and language competence.

Meanwhile, only 4% of students disagree, and no students strongly disagree. This indicates that barriers related to a lack of speaking opportunities are almost non-existent in this class. Nevertheless, attention still needs to be given to students who feel they have not had sufficient opportunities by ensuring that speaking time is distributed evenly among all students, including those who tend to be passive or lack confidence. Overall, the findings show that in the English language learning process in the classroom, students are adequately facilitated to speak, which is one of the important indicators in creating an effective language learning environment.

B. The teacher gives enough time for students to practice speaking English

The table and histogram showing the percentage of students' responses to the statement that the teacher gives enough time for students to practice speaking English are presented in Table 21.

Table 21. Teacher gives enough time for students to practice speaking English

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 0 | 0% |
| D | 1 | 4% |
| A | 18 | 69% |
| SA | 7 | 27% |

The data in Table 21 show that 27% (7 students) strongly agreed with the statement that the teacher gives students enough time to speak in English. A total of 69% (18 students) agreed, while 4% (1 student) disagreed, and there were no students who strongly disagreed. These results show that most students think that teachers have provided adequate time for speaking practice in class. This finding indicates that 96% of students felt that they had enough time to speak English during the learning process. This reflects that the time allocation given by teachers has been effective in supporting students' speaking skills. Providing sufficient speaking time is a crucial factor in language learning because, through practice opportunities, students can develop their communication skills more optimally. Meanwhile, 4% of students felt that they did not get enough speaking time. Although this number is relatively small, it is still worth noting. Teachers can evaluate and adjust time management strategies so that all students, including those who may be more passive or need more time to speak, get a fair chance. The absence of students who strongly disagreed is an additional indication that, in general, students are satisfied with the opportunities given by teachers to speak English in class.

C. Classroom activities allow students to speak English more frequently

The table and histogram of the percentage of students' responses to the statement that classroom activities allow students to speak English more frequently are presented in Table 22.

Table 22. Classroom activities allow students to speak English more frequently

| Criteria | Frequency | Percentages |
|----------|-----------|-------------|
| SD | 2 | 8% |
| D | 4 | 15% |
| A | 15 | 58% |
| SA | 5 | 19% |

Table 22 shows that 19% or 5 students strongly agreed with the statement that classroom activities enable students to speak English more often. A total of 58% or 15 students agreed, 15% or 4 students disagreed, and 8% or 2 students strongly disagreed. This finding shows that the majority of students considered the classroom activities to be sufficient to support an increase in their speaking frequency. The data indicate that 77% of students (the strongly agree and agree categories combined) felt that the activities provided in the lessons supported them in using English more actively. This suggests that the learning approach is effective in providing students with adequate opportunities for speaking practice.

However, it should be noted that 23% of students disagreed or strongly disagreed. This indicates that some students have not fully benefited from classroom activities in improving their speaking opportunities. Factors such as a mismatch between learning methods and students' learning styles, the dominance of certain students in class discussions, or a lack of variety in activities may contribute to this issue. Given the importance of students' active involvement in the language learning process, teachers need to continuously design more diverse, inclusive, and engaging activities so that all students can participate optimally. In addition, strategies should be implemented to ensure fair opportunities for each student to speak, so that the learning atmosphere becomes more balanced and effective in supporting the development of students' speaking skills.

The researcher conducted an interview with the eleventh English teacher at MA NW Aik Ampat which the results are thematically analyzed as follows:

Students' enthusiasm in speaking learning

"their enthusiasm is quite varied. Some are very excited, especially those who are used to speaking in public, but some are still shy or lack confidence"

The teacher stated that students' enthusiasm varies. This indicates that individual characteristics and previous experiences influence students' readiness to learn speaking. Confidence is the main determinant of students' participation.

Learning strategies to improve speaking skills

"practice collaborating with friends or groups, doing presentations, using technology such as audio exercises from cellphones."

The teacher uses collaborative strategies and digital technology to build a supportive learning environment. This approach is in line with 21st-century learning, which emphasizes collaboration and the integration of technology. The use of audio materials helps students become more familiar with English pronunciation and intonation.

Obstacles in speaking learning

"The main obstacles is students' lack of confidence... 'I'm embarrassed because this is not my daily language', 'i can't read this'."

The main obstacles are students' low confidence and the assumption that English is a foreign language that is difficult to access. This reflects the importance of building an emotionally safe learning atmosphere in which students dare to try speaking without fear of making mistakes.

The role of peers in speaking learning environment

"The role of peers is very important because it is a source of social emotional support. Then here we do collaboration and cooperation between students, for students it is most happy when invited to groups"

Peers serve as social support that makes students feel comfortable. Group-based learning creates a sense of community and reduces speaking anxiety, which supports the establishment of a positive learning environment.

Influence of the physical environment of the classroom

"Layout and flexibility such as circular and group setting... comfortable, clean and organized classroom atmosphere... tools such as projectors and audio system are very supportive."

The physical environment of the classroom, which is comfortable, flexible, and equipped with learning media, plays a significant role in creating a conducive learning atmosphere. This reinforces the theory that the physical environment can influence student motivation and engagement. This discussion integrates the results of interviews with English teachers and survey data. The analysis is conducted thematically to understand the learning environment in English speaking skills.

The interviews show that teachers actively use various strategies to support speaking learning, such as group work, presentations, and the use of technology. This is in line with the survey results, which show that 59% of students agree and 29% strongly agree that they receive support from teachers. This indicates that most students perceive the teacher's role as a facilitator who actively creates a conducive learning atmosphere. This finding is consistent with teacher support theory (Wentzel et al., 2016), which emphasizes the importance of the teacher's presence as a companion who provides motivation and emotional comfort to students, especially when learning a foreign language.

Teachers reported that students are more enthusiastic and active when involved in collaborative activities such as group discussions and presentations. This is confirmed by the survey results, where 47% of students agree and 36% strongly agree that they feel engaged in speaking learning activities. Active engagement is an important indicator of a positive learning environment. According to Fredricks et al. (2019), student engagement—cognitive, emotional, and behavioral—has a significant impact on learning success, especially in interactive contexts such as speaking classes.

Teachers emphasize the importance of a comfortable and clean classroom atmosphere, as well as seating arrangements that support interaction. However, the survey results show that only 45% of students agree and 9% strongly agree that the classroom atmosphere supports them in speaking. This indicates that there is room for improvement in the physical aspects and comfort of the classroom environment. Research by Barrett (2017) shows that physical elements of the classroom, such as lighting, air circulation, and flexibility of space, greatly influence students' engagement and comfort in active learning.

The teacher claims that peers are very important as sources of social and emotional support, especially when students work in groups. However, the survey shows contradictory results: 57% of students agree that they receive peer support, while 41% disagree, indicating that some students feel uncomfortable or unsupported by their friends. This suggests that although group work is implemented, not all students feel equally involved or receive positive responses from their peers. Zhou and Brown (2015) assert that effective peer support requires structure and teacher supervision to ensure collaboration is healthy and supportive for all students.

The teacher also revealed that she provides many opportunities for students to speak through presentations, audio exercises, and group discussions. This is reinforced by the survey results, where 64% of students agree and 26% strongly agree that they are given many opportunities to speak in class. This shows that the teacher's learning approach aligns with students' needs. According to Richards (2009), speaking opportunities in real contexts are essential to train students' fluency and confidence in English. A learning environment that provides ample speaking space will gradually improve students' communicative competence.

Based on the discussion results, the findings reinforce previous research indicating that a supportive and engaging learning environment plays a vital role in enhancing students' English-speaking performance at the senior high school level. Consistent with earlier studies, the results highlight the importance of teacher support, positive peer interaction, and a comfortable classroom atmosphere in fostering students' confidence and willingness to speak English in class. By confirming these patterns in the context of senior high school EFL classrooms, this study strengthens the existing evidence base on the centrality of the learning environment in developing students' speaking skills.

4. CONCLUSION

Based on the results of the research conducted through interviews and questionnaires with the eleventh-grade students of MA NW Aik Ampat, the learning environment plays an important role in supporting English speaking skills. Teachers generally perceive the learning environment as quite supportive in terms of facilities, teacher support, students' involvement, peer support, classroom atmosphere, and speaking practice through the use of collaborative learning strategies, presentations, and technology, which are perceived by the majority of students as helping them become more confident. In addition, students' involvement in the learning process is high, indicating that speaking learning is able to create a participatory atmosphere.

The physical condition of the classroom, however, is still an aspect that needs improvement because not all students feel comfortable communicating actively. Peer support is also a challenge, as some students feel less supported when working in groups. Meanwhile, teachers have managed to provide many opportunities for students to speak in class, which encourages them to be more active and skillful in using English orally.

These findings are expected to provide beneficial input for schools in creating a more effective learning environment that enhances students' English speaking abilities. They may also contribute academic support as a reference for further researchers, practitioners, and educators.

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