



Correlation Between Learning Environment and Motivation to Learn English of Grade 7th Students of Dharma Nusa Junior High School, East Flores, East Nusa Tenggara

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ARTICLE INFO	ABSTRACT
Article history Received : Feb, 25th 2026 Revised : April, 10th 2026 Accepted : May, 26th 2026 OPEN ACCESS	This study aims to identify which factors within the learning environment most significantly affect students' motivation to learn English and to examine whether there is a correlation between the learning environment and the learning motivation of 7th grade students at Dharma Nusa Junior High School. This research employed a quantitative approach with a correlation method. The sample consisted of 15 seventh grade students selected through simple random sampling. The research instrument was a questionnaire using a Likert scale covering the learning environment variable (X) and the learning motivation variable (Y). The data were analysis using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean and percentage of the learning environment (X) and learning Motivation (Y). The Pearson product moment correlation was applied to examine the correlation between the two variables at a significance level 0.05. The data were analysis used SPSS. The findings revealed that the physical factor obtained an average score of 4.24 (very high category), the psychological factor 4.23 (very high category), and the social factor obtained an average score of 4.11 (high category). This indicates that physical and psychological factors are the most dominant aspects of the learning environment affecting students' motivation. The Pearson correlation test showed a value of $r = 0.647$ with a significance level of $0.009 < 0.05$, indicating a positive and significant correlation between learning environment and students' motivation. The coefficient of determination (r^2) was 0.418 indicating that 41.8% of students' motivation to learn English was influenced by the learning environment, while the remaining 58.2% was affected by other factors outside this study. The simple regression analysis produced the equation $Y = -37.363 + 1.566X$, with $f_{count} = 20.566 > f_{table} = 4.67$ and a significant level of $0.000 < 0.05$. Therefore, the learning environment has a positive and significant effect on the learning motivation of 7th grade students at Dharma Nusa Junior High School.
Keywords:	<i>Learning Environment, Learning Motivation, Correlation</i>

1. Introduction

Learning English as a foreign language requires not only cognitive ability but also strong motivation. Motivation determines how much effort students are willing to invest, how long

they persist in learning tasks, and how actively they participate in classroom activities. Students with high motivation usually show enthusiasm, confidence, and willingness to practice English, while students with low motivation tend to be passive and less engaged.

Motivation in learning English does not develop automatically. It is influenced by various factors, both internal and external. Internal factors include students' interests, attitudes, self-confidence, and learning goals. External factors include teaching methods, teacher competence, family support, learning materials, and the learning environment. Among these factors, the learning environment is considered a crucial element because it directly affects students' daily learning experiences in the classroom.

The learning environment refers to the physical, psychological, and social conditions in which learning takes place. Physical aspects include classroom facilities, seating arrangement, lighting, ventilation, and learning media. Psychological aspects involve students' feelings of comfort, safety, and emotional support, while social aspects include interactions between teachers and students as well as peer relationships. A positive learning environment can create a sense of comfort and security, encouraging students to actively participate in learning activities. On the other hand, an un conducive learning environment may cause anxiety, boredom, and lack of motivation.

Several previous studies have indicated that the learning environment has a significant influence on students' motivation and learning outcomes. However, most studies are conducted in urban areas with relatively complete learning facilities. Research focusing on junior high school students in rural or semi-rural areas of East Nusa Tenggara remains limited. Schools in these areas often face challenges such as limited facilities and learning resources, which may affect students' motivation in learning English.

Several previous studies have examined the relationship between the learning environment and students' motivation. Harjali (2019) conducted a quantitative study investigating the influence of the learning environment on students' motivation in Indonesian secondary schools. Using correlational analysis, the study found that classroom conditions, teacher support, and peer interaction significantly contributed to students' learning enthusiasm. Similarly, Kusuma and Santosa (2019) explored the impact of classroom atmosphere and instructional support on students' motivation in English learning

and reported a positive and statistically significant relationship between environmental factors and students' engagement.

From a theoretical perspective, Albert Bandura (1997) emphasizes that environmental influences shape learners' self-efficacy beliefs, which in turn affect motivation and performance. Likewise, Edward L. Deci and Richard M. Ryan (2000), through Self-Determination Theory, argue that supportive learning environments enhance intrinsic motivation by fulfilling students' psychological needs for autonomy, competence, and relatedness.

Although these studies confirm the important role of the learning environment in enhancing students' motivation, most of them were conducted in urban schools with relatively adequate facilities and larger sample sizes. Limited attention has been given to junior high school students in rural or semi-rural contexts, particularly in East Nusa Tenggara, where educational resources and classroom conditions may differ significantly. Furthermore, few studies specifically focus on seventh-grade students who are in a transitional phase of adapting to secondary education.

Therefore, this study aims to fill this gap by examining the correlation between the learning environment and students' motivation to learn English among seventh-grade students at Dharma Nusa Junior High School, East Flores. By focusing on a rural context and a specific grade level, this study provides contextual evidence that may enrich existing literature on learning motivation in English as a foreign language.

This study aims to investigate the correlation between the learning environment and the motivation of 7th grade students to learn English at Dharma Nusa Junior High School. The learning environment functions as the independent variable, encompassing both physical and psychological dimensions of the classroom setting. These dimensions include classroom conditions, availability of learning resources, teacher support, peer interactions, classroom management, and the overall emotional atmosphere during learning activities. A positive and supportive learning environment is assumed to foster greater student engagement and enthusiasm toward learning, particularly in acquiring a second language like English.

On the other hand, student motivation to learn English serves as the dependent variable. Motivation in this context refers to both intrinsic and extrinsic factors that influence students'

desire and effort to learn English. Intrinsic motivation includes students' personal interest, enjoyment, and sense of achievement, while extrinsic motivation involves external rewards, recognition, grades, or teacher approval. Other motivational aspects considered include students' learning goals, persistence, attention during class, and active participation in English-related tasks.

The conceptual framework of this study is grounded in the assumption that the quality of the learning environment plays a significant role in shaping students' motivation levels. A well-structured, engaging, and emotionally supportive classroom climate is believed to enhance students' willingness and enthusiasm to learn English.

Thus, the framework posits that improvements in the learning environment may lead to higher motivation among students, resulting in more effective language acquisition and better academic outcomes. In line with this conceptual foundation, the study will examine whether a significant correlation exists between the two variables, and to what extent the learning environment contributes to the students' motivation to learn English. This framework will guide the development of research instruments and the interpretation of the findings.

Therefore, this study aims to investigate the correlation between the learning environment and students' motivation to learn English among seventh-grade students at Dharma Nusa Junior High School. The findings of this study are expected to provide useful insights for teachers, schools, and future researchers in improving English learning through better learning environments.

2. Research Method

This study employed a quantitative correlational research design. This design was chosen because the objective of the study was to determine the correlation between two variables, namely the learning environment and students' motivation to learn English. The research was conducted at Dharma Nusa Junior High School, East Flores, East Nusa Tenggara. The population of this study consisted of 30 seventh grade students. From this population, 15 students were selected as the sample using simple random sampling. This sampling technique ensured that each student had an equal opportunity to be selected. Data were collected using two questionnaires: a.) Learning Environment Questionnaire, which

measured physical, psychological, and social aspects of the learning environment, b.) Learning Motivation Questionnaire, which measured students' interest, effort, persistence, and enthusiasm in learning English. Both questionnaires were constructed using a five point Likert scale ranging from strongly disagree to strongly agree.

The data obtained from the questionnaires were analyzed using descriptive statistics to determine the mean score of each variable. Since the instruments used a five-point Likert scale, the classification of the mean scores was calculated using interval formula $(5-1)/5 = 0.8$. The criteria for classification were as follows: 4.21–5.00 (Very High), 3.41–4.20 (High), 2.61–3.40 (Moderate), 1.81–2.60 (Low), and 1.00–1.80 (Very Low).

The instruments were tested for validity using Pearson Product Moment correlation. Items with correlation values higher than the critical value were considered valid. Reliability testing was conducted using Cronbach's Alpha, and the results indicated that both instruments were reliable. The data were analyzed using descriptive statistics, Pearson Product Moment correlation, coefficient of determination, and simple linear regression with the assistance of SPSS.

To determine the level of each variable, the mean scores obtained from the questionnaires were interpreted using classification criteria based on a five-point Likert scale. The interval classification was calculated using the formula:

Interval = (Highest score – Lowest score) / Number of categories, Since the Likert scale ranged from 1 to 5, the interval width was: $(5 - 1) / 5 = 0.8$

The classification criteria were as follows:

Score	Category
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very low

These criteria were used to interpret the mean scores of the learning environment and learning motivation variables.

The data were analyzed using both descriptive and inferential statistical techniques with the assistance of SPSS. Descriptive statistics were employed to calculate the minimum score, maximum score, and mean of each variable in order to describe the general condition of the learning environment and students' motivation. The mean scores were then interpreted using interval classification based on the five-point Likert scale. To examine the relationship between the learning environment and students' motivation, Pearson Product Moment correlation analysis was conducted to determine the strength and direction of the relationship. The significance of the correlation was tested at the 0.05 level. Furthermore, the coefficient of determination (r^2) was calculated to measure the extent to which the learning environment contributed to students' motivation. Finally, simple linear regression analysis was performed to examine the predictive influence of the learning environment on students' motivation, with statistical significance determined at $p < 0.05$.

3. Research Findings and Discussion

3.1 Research Findings

This section presents the results of data analysis conducted to answer the research questions concerning the correlation between the learning environment and students' motivation to learn English.

1. Validity and Reliability Test

Before conducting the main data analysis, the instruments were tested for validity and reliability. The validity of the questionnaire items was examined using the Pearson Product Moment correlation. The result showed that all items of the learning environment questionnaire had r-count values higher than r-table ($r_{table} = 0.514$, $N = 15$, $\alpha = 0.05$). Therefore, all items were considered valid. Similarly, all items of the learning motivation questionnaire were also declared valid.

The reliability of the instruments was tested using Cronbach's Alpha. The learning environment questionnaire obtained a Cronbach's Alpha value of 0.922, while the learning

motivation questionnaire obtained a value of 0.848. Since both values were higher than 0.60, the instruments were categorized as reliable.

These results indicate that the instruments used in this study were valid and reliable for measuring the variables.

Tabel 1. Reliability Test

Variable	Cronbach's Alpha	Reliability standard	Interpretation
Learning Environment	0.922	0.60	Reliable
Learning Motivation	0.848	0.60	Reliable

To provide an overview of students' perceptions of the learning environment and their motivation to learn English, descriptive statistical analysis was conducted. The results of the descriptive analysis are presented in table 2.

Table 2. Descriptive Statistics of Learning Environment and Learning Motivation

Variable	N	Minimum	Maximum	Mean
Learning Environment	15	48	80	64.73
Learning Motivation	15	45	78	62.40

Table 2 shows that the learning environment variable has a minimum score of 48 and a maximum score of 80, with a mean score of 64.73. This result indicates that the learning environment at Dharma Nusa Junior High School is generally perceived as moderately good by the students. The range of scores suggests that students experience different classroom conditions, teacher support, and learning atmospheres.

Meanwhile, the learning motivation variable has a minimum score of 45 and a maximum score of 78, with a mean score of 62.40. This indicates that students' motivation to learn English is also at a moderate level. The variation in scores implies that while some students are highly motivated, others still show lower motivation in learning English. Overall, the descriptive statistics suggest that both variables are at comparable levels, providing a basis for further analysis.

After describing the general condition of both variables, Pearson Product Moment correlation analysis was conducted to examine whether there is a correlation between the

learning environment and students' motivation to learn English. The results of the correlation analysis are presented in table 3.

Table 3. Pearson Product Moment Correlation between Learning Environment and Learning Motivation

Variables	r	Sig. (p)	Interpretation
Learning Environment – Learning Motivation	0.647	0.009	Strong positive correlation

Table 3 shows that the correlation coefficient (r) between the learning environment and students' motivation to learn English is 0.647. This value indicates a strong and positive correlation between the two variables. This means that an improvement in the learning environment tends to be followed by an increase in students' motivation to learn English.

The significance value ($p = 0.009$) is lower than the significance level of 0.05, which indicates that the correlation is statistically significant. Therefore, it can be concluded that there is a significant correlation between the learning environment and students' motivation to learn English.

To determine how much the learning environment contributes to students' motivation to learn English, the coefficient of determination was calculated. The result is presented in Table 4.

Table 4. Coefficient of Determination

r	r squared (r^2)	Contribution
0.647	0.418	41.8%

The Table 4 shows that the coefficient of determination (r^2) is 0.418. This means that 41.8% of students' motivation to learn English is influenced by the learning environment. The remaining 58.2% is influenced by other factors that are not examined in this study, such as students' interests, family support, learning strategies, and individual differences. This result indicates that the learning environment plays a substantial role in shaping students' motivation, although it is not the only determining factor.

To further examine the influence of the learning environment on students' motivation, simple linear regression analysis was conducted. The result of the regression analysis is presented in Table 5.

Table 5. Simple Linear Regression Analysis

Model	B	Std. Error	t	Sig.
Constant	-37.363	16.215	-2.304	0.038
Learning Environment	1.566	0.392	3.994	0.002

Based on the regression analysis, the regression equation obtained is:

$$Y = -37.363 + 1.566X$$

This equation indicates that every one point increase in the learning environment score will increase students' motivation score by 1.566 points. The positive coefficient shows that the learning environment has a positive effect on students' motivation. The significance value ($p = 0.002$) indicates that the effect of the learning environment on students' motivation is statistically significant.

3.2 Discussion

The purpose of this study was to investigate the correlation between the learning environment and students' motivation to learn English among seventh grade students at Dharma Nusa Junior High School. The findings of this study revealed a positive and significant correlation between the learning environment plays an important role in shaping students' motivation in English learning.

The descriptive statistics showed that both the learning environment and students' motivation were at a moderate level. This finding suggests that, in general, students perceive their classroom environment as reasonably supportive and feel moderately motivated to learn English. A learning environment that is perceived as comfortable and supportive can help students feel more secure and confident in participating in learning activities. When students feel comfortable in the classroom, they are more likely to engage actively, ask question, and express their ideas during English lessons.

The correlation analysis revealed a strong positive correlation between the learning environment and students' motivation ($r = 0.647$). This finding supports the idea that

improvements in the learning environment are closely associated with increases in students' motivation to learn English. A positive learning environment, which includes supportive teacher behavior, positive peer interaction, and a comfortable classroom atmosphere, can encourage students to develop a more positive attitude toward learning English. This result is consistent with motivation theories that emphasize that role of external factors in influencing students' learning behavior.

Furthermore, the coefficient of determination showed that the learning environment contributed 41.8% to students' motivation to learn English. This finding indicates that the learning environment is a substantial factor influencing students' motivation. However, it also shows that more than half of students' motivation (58.2%) is influenced by other factors not examined in this study, such as students' personal interests, family support, self-confidence, learning strategies, and teaching methods. This suggests that while improving the learning environment is important, it should be accompanied by other efforts to enhance students' motivation holistically.

The regression analysis further confirmed the influence of the learning environment on students' motivation. The regression equation indicates that every increase in the learning environment score leads to an increase in students' motivation score. This result demonstrates that the relationship between the learning environment and motivation is not only correlational but also shows a positive predictive tendency. In practical terms, this means that efforts to improve classroom conditions, teacher–student relationships, and learning atmosphere can directly contribute to higher student motivation in learning English.

The findings of this study are in line with previous research which suggests that a conducive learning environment enhances students' motivation and engagement in language learning. Students tend to be more motivated when they feel supported by their teachers and peers and when the classroom atmosphere allows them to learn without fear or pressure. This is particularly important in learning English as a foreign language, where students often experience anxiety and lack of confidence.

From an educational perspective, the results of this study imply that teachers should pay attention not only to teaching materials and instructional strategies but also to the learning environment they create in the classroom. Teachers are encouraged to foster positive interactions, provide constructive feedback, and create a classroom atmosphere that supports students' emotional and psychological needs. Schools should also support teachers by

providing adequate facilities and creating policies that promote a positive learning environment.

In conclusion, the discussion of the findings highlights that the learning environment plays a crucial role in influencing students' motivation to learn English. Although it is not the only factor, the learning environment significantly contributes to students' motivation and should be considered a key element in improving the quality of English teaching and learning at the junior high school level.

4. Conclusion

Based on the results of the data analysis and discussion, several conclusions can be drawn from this study regarding the correlation between the learning environment and students' motivation to learn English at Dharma Nusa Junior High School.

First, the descriptive analysis showed that both the learning environment and students' motivation to learn English were at a moderate level. This indicates that students generally perceive their learning environment as fairly supportive and demonstrate a moderate level of motivation in learning English. However, there is still room for improvement in creating a more conducive learning environment that can further enhance students' motivation.

Second, the correlation analysis revealed a strong and positive relationship between the learning environment and students' motivation to learn English. The Pearson correlation coefficient indicated that improvements in the learning environment are associated with increases in students' motivation. This finding confirms that the learning environment is an important factor in motivating students to learn English.

Third, the coefficient of determination showed that the learning environment contributed 41.8% to students' motivation to learn English. This result suggests that the learning environment plays a substantial role in influencing students' motivation, although other factors also contribute to students' motivation. Therefore, improving the learning environment should be considered a key strategy, but it should be supported by other motivational efforts.

Fourth, the regression analysis demonstrated that the learning environment has a positive and significant effect on students' motivation to learn English. The regression model indicates that better learning environments lead to higher levels of student motivation. This finding

emphasizes the importance of creating supportive classroom conditions, positive teacher–student relationships, and a comfortable learning atmosphere.

In conclusion, the study confirms that the learning environment is a significant factor influencing students' motivation to learn English. These findings suggest that teachers and schools should focus on improving the learning environment to enhance students' motivation and engagement in English learning. Future research is recommended to involve larger samples and additional variables to obtain a more comprehensive understanding of factors influencing students' motivation to learn English.

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