THE CORRELATION BETWEEN ENGLISH-SPEAKING ENVIRONMENT AND STUDENTS' SPEAKING PERFORMANCE

A THESIS



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ACADEMIC YEAR 2025/2026

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A THESIS

Submitted as Part of the Requirements To Obtain an Undergraduated Degree In English Education Program at the Facullty of Education and Teacher Training, *State Islamic Institute of Kerinci*

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CERTIFICATE OF ORIGINALITY

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that this thesis entitled **"THE CORRELATION BETWEEN ENGLISH-SPEAKING ENVIRONMENT AND STUDENTS' SPEAKING PERFORMANCE"** is the researcher's own work and that, to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contributions made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere, are fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception or in style, presentation, and linguistic expression is acknowledged.

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TANGGAL : 20 mei 2026
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NOTA DINAS

Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Annisa Umil Jannah, NIM 2210203007** yang berjudul **THE CORRELATION BETWEEN ENGLISH-SPEAKING ENVIRONMENT AND STUDENTS SPEAKING PERFORMANCE** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of Correlation between English-Speaking Environment and Students speaking performance by ANNISA UMIL JANNAH with students' number 2210203007 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2026.

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DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis to:

My beloved mother, Nemi Erita
Thank you for your endless love, sincere prayers, patience, and countless sacrifices. Your strength, dedication, and unconditional love in raising and struggling for your children have been my greaTest inspiration in every step of my life. You are the reason I keep striving and never give up.

My dear father, Hamid
Thank you for your guidance, hard work, and unwavering support. Thank you for being present in my life, so I can feel the love and care of a father. Your encouragement has given me the courage to pursue my dreams and to keep moving forward despite challenges.

My little brother, Fathin Wal Ikram
Thank you for your support, laughter, and companionship throughout this journey. You have always been a source of joy and strength in my life.

My beloved family
Thank you for your endless prayers, love, and unconditional support. You have always been my greaTest source of strength, comfort, and motivation in every situation I faced. Your presence in my life means everything to me.

My dear friends, English Department class of 2022
Thank you for your support, encouragement, and for always being there to share both happiness and sadness. Thank you for struggling together, supporting each other, and creating beautiful memories that I will always cherish.

For myself, Annisa Umil Jannah
Thank you for staying strong until this point, for going through every process with all its challenges, exhaustion, and doubts. Thank you for not giving up and for continuing to try even when things were not easy. May this achievement be the beginning of a better journey ahead.

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوۡلٗا سَدِيدٗا ٧٠

Meaning : O you have belived, fear Allah and speak words of appropriate justice.

(QS. Al Ahzab: 70)

ABSTRACT

Annisa Umil Jannah	**:**	**Correlation Between English-Speaking Environment And Students Speaking Performance.**
Advisors	**:**	**Reko Hary Putra, M.Pd**
Key words	**:**	*English-Speaking Environment, Speaking Performance, Correlation.*

This study aimed to determine whether there is a significant correlation between the English-Speaking Environment and students' speaking performance at the English Education Study Program of IAIN Kerinci. This research employed a quantitative correlational design. The sample consisted of 30 students selected through purposive sampling. Data were collected using an English-Speaking Environment questionnaire consisting of 20 items covering five indicators: exposure, interaction, practice frequency, support facilities, and motivation toward the English environment. Students' speaking performance data were obtained from academic documentation. The data were analyzed using descriptive statistics, prerequisite tests, and Pearson Product-Moment correlation analysis. The findings revealed that the English-Speaking Environment was categorized as moderate, with a mean score of 69.00, while students' speaking performance was categorized as high, with a mean score of 82.13. The results of the prerequisite tests indicated that the data were normally distributed and had a linear relationship. Furthermore, the Pearson Product-Moment correlation analysis showed a correlation coefficient of $r = -0.081$ with a significance value of 0.672 ($p > 0.05$). These results indicate that there is no significant correlation between the English-Speaking Environment and students' speaking performance. It can be concluded that the English-Speaking Environment was not significantly related to students' speaking performance among the participants of this study. Therefore, the null hypothesis was accepted, and the alternative hypothesis was rejected.

ABSTRAK

Annisa Umil Jannah : **Correlation Between English-Speaking Environment And Students Speaking Performance.**

Advisors : **Reko Hary Putra, M.Pd**

Key words : *English-Speaking Environment, Speaking Performance, Correlation.*

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara *English-Speaking Environment* dan kemampuan berbicara mahasiswa pada Program Studi Pendidikan Bahasa Inggris IAIN Kerinci. Penelitian ini menggunakan desain kuantitatif korelasional. Sampel penelitian berjumlah 30 mahasiswa yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan menggunakan kuesioner *English-Speaking Environment* yang terdiri atas 20 butir pernyataan yang mencakup lima indikator, yaitu *exposure*, *interaction*, *practice frequency*, *support facilities*, dan *motivation toward the English environment*. Data kemampuan berbicara mahasiswa diperoleh melalui dokumentasi akademik. Data dianalisis menggunakan statistik deskriptif, uji prasyarat, dan analisis korelasi Pearson Product-Moment. Hasil penelitian menunjukkan bahwa tingkat *English-Speaking Environment* berada pada kategori sedang dengan nilai rata-rata 69,00, sedangkan kemampuan berbicara mahasiswa berada pada kategori tinggi dengan nilai rata-rata 82,13. Hasil uji prasyarat menunjukkan bahwa data berdistribusi normal dan memiliki hubungan yang linear. Analisis korelasi Pearson Product-Moment menunjukkan nilai koefisien korelasi sebesar r = -0,081 dengan nilai signifikansi 0,672 ($p > 0,05$). Hasil tersebut menunjukkan bahwa tidak terdapat hubungan yang signifikan antara *English-Speaking Environment* dan kemampuan berbicara mahasiswa. Berdasarkan hasil penelitian, dapat disimpulkan bahwa *English-Speaking Environment* tidak memiliki hubungan yang signifikan dengan kemampuan berbicara mahasiswa pada penelitian ini. Dengan demikian, hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak.

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ACKNOWLEDMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahi robbil ‘alamin, the Most gracious, the Most Merciful. Praise to Allah who belongs the domination of the heavens and the earth. Who has given health and oppotunity, so the researcher could accomplish this thesis. Peace and blessing be upon to our great prophet Muhammad SAW, because his thinking, his struggles, and his sacrifice, Islam is received in all over the world and strongly kept in our heart today.

This thesis, entitled **: “The Correlation Between English-Speaking Environment And Students Speaking Performance”** is intended to fulfill the requirement for achieving the Strata One Degree in English Education Departmant of Tarbiyah Program at state islamic institute of kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent my great deals of time but give me valuable experience.

Therefore, the researcher expresses her gratitude and highest appreciation, especially to the honorable:

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1. Dr. Jafar Ahmad, M.Si., Rector of the State Institute for Islamic Studies (IAIN) Kerinci, Dr. Faizin, S.Ag., M.Ag., Vice Rector I; Prof. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag., Vice Rector II; and Dr. Halil Khusairi, M.Ag., Vice Rector III of the State Institute for Islamic Studies (IAIN) Kerinci.
2. Dr. Eva Ardinal, M.A., Dean of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci, Dr. Eko Sujadi, M.Pd., Kons., Vice Dean I; Dr. Rimin, S.Ag., M.Pd.I, Vice Dean

II; and Dr. Rodi Hartono, M.Pd., Vice Dean III of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci.

3. Musdizal, M.Pd., Head of the English Education Department at the State Institute for Islamic Studies (IAIN) Kerinci.
4. Reko Hary Putra, M.Pd., as Her advisor, who has patiently guided, supported, and given valuable suggestions, corrections, and encouragement during the process of writing this thesis.
5. Dr. Toni Indrayadi,S.Pd. M.Pd., and Herayati, M.Pd., as first and second examiners**,** who have given valuable feedback, constructive criticism, and important suggestions during the examination process of this thesis.
6. All lectures of the state Islamic institute kerinci especially at the English departement, who have provided knowledge, guidance, motivation, and valuable learning experiences during the researcher's study.

The researcher realizes that this thesis is still far from perfect; therefore, suggestions and feedback are highly appreciated. Hopefully, this thesis will be useful, especially for the English Department.

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Sungai penuh, April 2026

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language plays a fundamental role in human communication as it enables individuals to convey their ideas and information in an effective manner. Seidlhofer (2018) mentions that language is not only a symbolic system but also a social tool that connects different communities. English in the course of globalization has risen up to the position of lingua franca for speakers from various cultural backgrounds (Seidlhofer, 2018). Ethnologue (2023) states that over a billion people use English as their first or second language, while Jenkins (2015) claims that international English is no longer confined to native speakers. This all points to the fact that English has a strategic role in academic, professional and cross-cultural communication.

In education, the importance of English is reflected in the mastering of speaking skill. Bygate (2018) explains that speaking is a complex skill that involves linguistic, cognitive, and social aspects such as fluency, vocabulary, and self-confidence. A study by Derakhshan et al. (2021) has revealed that the possibility of authentic interaction has a great speaking ability. This finding stresses that the mastery of language theory is inadequate without real communication practice. Thus, speaking skill turns out to be a major indicator of English learning success.

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The language Environment stands as a key factor which affects student speaking performance. Krashen (2018) highlights that meaningful exposure to language in natural contexts plays an essential role in the language acquisition process. Aulia and Saraswati (2025) found that when students work in a supportive Environment which motivates them to study they will speak more often while experiencing less anxiety. The conditions create an Environment that helps people develop both their fluency skills and their self-confidence. The English-speaking Environment serves as a crucial element which affects how students perform their speaking tasks.

However, in many Indonesian universities, students' speaking performance remains relatively low. Nurhadi et al. (2023) note that the dominant use of the mother tongue outside the classroom limits students' opportunities to practice English naturally. Limited exposure to English in daily interactions is often associated with slower language internalization. Students who rarely use English beyond the classroom tend to demonstrate lower speaking performance, indicating a possible relationship between language Environment and speaking outcomes.

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To address this issue, several higher education institutions have implemented programs such as English Day and English Zone. Prasetyo and Sugiharto (2022) found that these programs are frequently constrained by weak institutional policies, low student participation, and the continued dominance of the mother tongue. Their findings suggest that the effectiveness of such programs is closely related to consistent management

and strong campus policy support. This indicates that the existence of English programs alone does not necessarily ensure the formation of an effective English-speaking Environment.

Nevertheless, although studies on English-speaking Environments and their associated programs have increased in number, several limitations can still be identified in the existing literature. Most previous studies tend to focus on program implementation and common challenges rather than examining the relationship between specific variables within a particular institutional context. Therefore, it is important to identify the existing research gaps in order to clarify the contribution of this study.

In terms of contextual gaps, previous studies have generally been conducted in broader educational settings or in Environments with strong institutional support, such as English clubs, Islamic boarding schools, or well-structured language programs. However, there is still limited research that specifically examines the relationship between an English-speaking Environment and students' speaking ability within Islamic higher education institutions, particularly in contexts that do not yet have well-established language policies or systems, such as at IAIN Kerinci.

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From a methodological perspective, most prior research has relied on descriptive and qualitative approaches that primarily explore participants' experiences, program implementation, and common challenges. While these studies provide valuable insights, only a few have employed quantitative methods to statistically measure the relationship

between an English-speaking Environment and students' speaking skills. As a result, the interaction between these two variables has not been extensively examined in an objective and measurable way.

Furthermore, empirical gaps can also be identified in the limited use of systematic and standardized instruments to measure students' exposure to English-speaking Environments across different learning contexts, including classroom interaction, extracurricular activities, and self-directed learning. Consequently, the existing empirical evidence remains insufficient to fully explain the extent to which English-speaking Environments influence students' speaking skills, and it does not yet offer a comprehensive understanding of this relationship.

The English-speaking Environment development at IAIN Kerinci IAIN Kerinci faces the same challenges which exist in this particular context. The initial observation results at the English Language Education Study Program show that campus English usage remains restricted because students do not practice it during their daily interactions. The academic program at the university provides students with multiple courses which include Speaking for Informal Interaction and Speaking for Formal Interaction and Public Speaking to help them develop their speaking skills. Students at the university use English language skills mainly during their time in academic classrooms.

In addition, institutional support for creating a sustainable English-language Environment remains limited. This is evident in the absence of

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written policies that formally regulate the implementation of programs such as English Day or English Zone, resulting in inconsistent use of English outside the classroom. This situation is further reinforced by preliminary information obtained from the instructor of the speaking course, who noted that students tend to use their native language in daily communication, lack initiative in seeking conversation partners, and demonstrate passive participation when asked to communicate in English during learning activities.

These preliminary observation found that the English-speaking Environment at IAIN Kerinci has not yet been fully established. This situation indicates that students' speaking skills are influenced not only by classroom instruction but also by broader patterns of social interaction and institutional language policies. When opportunities to use English in daily interactions are limited, students have fewer chances to practice and develop their speaking skills. Conversely, an active and supportive English-speaking Environment has the potential to increase the frequency of practice, learning motivation, and more spontaneous language use.

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Therefore, examining the relationship between an English-speaking Environment and students' speaking skills is important, particularly in the context of higher education institutions that do not yet have strong language policy support. Based on the above, this study aims to examine the relationship between the English-speaking Environment and students' speaking ability at IAIN Kerinci. The results of this study are expected to

provide empirical evidence regarding the relationship between these two variables and serve as a reference for the development of more effective language policies and learning Environments in higher education institutions. Therefore, this study is entitled ***"The Correlation between the English-Speaking Environment and Students' Speaking Performance."***

B. Identification of the problems

Based on the background above, the problems can be identified as follows:

1. There is no official policy regarding the implementation of English Day and English Zone.
2. The use of the mother tongue is the primary form of communication among students in their daily lives.
3. There is a severe lack of space and facilities that support the continuous practice of English.
4. Preliminary observation showed that students lack confidence, are passive, and are very inconsistent in their speaking practice.
5. Student motivation and engagement are low due to an unsupportive campus Environment.

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C. Limitation of the Problems

To avoid an overly broad scope and to ensure this study remains focused, the following research limitations have been established. First, in terms of the research subjects, this study focuses on students in the English

Language Education Program at IAIN Kerinci who are in their 2nd, 4th, and 6th semesters and who have taken or are currently taking the speaking course. Second, regarding the variables, this study examines only two variables: the English-speaking Environment as the independent variable and students' speaking performance as the dependent variable. This study does not address other factors that may influence speaking ability, such as motivation, self-confidence, or teaching methods.

Third, regarding research instruments, data on the English-speaking Environment were collected via a questionnaire designed based on specific indicators, while data on speaking performance were obtained from students' speaking scores. This study did not use direct speaking Tests but relied on existing grade data. Fourth, the source of data on students' speaking ability (speaking scores) was obtained from the grades for the speaking course given by the instructors, so the assessment followed the standards set by each instructor. Fifth, in terms of timing, this study was conducted during the even semester of the 2025/2026 academic year; therefore, the findings of this study reflect conditions only during that period.

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D. Research Question

The research question of this study is as follows:

"Is there a significant correlation between the English-Speaking Environment and students' speaking performance?"

E. Objectives of the Study

The objective of this study are formulated to provide a clear focus and direction for the research. Therefore, the objective of this study are as follows:

"To determine whether there is a significant correlation between the English-Speaking Environment and students' speaking performance."

F. Significances of the Study

This study is expected to provide significant contributions both theoretically and practically. In general, this research aims to offer a clearer understanding of the relationship between the English-speaking Environment and students' speaking performance, particularly in the context of English as a Foreign Language (EFL) learners. The significance of this study is described as follows:

1. Theoretical Significance

Theoretically, this research contributes to the enrichment of studies on external factors related to students' speaking performance, especially the role of the English-speaking Environment in English language learning**.** The findings of this study are expected to support theories that emphasize the importance of language exposure, interaction, and institutional support as interrelated components associated with the development of speaking performance. From a theoretical perspective, the results strengthen the view that study program policies, the implementation of English Zones, and structured campus management are closely related to the formation of an

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English-speaking Environment that facilitates consistent and meaningful use of English. Therefore, this research provides a conceptual foundation for understanding the English-speaking Environment as an integral element associated with students' speaking performance.

2. Practical Significance

a. For Student

This research is expected to contribute students to be more active in practicing speaking English by making them aware of the importance of the supporting English-speaking Environment. This is also expected to help the students increase their self-confidence, fluency, and habit of speaking in English.

b. For Lecturers or Teachers

The results of this study can be a reference for lecturers or teachers in creating a more conducive classroom Environment for the consistent use of English. The findings of this research can be a basis for designing strategies, class policies, and learning activities that encourage more meaningful speaking practice.

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c. For Future Researchers

This research is expected to be a basis or reference for future researchers who are interested in exploring similar topics such as the influence of the Environment on language skills, speaking ability development, or the implementation of English-speaking Environment

programs. The study might provide an initial sight for deeper and comparative research.

G. Definition of Key Terms

1. English-Speaking Environment

The English-speaking Environment is not merely the use of English in the classroom, but rather a learning atmosphere both inside and outside the classroom that provides continuous exposure, opportunities for interaction, and real contexts for using English (Aulia et al., 2025).

2. Speaking Performance

Speaking performance refers to a person's ability to use spoken language to express ideas, opinions, thoughts, and information effectively in communication. According to Brown (2004), speaking performance is the capability of producing spoken language in meaningful communicative situations. It reflects how well an individual can convey messages and interact with others through oral communication using the target language. Speaking performance is considered an important aspect of language proficiency because it demonstrates a learner's ability to apply language knowledge in real communication rather than merely understanding language rules theoretically.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Speaking-Environment

a. Definition of English Speaking-Environment

In general, the language learning Environment refers to the physical, social, and psychological conditions that collectively influence the process of language acquisition and use by learners. This Environment allows for language exposure, interaction patterns, and emotional atmosphere, all of which contribute greatly to learners' access to language practice in a very meaningful way. In second language acquisition studies, the learning Environment is regarded as an external factor that is very significant in shaping language skills, particularly productive skills such as speaking. Lightbown and Spada (2017) emphasized that language learning will be more effective if learners are in an Environment with opportunities for real and continuous language use, not just through rule-based teaching. Hence, the language teaching Environment becomes the primary support for students' speaking skills development.

From the language acquisition perspective, an effective language Environment should be able to provide comprehensible language input so that learners can process linguistic structures in a natural way. This

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idea is in line with Input Hypothesis posited by Krashen (2013), who states that language acquisition occurs when learner gets input that is slightly above their level of ability. Rich language learning Environment vertically and laterally exposes the students to the same vocabulary, sentence structure, and communication expression in a contextual manner. Such consistent exposure prepares the students for using the language orally, so the language Environment not only serves the purpose of providing linguistic knowledge but also stimulating the readiness to speak.

In addition to input, the development of the speaking skill is also greatly influenced by the social interaction taking place in the learning Environment. Long (2015) through the Interaction Hypothesis explains that interaction allows learners to conduct meaning negotiation, receive feedback, and direct their language error correction. A language Environment that encourages active target language use gives students the opportunity to engage in meaningful two-way communication. Sato and Ballinger (2016) further point out that frequent interactions in the English-speaking Environment are a factor that contributes to the improvement of fluency and accuracy in speaking. Thus, the interactive language Environment plays a strategic role in developing the speaking ability.

Referring to the aforementioned theoretical foundation, the English-Speaking Environment (ESE) can be understood as a language

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learning Environment in which English is used dominantly and consistently throughout the day as a tool for communication in both formal learning activities and informal social interactions. The students in such a place don't merely hear English but they are required to put it into practice actively in a variety of communication situations. This concept is in line with the Output Hypothesis put forward by Swain (2013) claiming that producing language actively allows the learner to realize their linguistic limitations and consequently improve the quality of their speech. In this way, English-Speaking Environment is a practice space that helps students to develop speaking skill little by little and continuously.

Moreover, the English-Speaking Environment also includes social and affective aspects that foster students' courage to speak. A supportive Environment can lower anxiety and increase learning motivation, as it was explained in the Affective Filter Hypothesis and the language motivation theory by Dörnyei and Ryan (2015). When students feel safe and supported, they will be more likely to use English without the fear of making mistakes. This positive affective condition reinforces the effectiveness of the English-speaking Environment in encouraging active and consistent speaking practice.

Based on the above, in this study English-Speaking Environment is considered as the learning Environment condition that systematically provides English exposure, interaction opportunities, and demand for

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oral production of English in a socially and affectively supportive atmosphere. Through the mechanisms of input, interaction, and output of the language, English-Speaking Environment is positioned as an independent variable that theoretically plays a role in enhancing students' speaking ability, particularly in the aspects of fluency, accuracy, pronunciation, and speaking confidence.

The English-speaking Environment of the study is operationalized through multiple indicators which emerge from the theoretical explanations that were examined in earlier sections. The indicators define essential components which constitute an effective English-speaking Environment that enables students to develop their speaking performance.

a. Exposure

The term exposure describes the total volume of English language input which students receive throughout their academic studies.The research of Lightbown and Spada (2017) shows that second language learners require regular access to meaningful language input which supports their language development process. The Input Hypothesis which Stephen Krashen developed states that students learn new languages through their understanding of comprehensible input which they receive. The research defines exposure as the English language usage which students hear from their instructors and classmates and through

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academic materials that they experience on campus. Continuous exposure helps students to become familiar with vocabulary and pronunciation and language structures which results in their improved speaking skills. The process of learning a language needs exposure because learners must first receive language input before they can produce spoken language. Students will face challenges in using language for communication when they lack sufficient exposure to different linguistic sources. The research shows that higher exposure levels in English-speaking Environments create better opportunities for students to enhance their speaking skills.

b. Interaction

Interaction teaches students how to use English for spoken communication with people who are present in their Environment. Long (2015) developed his Interaction Hypothesis which states that people acquire language skills through meaningful communication that involves them in making sense of what they hear during their social interactions. English-speaking Environments which promote open discussions and two-way communication enable students to receive feedback which helps them develop their speaking skills.

Through interactivity students can share their thoughts while they clarify any misunderstandings and respond to their conversation partners during actual communication situations.

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Active conversation serves as the essential requirement for developing speaking skills because people need to practice speaking through direct communication instead of learning through demonstration. The more students use English to interact with others, the more they develop their speaking skills and self-assurance. The process of interactivity functions as an essential component that helps students improve their speaking abilities within English-speaking Environments.

c. Practice Frequency

The term practice frequency measures how often students use English for their academic speaking activities during their daily academic schedule. The indicator connects to Merrill Swain's Output Hypothesis which states that language production allows learners to identify their linguistic limitations while developing better language usage control. The classroom activities which require students to speak multiple times throughout the day through various activities including discussions and casual talks enable students to develop their speaking skills and build their self-confidence.

Students who practice speaking frequently can use the language they learned while their speaking skills develop through regular practice which makes them more fluent and accurate in their spoken language. Students need Practice frequency because

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their speaking skills develop through consistent and repeated practice activities. Students who practice speaking more frequently achieve greater fluency and build their self-assurance. Students can understand English but they need regular practice to develop their ability to speak their thoughts in English.

d. Support facility

The term support facility describes the physical and social and institutional resources which enable students to use English language skills during their academic studies. The English club and English zone and language laboratory and media learning center operate as essential institutional resources which enable continuous English language use throughout the campus. The facility offers students organized opportunities to participate in English speaking activities while they learn through different educational contexts.

The indicator finds its basis in Vygotsky's (1978) sociocultural theory which states that social interactions lead to learning through the use of various tools and supportive Environmental factors. The language laboratory and English club and English zone act as mediating tools which support students' language learning efforts. Brown (2007) explains that effective language acquisition and active target language usage depend on learners' access to suitable learning Environments which include

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proper institutional facilities. Students require support facility because they need Environments which enable them to practice English speaking skills beyond their classroom activities. The presence of these facilities enables students to practice their English skills while creating an Environment which uses English as the main language of communication. The supporting facilities play a vital role in establishing an English speaking Environment while enhancing students' speaking skills.

e. Motivation Toward English Environment

The motivation students show toward English-speaking Environments demonstrates their desire and their enthusiasm to engage in activities that require English language usage. The indicator measures motivation according to Dörnyei and (2015) who designed an affective framework that explains how motivation drives learners to participate in language acquisition activities. The English-speaking Environment provides students with an Environment that reduces their anxiety and enables them to practice speaking without fear of making mistakes.

The students who feel motivation active their participation in discussions while they speak English and they use all available opportunities to practice their speaking skills. The students need motivation because they will not take advantage of available opportunities unless they develop a desire to join activities. High

motivation leads to active participation which results in greater self-assurance and enables people to develop their speaking skills through ongoing practice. The English-speaking Environment helps students develop their speaking abilities because their motivation makes them study more effectively.

Tabel 2.1 : Indicators of English-Speaking Environment

Variabel	Indicators
English-Speaking Environment	1. Exposure 2. Interaction 3. Practice frequency 4. Support facility 5. Motivation Toward English Environment

Developed from: (Lightbown & Spada 2017), (Long 2015), Vygotsky's (1978), Brown (2007) (Swain 2013), (Dörnyei and Ryan 2015).

b. Types of English-Speaking Environment

The English-speaking Environment assists students in developing their speaking skills throughout their English language learning process which is especially important for EFL students in higher education. The English-speaking Environment has two main types of classification which depend on the level of formality and the structure of language that speakers use.

1. Formal English-Speaking Environment

The formal English-speaking Environment refers to the usage of English language which occurs in organized academic settings that require planned academic communication. The

Environment occurs in educational Environments which include English medium classroom activities through lectures and academic presentations and classroom discussions and assignment completion and examination processes. The formal Environment in EFL contexts helps language learners to practice their skills in a structured manner which supports their achievement of specific learning outcomes. The academic speaking skills of students become developed through their work with lecturers who provide them essential guidance on improving their accuracy and vocabulary usage and proper communication methods. Students use formal English-speaking settings to develop their English skills which they need for their academic work according to Latifah 2023.

2. Informal English-Speaking Environment

The informal English-speaking Environment involves the use of English in less structured and non-academic situations. The Environment consists of student casual conversations and their peer interactions and group discussions that take place outside the classroom and social interactions that occur throughout the campus. Students in informal settings can use English spontaneously and naturally because academic demands do not restrict their language use. The condition enables students to practice language skills which results in better speaking abilities

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and increased confidence and willingness to communicate. Research shows that students who practice informal language outside class time develop better English speaking abilities and increased self-confidence in their communication skills (Sundqvist & Sylvén 2016).

c. The role of the Environment in language learning

Environment plays a very important role in the process of language learning, especially in the case of English as a foreign language. The learning Environment includes not only the physical conditions of the classroom but also the social and psychological atmosphere that affects the way students learn and use English. A supporting Environment provides sufficient language exposure and also allows students to interact meaningfully in English. Zhang (2023) points out that a positive learning Environment can increase the involvement of students in the learning of English because it motivates the students to take part actively in the classroom interaction. By involvement and constant language exposure, the students can develop their language competence in a more effective way, thus the Environment becomes a key factor in English learning success.

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Besides that, the social aspect in the learning Environment greatly influences the motivation and confidence of students when it comes to speaking English. A supportive Environment, such as that provided by the teacher and peers, can considerably lower the students' anxiety levels and at the same time boost their willingness to communicate. The research by

Bulain and Rachmawaty (2023) indicates that English language learners in Indonesia who are surrounded by rich language input and positive social interaction have not only better speaking skills but also higher motivation to learn. Whenever students know that it is fine to make mistakes and that they can express their ideas in English, they will be more involved in the learning process. This situation leads to authentic language practice which, in turn, contributes to the students' communication skills improvement.

On top of that, the physical and psychological aspects of the English learning Environment play an important role in students' learning outcomes. A comfortable learning Environment, sufficient facilities, and a positive emotional atmosphere can all contribute to increased concentration and learning effectiveness of the students. Anggraini (2025) emphasizes that a conducive learning Environment is a significant factor in improving the students' speaking skills because it can promote the development of self-confidence and the continuous involvement of the students in learning. If the physical, social, and psychological aspects of the Environment support one another, then the process of learning English can be optimal and assist students consistently in their language development.

d. Benefits of English-Speaking Environment for Speaking Ability

The English speaking Environment plays a major role in improving various aspects of students' speaking skills. This Environment can be found in a wide range of contexts, such as family, school, campus, tutoring centers, and even English camps, all of which provide opportunities for

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students to use English in a real way. In such an Environment, students can enrich their vocabulary through activities such as memorizing and practicing new words which are then used in daily conversations immediately, as (Rahmi et al., 2023) pointed out that the consistent use of language in a language Environment can accelerate vocabulary acquisition.

Moreover, the intensity of using English in that Environment has also contributed to the students' improvement of pronunciation and fluency as they have got used to the production of utterances repeatedly in natural communication situations. The English speaking Environment has also facilitated the improvement of grammar comprehension when the tutor or the assistant actively emphasizes the use of the right language structure in everyday interactions. Additionally, through the real-life communication situations that are not dependent on texts, students will not only understand the meaning of words and the context of conversations better but also build their confidence in speaking English by actively interacting with their peers and the tutor.

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2. Speaking Skills

a. Definition of Speaking Skills

Speaking ability is one of the most essential language skills because it reflects a person’s capacity to convey ideas, thoughts, and emotions orally in real communication. This skill requires clarity, organization, and effectiveness in delivering messages so that meaning can be understood by others. Speaking ability involves various linguistic

aspects such as pronunciation, vocabulary, and grammar, which must function simultaneously with performative aspects including fluency and comprehension. These components work together in real-time communication, making speaking a productive skill that demands coordination between language knowledge and information processing, as emphasized by (Leong & Ahmadi, 2017). Therefore, speaking ability cannot be separated from both linguistic mastery and communicative performance.

Furthermore, speaking is considered a complex language skill because it requires the integration of linguistic competence and communicative ability. (Derakhshan et al., 2016) explain that successful speaking is influenced by accuracy, fluency, and the ability to convey messages appropriately across different contexts. Learners are required to use language spontaneously and naturally, which makes speaking more demanding than other language skills. This complexity indicates that speaking proficiency develops gradually through continuous and meaningful practice, not merely through theoretical knowledge of the language.

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In addition to linguistic competence, speaking ability is also influenced by psychological factors that affect learners' performance. Anxiety, shyness, lack of confidence, and low motivation often hinder students from expressing themselves orally. A study conducted by (Noor & Fitriyanti1, 2024) reveals that major obstacles in speaking include limited

vocabulary, weak grammar and pronunciation, as well as affective factors such as anxiety and motivation. This finding shows that speaking ability is a multidimensional construct involving emotional, cognitive, and social elements that interact during oral communication.

In the context of English as a Foreign Language (EFL) learning, speaking skill is often regarded as the primary indicator of language success. The study by (Raqib et al., 2023) state that speaking is the most challenging skill for learners because it requires the simultaneous combination of language production, fluency, comprehension, and interaction with communication partners. This challenge demonstrates that speaking is not merely about pronouncing words, but about selecting appropriate language structures to convey meaning effectively in interaction.

Based on recent theoretical perspectives, speaking ability can be defined as a productive skill that enables individuals to express ideas, information, and feelings verbally using appropriate vocabulary, correct grammatical structures, proper pronunciation, and sufficient fluency. This ability also includes interactive elements such as turn-taking, responding appropriately to interlocutors, and adapting language use to different communicative situations. Consequently, speaking ability serves as the fundamental foundation of English communication competence and plays a central role in achieving effective language use in real-life contexts. This view is in line with the theoretical perspective proposed by (Kulsum et al.,

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2025), which emphasizes the importance of speaking as a core component of communicative competence.

b. Components of Speaking

Speaking is a language skill that involves several components which are interconnected with one another, including fluency, accuracy, pronunciation, vocabulary, and grammar. Each of these components plays a crucial role in determining how effectivelly a person can express ideas and communicate in English. Therefore, mastering speaking skills requires consistent practice and exposure to authentic language use.

a) Grammar

Grammar refers to the system of rules that governs how words are arranged to form meaningful and acceptable sentences. In speaking, grammar helps learners produce clear and well-structured utterances so that messages can be understood accurately. In EFL contexts, the mastery of grammar is considered essential because incorrect structures may cause misunderstanding in oral communication, as explained by (Arif et al., 2024).

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b) Vocabulary

Vocabulary is the range of words that a speaker possesses and uses appropriately in oral communication. Learners with sufficient vocabulary are able to express ideas more clearly and select words that match the intended meaning. Previous studies indicate that vocabulary size has a strong relationship with speaking performance because it

supports sentence construction and spontaneous responses in conversation.

c) Pronunciation

Pronunciation refers to the ability to produce English sounds correctly, including vowels, consonants, and suprasegmental features such as stress, intonation, and rhythm. Proper pronunciation enables listeners to understand spoken messages easily and supports effective oral interaction. This aspect contributes significantly to the intelligibility and naturalness of spoken English.(Apriyawanto et al., 2025)

d) Accuracy

Accuracy in speaking refers to the correct use of grammar, vocabulary, and pronunciation based on language norms. According to (W. Wang et al., 2024), accurate speech contains minimal errors and helps convey messages clearly without ambiguity. This aspect reflects the speaker's ability to apply linguistic knowledge appropriately in oral communication

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e) Fluency

Fluency is the ability to speak smoothly and continuously with minimal hesitation, repetition, or unnatural pauses. Research by (W. Wang et al., 2024) shows that fluency develops through confidence, a supportive language Environment, and continuous practice. As a

result, fluency indicates how effectively learners can communicate spontaneously in real-life speaking situations.

c. Factors Affecting Speaking Skills

Speaking ability is influenced by a variety of internal and external factors that determine students' success in oral communication. According to (Shalihah et al., 2022), several key aspects contribute to students' speaking performance. First**,** performance conditions such as time constraints, planning, performance quality, and the availability of support affect how well learners deliver their speech. Limited time for preparation often leads to lower speaking performance.

Second, affective factors play a vital role, particularly motivation, self-confidence, and anxiety. Learners with higher motivation and confidence tend to perform better, while those with high anxiety are less likely to speak actively in class. Third, listening ability also influences speaking since students need to understand both linguistic input (grammar, vocabulary, and pronunciation) and non-linguistic elements (context, topic, and communicative purpose) to respond effectively.

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Fourth, topical knowledge provides learners with sufficient background information to engage in discussions; without it, they struggle to maintain communication. Fifth, lack of time for preparation often hinders students' ability to organize and present their ideas clearly. Lastly, listeners' support is essential because encouragement from peers can build confidence, whereas negative reactions such as laughter or criticism can

discourage students from participating. These factors highlight that speaking is not only a matter of linguistic competence but also strongly related to psychological readiness and supportive Environments.

3. The Relationship between English-Speaking Environment and Students' Speaking skills

An English-speaking Environment that consistently supports language use both inside and outside the classroom plays an important role in improving students' speaking ability. Such an Environment contributes to the development of motivation, self-confidence, and the reduction of speaking anxiety, while simultaneously supporting linguistic aspects such as pronunciation, fluency, grammar, and vocabulary. (Aulia et al., 2025) highlight that the presence of an English-speaking Environment positively influences both affective and linguistic dimensions of speaking. Similarly, (Wahyuni et al., 2025) report that students in supportive Environments tend to be more confident and motivated to speak, whereas those in less supportive settings experience more difficulties in developing their speaking skills.

A conducive English-speaking Environment also provides rich and meaningful language input through various media and daily language exposure. Input from videos, music, reading materials, and routine English use helps learners internalize language patterns and vocabulary in context. This perspective is supported by (Bulain & Linuwih, 2023), who emphasize the importance of sufficient and comprehensible input in

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language acquisition. However, effective speaking development requires more than input, as learners need opportunities to actively use the language.

In addition to input, opportunities for language output play a crucial role in developing speaking ability. Activities such as oral practice, discussion, and conversation encourage learners to produce language and apply their knowledge in real communication. Research conducted by (Fadilah & Fauziah Habibah, 2021) shows that students who frequently engage in speaking activities demonstrate improvement in fluency and control of language structures. These findings indicate that regular speaking practice strengthens both accuracy and confidence in oral communication.

Moreover, social interaction within an English-speaking Environment enables learners to negotiate meaning, receive feedback, and correct their errors through real communication. Interaction with peers, teachers, or in contextual activities such as English camps allows students to develop speaking skills in a supportive and meaningful setting. (Harahap et al., 2024) found that interactive Environments significantly improved learners' vocabulary, pronunciation, fluency, grammar, and speaking confidence when students felt comfortable and encouraged to participate.

Overall,the relationship between the English-speaking Environment and students' speaking ability lies in the integration of

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language exposure, speaking practice, and meaningful interaction. These elements work together to enhance fluency, accuracy, vocabulary, pronunciation, motivation, and confidence. Therefore, the more conducive and intensive the English-speaking Environment experienced by students, the higher their level of speaking ability is likely to be.

B. Previous Studies

Previous studies have discussed the influence of the English-speaking Environment on students' speaking skills. A study by Like Raskova Octaberlina and Afif Ikhwanul Muslimin (2022) on Improving Students' Speaking Skills Through English Club Activities found that activities such as speaking, reading, group discussions, and group discussions can improve students' speaking skills, especially in terms of vocabulary, vocabulary mastery, reading, writing, and idea organization. The positive learning Environment in the English Club also helps reduce students' fear and increases their motivation to use English.

Meanwhile, research by Thoriq Aulia and Girindra Putri Dewi Saraswati (2025) entitled The Influence of English-Speaking Environment on Young Learners: The Rationale confirms that an English-speaking Environment has a significant influence on improving children's speaking skills. Based on a literature review of ten empirical studies, five main influences were found, namely increased motivation and confidence, decreased speaking anxiety, increased social interaction, improvement in

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linguistic aspects (such as pronunciation and grammar), and the application of contextual learning strategies.

Furthermore, research by Iqbal Hidayatullah and Like Raskova Octaberlina (2023) entitled The Influence of Language Environment in Islamic Boarding School on the Achievement of English-Speaking Skill shows that the application of an English-speaking Environment in Islamic boarding schools can significantly improve students' speaking skills. Using a quantitative method with a pre-experimental design (one group pre-Test and post-Test), this study proves that English interaction in daily activities, both through communication between students and institutional support, helps students become more fluent and confident when speaking.

Another study by Jingga Lydia Maharani and Sri Wahyuningsih (2024) entitled Developing English Speaking Skills: Getting Used to Speaking English in the Family Environment found that the habit of using English in the family Environment, such as watching English-language films, having simple conversations at home, and the motivation and support of parents, plays an important role in developing students' speaking skills. A supportive family Environment creates a natural, enjoyable, and pressure-free learning atmosphere, thereby accelerating language acquisition.

The study by Prisca Apriana Harahap, Hanifah Khairunisa, Shifa Ananda, and Tri Wintolo Apoko (2024) entitled Investigating EFL Students' Environment Analysis on English Speaking Competencies at

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Senior High School highlights the influence of Environmental factors on the speaking competencies of EFL students in high school. Through semi-structured interviews with four high school students in Jakarta and West Java, the results of the study show that interest, motivation, classroom conditions, and frequency of speaking practice greatly affect students' speaking abilities. A positive learning Environment and teacher support can boost students' confidence and active participation in speaking English. Overall, the results of these previous studies indicate that the English-speaking Environment, whether at school, boarding school, or home, plays an important role in improving students' speaking skills through continuous exposure and a supportive learning atmosphere.

The review of the five preceding studies reveals that the English-speaking Environment always played a pivotal role in the development of students speaking skills regardless of the different educational settings. Octaberlina and Muslimin (2022) revealed that the English Club activities, when accompanied by structured practice and a positive learning atmosphere, led to a considerable increase in students' vocabulary, idea organization, and confidence. Likewise, Aulia and Saraswati (2025) found that a superbly created English-speaking Environment for kids encouraged, reduced anxiety and improved the language traits like pronunciation and grammar. Research done in Islamic boarding schools by Hidayatullah and Octaberlina (2023) and within the family by Maharani and Wahyuningsih (2024) have backed up the claim that Environments

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where English is used constantly along with strong institutional or family support can bring about great changes in fluency, self-assurance, and communicative competence. Moreover, Harahap et al. (2024) pointed out that the classroom atmosphere, teachers' backing, and the amount of speaking practice are the major factors determining the speaking performance of high school students.

Despite these substantial contributions, a critical gap remains in the literature. Existing studies predominantly examine Environments that already possess strong, structured, and supportive English-speaking systems such as English clubs, pesantren programs, family language habits, or teacher-facilitated classroom settings. None of the previous studies investigate how an English-speaking Environment influences speaking ability in a higher education context where the linguistic Environment is weak, inconsistent, or lacking institutional reinforcement. More specifically, there is an absence of research focusing on tertiary institutions that do not implement English Day, English Zone, or other formal language policies as is the case at IAIN Kerinci. Furthermore, although several studies explored qualitative insights or mixed educational settings, there is limited empirical work using quantitative analysis to measure the direct influence of the English-speaking Environment on university students' speaking ability.

Even though previous studies have shown that an English-speaking Environment has a positive effect on students' speaking skills, the majority

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of these studies were carried out in linguistically supportive contexts, such as English Clubs, pesantren, family Environments or classes with strong teacher and institution support and policy. These studies have mainly highlighted ideal conditions that provide intensive and continuous exposure to English, thus not offering a sufficient picture of the English-speaking Environment in less supportive contexts.

Relevant research was previously conducted by Toni Indrayadi in a study titled "Indonesian EFL Learners' Views of the Fondi App on Speaking Performance: A Qualitative Approach." The findings suggest that an interactive English-learning environment can improve students' speaking skills including fluency, pronunciation, vocabulary, and confidence even when delivered through an app. That study is still relevant to the current research, as both address students' speaking abilities in English. However, a clear distinction exists: the previous study employed a qualitative approach and prioritized the use of the Fondi app, whereas this study utilizes a quantitative correlational design to examine whether there is a relationship between the English-Speaking Environment and students' Speaking Performance.

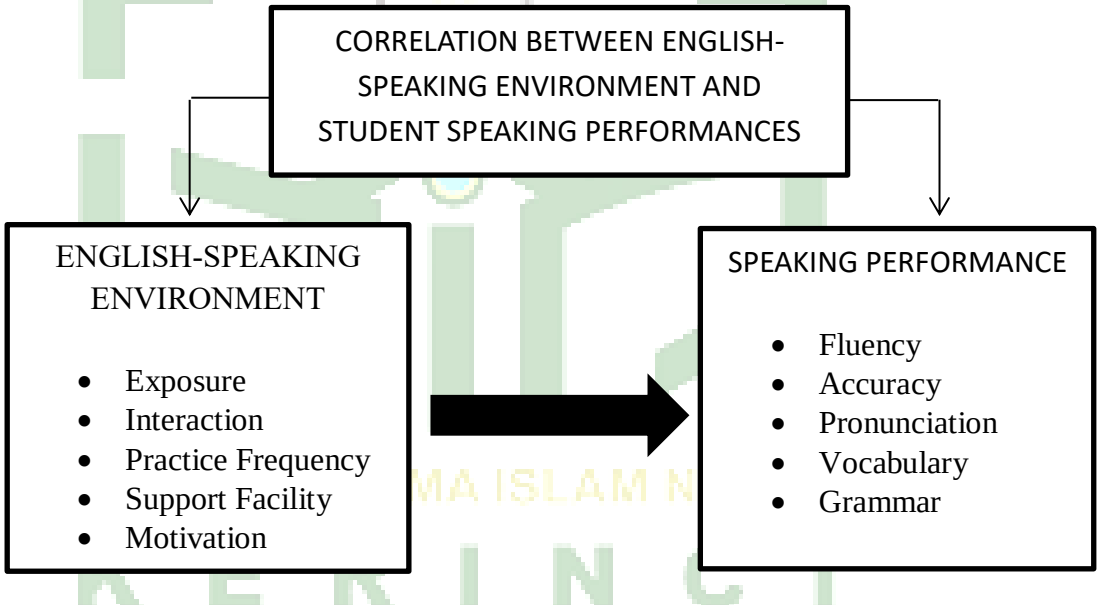
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C. Conceptual Framework

The research framework establishes a vital role through its conceptual framework which serves as a foundation for demonstrating the connections between studied variables. The research uses a conceptual framework which shows the research path and focal points through the

development of the framework that draws from relevant existing research and theoretical studies.

The research uses a conceptual framework to show how English-Speaking Environment functions as an independent variable (X) which affects Speaking Performance as a dependent variable (Y). The two variables establish a relationship which researchers can Test through empirical methods that use quantitative research methods and correlational study designs.



The research conceptual framework displays two main variables which establish their relationship through English-Speaking Environment as the independent variable (X) and Speaking Performance as the dependent variable (Y). Five indicators which include exposure interaction practice frequency support facility and motivation toward English Environment measure English-

Speaking Environment. The assessment of Speaking Performance depends on five essential components which include fluency accuracy pronunciation vocabulary and grammar.

The research study establishes a relationship between English-Speaking Environment and Speaking Performance within the student population. The more students experience high-quality English-speaking Environments, the better their speaking abilities develop. The researchers used a correlational analysis method to examine the relationship between the two variables which involved Testing for statistically significant connections between them.

D. Hypotheses of the Study

Null Hypothesis (H0) : There is no significant correlation between the English-Speaking Environment and students' speaking performance.

Alternative Hypothesis (Ha) : There is a significant correlation between the English-Speaking Environment and students' speaking performance.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study used quantitative research methods because it needed to analyze numerical data to measure variable relationships through objective examination. This study used a correlational design because it needed to measure the relationship between the English-speaking Environment and students' speaking abilities, which required two independent and dependent variables to be assessed without any changes in their values. According to Creswell (2018), the research design used a correlational research design because it helped researchers study the relationship between variables without directly Testing the cause-and-effect relationship. This design was in line with the current research study, which aimed to determine whether there was a statistically significant relationship between the English-speaking Environment and students' speaking performance.

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B. Population and sample

1. Population

Population is everything that use as an object of research. The population is not only a number of the object of research, but also includes the characteristics of the object to be observed. According to Creswell (2018) population is a group of individuals, objects, or items taken to

measure the sample. The population in this study consists of all the students of the English Language Education Study Program at the State Islamic Institute (IAIN) of Kerinci in the academic year 2025/2026.

Tabel 3.1 : Number of students majoring in English education

NO	Semester	Number of students
1	2	54
2	4	25
3	6	20
4	8	18
Populations		**117**

Credit: Siakad IAIN kerinci 2026

2. Sampling

The researchers employed purposive sampling techniques because this method allows researchers to select study participants who meet specific research requirements according to Creswell (2018). The researchers applied this method because the study required specific English-Speaking Environment experience and speaking performance assessment from selected participants.

Research requires diverse data because researchers need different data types to investigate relationships between variables. The restriction of too many criteria results in reduced response patterning which decreases the accuracy of correlation results. The sample criteria require essential elements which maintain actual experience diversity. Purposive sampling creates limitations which restrict researchers from making generalizations

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about their study results. The research results only apply to groups that share the same characteristics as the research sample because the researchers used a non-random sampling method to select their participants. The study results provide valuable information which helps researchers understand how English-Speaking Environment affects speaking performance in the studied context.The research uses the following sample criteria to select its participants.

1) Students of the English Education Study Program at IAIN Kerinci
2) The students must have experience in two English-speaking Environments which include classroom interaction and English Club activities and tutoring and language program activities and other activities that use English as their primary language.

The research study involved a total of 30 students who met all the established criteria. The current sample size which consists of 30 participants meets the requirements for correlational research according to Fraenkel Wallen and Hyun (2012) who state that a study needs at least 30 participants to conduct valid statistical analysis. The researchers chose purposive sampling as their sampling method because it enabled them to select participants who matched their research criteria and who would provide accurate information to Test the relationship between English-Speaking Environment and students' speaking performance.

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C. Instrument of the research

Research instruments are tools which researchers use to gather information from their research sample (Creswell 2018). The study was use two research instruments to gather data about two specific variables which are the English-Speaking Environment and students' speaking performance. The instruments was designed to obtain valid and reliable data in accordance with the objectives of the study. The research instruments include an English-Speaking Environment Questionnaire and documentation which shows students' speaking performance scores. Each instrument is explained in detail as follows.

a) English-Speaking Environment Questionnaire

The English-Speaking Environment Questionnaire assesses how much students experience English-speaking Environments during their formal studies and informal activities. The questionnaire was developed based on theories of language learning Environment proposed by Lightbown and Spada (2017), Long (2015), Swain (2013), and Dörnyei and Ryan (2015). The questionnaire includes 20 items which assess five different indicators which include exposure and interaction and practice frequency and support facility and motivation toward the English-speaking Environment. The questionnaire used a 5-point Likert scale which runs from Strongly Disagree (1) to Strongly Agree (5).

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Tabel 3.2 : Questionnaire Items

Variabel	Items
Exposure	1,2,3,4
Interaction	5,6,7,8
Practice prequency	9,10,11,12
Support facilities	13,14,15,16
Motivation toward English Environment	17,18,19,20

To ensure that the questionnaire produces accurate data the instrument will undergo several validation procedures which must be completed before research participants can take the Test. The procedures are designed to verify that the instrument assesses the targeted measurement correctly. The researchers was perform reliability Testing to verify that the questionnaire generates stable results across multiple assessments.

1. Face Validity and Content Validity

The assessment of instrument validity and content validity needed to occur before the distribution of the questionnaire. The two types of validity assessment established that the questionnaire would measure research variables accurately while remaining understandable to study participants. The construct validity of the instrument determined whether the Test items effectively measured the intended construct, while content validity checked whether all Testable elements of the variable had been assessed according to theoretical standards (Fraenkel, Wallen, & Hyun, 2012; Hair et al., 2022).

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The research Tested both types of validity through expert judgment which used two English education lecturers as judges for the evaluation. The experts evaluated several aspects which included the clarity of items, the grammatical accuracy, the alignment with variables, and the relationship between theoretical indicators of English-Speaking Environment which included exposure, interaction, practice frequency, support facility, and motivation. The experts' findings led to multiple revisions which included improving the text through better language usage, correcting grammatical errors, and modifying statement items to match the assessment indicators. The researchers translated the questionnaire into Indonesian to prevent respondents from misunderstanding the questions. The translated version of the document underwent review to check whether its meaning matched the original assessment tool.

2. Validity & Reliability

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The experts conducted validation Testing on the questionnaire which proved that the instrument content met their standards of measurement. The research developed a pilot study after experts completed their validation of the questionnaire by Testing it with students who matched the target population characteristics yet did not belong to the study sample. The Test assesses how well participants understand the Test instructions and how easily they can read the Test statements and how well

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the complete Test materials match the required standards. The team used feedback from the Test results to make the necessary improvements.

The researchers used SPSS Statistics to conduct a statistical analysis of their Test results which they used to validate their research instruments through construct validity Tests and reliability assessments. The researchers evaluated construct validity through Pearson Product Moment correlation which they used to assess the relationship between individual Test items and the complete Test score. A Test item is valid if its r value exceeds the r value found in the table at the 0.05 significance level.

The researchers revised items that failed to meet the specified criteria. The reliability of the questionnaire was Tested using the Cronbach's Alpha coefficient. The instrument was considered to have acceptable internal consistency when the Cronbach's Alpha value reached 0.60 or higher. The researchers reviewed and revised all items that showed problems when their reliability values fell below 0.60. The final questionnaire used for data collection in this study included only items that met both validity and reliability requirements. Therefore, the instrument produced valid and reliable data, which were considered trustworthy for measuring the English-Speaking Environment variable in this study.

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Tabel 3.3 : Valid item of English-Speaking Environment Test

No	Indicators	Number of items	Corrected Item- Total Correlation	Criteria
1	Exposure	P1	0,372	Valid
		P2	0,436	Valid
		P3	0,718	Valid
		P4	0,751	Valid
2	Interaction	P5	0,517	Valid
		P6	0,594	Valid
		P7	0,701	Valid
		P8	0,365	Valid
3	Practice prequency	P9	0,637	Valid
		P10	0,392	Valid
		P11	0,593	Valid
		P12	0,527	Valid
4	Support Facility	P13	0,573	Valid
		P14	0,617	Valid
		P15	0,667	Valid
		P16	0,689	Valid
5	Motivation toward English Environment	P17	0,549	Valid
		P18	0,615	Valid
		P19	0,396	Valid
		P20	0,571	Valid

The results of the validity Test show that all Test items achieved Corrected Item-Total Correlation scores above 0.30. All 20 items of the questionnaire proved to be valid according to this assessment. The research team included all Test items in the final data collection instrument because they found no reason to remove any items.

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Tabel 3.4 : Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,884	20

The reliability analysis results produced a Cronbach's Alpha score of 0.884 based on 20 assessment items. The research instrument shows high reliability because its Cronbach's Alpha value exceeds 0.60. All items in the questionnaire maintain reliability, making them suitable for research data collection.

D. Data Collection

The data were collected through the following stages:

1. Questionnaire

Researchers distributed questionnaires to the selected respondents to collect information about the level and quality of the English-speaking Environment they experienced. The questionnaire included questions designed to explore different dimensions of the Environment, such as the frequency of English use, opportunities for interaction in English, availability of English learning resources, and motivation factors. The quantitative data obtained from this questionnaire were used to understand the exposure level of each participant to the English-speaking Environment.

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2. Speaking Performance scores

The speaking proficiency data in this study were obtained from the results of informal speaking assessments of the students. These scores were obtained from students' speaking performance assessments conducted in the Speaking for Academic Purposes

course. The scores were generated through the regular learning process and assessed directly by the course instructor, thereby reflecting the students' actual speaking proficiency more objectively without any special intervention for the purposes of the study.Assessment is based on relatively uniform criteria in speaking instruction, which generally include fluency, pronunciation, grammar, vocabulary, and comprehension. Although informal in nature, the use of these common and consistent indicators provides a basis for equity in assessment among students, ensuring that scores remain comparable and can be used as a representation of speaking ability.

The use of the baseline scores remains relevant because they reflect students' foundational proficiency before they gained broader exposure to an English-speaking Environment. Thus, these scores can be used to analyze the relationship between the English-speaking Environment experienced by students and their speaking proficiency. However, there is a time lag between the collection of scores and the distribution of the questionnaire, which could potentially affect the actual state of students' proficiency. Therefore, from a methodological standpoint, collecting speaking data and measuring the English-speaking Environment during the same or a closely adjacent time period would yield stronger and more accurate results in the correlation analysis.

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E. Data Analysis Technique

The data were analyzed using SPSS (Statistical Package for the Social Sciences) version 24 to ensure the accuracy and objectivity of the findings. The analysis consisted of both descriptive and inferential statistics. Descriptive statistics were used to describe the characteristics of the data, while inferential statistics were employed to test the proposed hypothesis and determine the relationship between the research variables. The stages of data analysis included descriptive statistics, prerequisite tests consisting of normality and linearity tests, and Pearson Product-Moment correlation analysis.

1. Analysis Descriptive

The research employed descriptive statistical analysis to summarize and describe the characteristics of the collected data. Descriptive statistics provide an overview of the distribution and tendency of the data before further statistical analysis is conducted. The analysis included the calculation of the mean, standard deviation, minimum value, and maximum value for both the English-Speaking Environment and Speaking Performance variables. These statistics were used to identify the overall level, variability, and distribution of the data obtained from the participants.

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2. Prerequisite Tests for Analysis

Before conducting correlation analysis, prerequisite Tests were carried out to ensure that the data met the statistical assumptions required for further analysis. These Tests were intended to verify that the data were appropriate and suitable for regression Testing. The prerequisite Tests in this study included:

a) Normality Test

The normality Test was conducted to determine whether the data were normally distributed. This study applied the Shapiro–Wilk Test because the sample size was less than 50. The data were considered normally distributed if the significance value (Sig.) was greater than 0.05.

b) Linearity Test

The linearity Test was conducted to examine whether there was a linear relationship between the English-Speaking Environment and students' speaking performance. The relationship was considered linear if the significance value of the deviation from linearity was greater than 0.05.

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3. Pearson Product-Moment Correlation Analysis

Pearson Product-Moment correlation analysis is used to determine the strength and direction of the relationship between the English-Speaking Environment and students' speaking performance. The correlation coefficient (r) indicates whether the relationship is positive or

negative and how strong the relationship is. The relationship is considered statistically significant if the significance value (Sig.) is less than 0.05.

Tabel 3.5 : Correlation level

Correlation Coefficiennt Range	Description
0.00-0.10	Very weak
0.10-039	Weak
0.40-069	Moderate
0.70-0.89	Strong
0.90-1.00	Very strong

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CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

In this study, the English-Speaking Environment variable was analyzed using several key indicators: Exposure, Interaction, Frequent Practice, Support Facilities, and Motivation Toward the English Environment. Each indicator was measured using a questionnaire distributed to respondents, employing a five-point Likert scale consisting of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

The results of the data processing were then presented in the form of frequency distribution tables (F) and percentages (%) for each statement on each indicator. This presentation aims to provide a clear picture of the trends in respondents' answers regarding the English-speaking Environment they experience. The descriptions of the analysis results for each indicator are presented in the following tables.

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Tabel 4.1 : Exposure

Item	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
1.	I often hear the use of English in the English Environment	20%	6	13.3%	4	30%	9	30%	9	6.7%	2
2.	Lecturers use English consistently during classroom activities	0%	0	20%	6	40%	12	36.7%	11	3.3%	1

3.	I am accustomed to hearing explanation of the material in English.	0%	0	16.7%	5	30%	9	40%	12	13.3%	4
4.	I receive exposure to English both inside and outside the classroom.	10%	3	10%	3	36.7%	11	33.3%	10	10%	3

Based on Table 4.1, regarding the first statement, "I often hear the use of English in the English Environment," the majority of respondents fell into the Neutral and Agree categories, at 30% (9 respondents) each, indicating that exposure to English is heard fairly often, though it is not yet dominant. However, there were still 20% of respondents (6 people) who Strongly Disagreed, indicating that not all students consistently experience an English-speaking Environment. For the second statement, "Lecturers use English consistently during classroom activities," the majority of respondents selected "Neutral" at 40% (12 respondents) and "Agree" at 36.7% (11 respondents). This indicates that lecturers' use of English in teaching activities is fairly consistent, although it is not yet fully optimized.

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Next, regarding the third statement, "I am accustomed to hearing explanations of the material in English," the majority of respondents selected "Agree" at 40% (12 respondents), followed by "Neutral" at 30% (9 respondents). This indicates that students are relatively accustomed to hearing explanations of the material in English. For the fourth statement, "I receive exposure to English both inside and outside the classroom," the majority of respondents fell into the

"Neutral" category at 36.7% (11 respondents) and the "Agree" category at 33.3% (10 respondents). This indicates that exposure to English is available both inside and outside the classroom, although it is not yet evenly distributed among all students. Overall, these results indicate that the level of exposure to English falls into the moderate category, meaning that students are exposed to English fairly frequently, but this exposure is not yet fully optimal or consistent across all aspects of the learning Environment.

Tabel 4.2 : Interaction

Item	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
5	I frequently interact using English with friends on English Environment	3.3%	1	16.7%	5	46.7%	14	26.7%	8	6.7%	2
6	I have opportunities to communicate in English with Lecturers	0%	0	23.3%	7	30%	9	40%	12	6.7%	2
7.	Group discussion or teamwork encourage me to speak English	3.3%	1	13.3%	4	36.7%	11	26.7%	8	20%	6
8.	The English Environment supports two-way communication in English	3.3%	1	13.3%	4	23.3%	7	46.7%	14	13.3%	4

According to Table 4.2, for the fifth statement "I frequently interact with friends in an English-speaking Environment" the majority of respondents selected "Neutral" at 46.7% (14 respondents), followed by "Agree" at 26.7% (8 respondents). This indicates that interactions with friends in English do not yet

occur consistently and remain at a moderate level. For the sixth statement, “I have opportunities to communicate in English with lecturers,” the majority of respondents fell into the “Agree” category at 40% (12 respondents), followed by “Neutral” at 30% (9 respondents). These findings indicate that students have fairly good opportunities to communicate in English with lecturers, although this is not yet evenly distributed among all students.

Next, for the seventh statement, “Group discussions or teamwork encourage me to speak English,” the distribution of responses varied considerably, with the majority of respondents selecting “Neutral” at 36.7% (11 respondents), followed by “Agree” at 26.7% (8 respondents) and “Strongly Agree” at 20% (6 respondents). This indicates that group discussion activities do encourage the use of English, although their effectiveness is not yet optimal. For the eighth statement, “The English-language Environment supports two-way communication in English,” the majority of respondents selected “Agree” at 46.7% (14 respondents), followed by “Neutral” at 23.3% (7 respondents). This indicates that the English-language Environment is fairly supportive of two-way communication. Overall, these results indicate that the level of interaction in the English-speaking Environment falls into the moderate-to-high category, meaning that students have opportunities to interact in English, but the intensity and consistency of such interactions still need to be improved.

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Tabel 4.3 : Practice frequently

Item	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
9	I regularly practice speaking English during academic activities	3.3%	1	10%	3	50%	15	36.7%	11	0%	0
10	I often use English in daily conversation on English Environment	0%	0	20%	6	26.7%	8	43.3%	13	10%	3
11	I have many opportunities to practice speaking English	3.3%	1	10%	3	30%	9	36.7%	11	20%	6
12	The use of English becomes a habit in certain English Environment	3.3%	1	6.7%	2	26.7%	8	56.7%	17	6.7%	2

According to Table 4.3, for the ninth statement "I regularly practice speaking English during academic activities"The majority of respondents selected "Neutral" at 50% (15 respondents), followed by "Agree" at 36.7% (11 respondents). This indicates that while speaking English during academic activities is practiced to some extent, it has not yet become a consistent habit for all students. For the tenth statement, "I often use English in daily conversation in an English-speaking Environment," the majority of respondents fell into the "Agree" category at 43.3% (13 respondents), followed by "Neutral" at 26.7% (8 respondents) and "Strongly Agree" at 10% (3 respondents). These findings indicate that the use of English in daily conversation is quite common.

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Next, regarding the eleventh statement, “I have many opportunities to practice speaking English,” the majority of respondents selected “Agree” at 36.7% (11 respondents), followed by “Neutral” at 30% (9 respondents) and “Strongly Agree” at 20% (6 respondents). This indicates that students have ample opportunities to practice their English speaking skills. For the twelfth statement, “The use of English becomes a habit in certain English-speaking Environments,” the majority of respondents (56.7%, or 17 respondents) selected “Agree.” This indicates that, in certain situations, the use of English has begun to become a habit for most students. Overall, these results indicate that the level of “Practice Frequently” falls into the moderate-to-high category, where students practice English quite often, particularly in specific contexts, although it has not yet fully become a consistent habit in all situations.

Tabel 4.4 : Support facility

Item	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
13	Supporting facilities such as English books, dictionaries, and learning media help me to practice speaking English.	3.3%	1	16.7%	5	20%	6	46.7%	14	13.3%	4
14	Facilities such as English clubs, language laboratories, or English zone provide opportunities to use English.	0%	0	10%	3	30%	9	43.3%	13	16.7%	5

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15	The program such as seminars, presentations, or English-Speaking activities provide opportunities to practice English.	0%	0	10%	3	26.7%	8	53.3%	16	10%	3
16	The availability of English spporting program and activities helps me continously practice my English speaking skills.	6.7%	2	3.3%	1	26.7%	8	56.7%	17	6.7%	2

Based on Table 4.4, regarding the thirteenth statement, "Supporting facilities such as English books, dictionaries, and learning media help me practice speaking English," the majority of respondents selected "Agree" at 46.7% (14 respondents), followed by "Neutral" at 20% (6 respondents) and "Strongly Agree" at 13.3% (4 respondents). This indicates that learning facilities such as books and media are quite helpful for students in practicing speaking English. For the fourteenth statement, "Facilities such as English clubs, language laboratories, or English zones provide opportunities to use English," the majority of respondents fell into the "Agree" category at 43.3% (13 respondents), followed by "Neutral" at 30% (9 respondents) and "Strongly Agree" at 16.7% (5 respondents). This finding indicates that facilities such as English clubs and language laboratories provide significant opportunities for students to use English.

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Next, regarding the fifteenth statement, “Programs such as seminars, presentations, or English-speaking activities provide opportunities to practice English,” the majority of respondents (53.3%, or 16 respondents) selected “Agree.” This indicates that various academic programs and English-language activities play an important role in providing students with opportunities to practice. Regarding the sixteenth statement, “The availability of English supporting programs and activities helps me continuously practice my English speaking skills,” the majority of respondents selected “Agree” at 56.7% (17 respondents), followed by “Neutral” at 26.7% (8 respondents). This indicates that the ongoing availability of supporting programs and activities helps students develop their English speaking skills. Overall, these results indicate that the Support Facility falls into the high category, where support facilities and programs have made a significant contribution to helping students practice English more actively and consistently.

Tabel 4.5 : Motivation Toward English Environment

Item	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		%	F	%	F	%	F	%	F	%	F
17	The Environment motivates me to use English in communication.	3.3%	1	13.3%	4	23.3%	7	50%	15	10%	3
18	Environmental support makes me more confident in speaking English.	3.3%	1	3.3%	1	20%	6	60%	18	13.3%	4
19	I am encouraged to improve my speaking ability because of the surrounding	0%	0	6.7%	2	13.3%	4	60%	18	20%	6

	Environment.										
20	I feel comfortable using English without being afraid of making mistake.	3.3%	1	10%	3	40%	12	43.3%	13	3.3%	1

Based on Table 4.5, for the seventeenth statement, "The Environment motivates me to use English in communication," the majority of respondents selected "Agree" at 50% (15 respondents), followed by "Neutral" at 23.3% (7 respondents) and "Strongly Agree" at 10% (3 respondents). This indicates that the English-speaking Environment is quite effective in encouraging students to use English in communication. For the eighteenth statement, "Environmental support makes me more confident in speaking English," the majority of respondents fell into the "Agree" category at 60% (18 respondents), followed by "Strongly Agree" at 13.3% (4 respondents). This finding indicates that Environmental support plays a significant role in boosting students' confidence in speaking English.

Furthermore, regarding the nineteenth statement, "I am encouraged to improve my speaking ability because of the surrounding Environment," the majority of respondents selected "Agree" at 60% (18 respondents) and "Strongly Agree" at 20% (6 respondents). This indicates that the surrounding Environment provides strong encouragement for students to improve their English speaking skills. For the twentieth statement, "I feel comfortable using English without being afraid of making mistakes," the majority of respondents selected "Agree" at 43.3% (13 respondents), followed by "Neutral" at 40% (12 respondents). This

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indicates that although most students feel fairly comfortable using English, there are still some students who are not yet fully confident and still feel hesitant or afraid of making mistakes. Overall, these results indicate that Motivation Toward the English Environment falls into the high category, where the English-speaking Environment is able to provide motivation, boost self-confidence, and encourage students to continue developing their English speaking skills, although the aspect of comfort still needs improvement.

1. Descriptive statistics of English- Speaking Evironment and Speaking performance

This section presents descriptive statistical analysis results which provide a general overview of the collected research data. The analysis includes data (N) minimum value maximum value mean value and standard deviation calculation for each variable. The research study examined two variables English-speaking Environment and Speaking Performance which served as the foundation for data analysis work.

Tabel 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English-speaking Environment	30	46,00	89,00	69,0000	10,74469
Speaking Performance	30	70,00	90,00	82,1333	5,28976
Valid N (listwise)	30				

The Tabel above shows the complete Descriptive statistics for all studied variables. The analysis found that English-Speaking Environment variable showed a minimum score of 46.00 and a maximum score of 89.00. The study obtained a mean value of 69.00 which had a standard

deviation of 10.74469. The results demonstrate that students show an intermediate level of English-Speaking Environment proficiency while their data results display diverse outcomes throughout their responses. The

Speaking Performance variable shows a minimum score of 70.00 and a maximum score of 90.00. The study obtained a mean value of 82.1333 which had a standard deviation of 5.28976. The results demonstrate that students possess advanced speaking skills while the lower standard deviation value shows more consistent speaking abilities among students compared to English-Speaking Environment skills.

2. Prerequisite Test

a. Normality Test

Before conducting the correlation analysis, a normality test was performed using the Shapiro-Wilk test because the sample size was fewer than 50 participants. The results showed that the significance value of the English-Speaking Environment variable was 0.479, while the significance value of the Speaking Performance variable was 0.103. Since both values were higher than 0.05, it can be concluded that the data were normally distributed. Therefore, the assumption of normality was fulfilled, and the data were suitable for Pearson Product-Moment correlation analysis. *(See Appendix 4)*

b. Linearity Test

A linearity test was conducted to determine whether there was a linear relationship between the English-Speaking Environment and

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Speaking Performance variables. The result showed that the significance value of Deviation from Linearity was 0.564, which was higher than 0.05. This indicates that there was no significant deviation from linearity and that the relationship between the two variables was linear. Therefore, the assumption of linearity was fulfilled, and Pearson Product-Moment correlation analysis could be applied. (*See Appendix 4)*

3. Result of Pearson product-moment correlation analysis

Before analyzing the correlation between the overall English-Speaking Environment variable and Speaking Performance, each indicator was examined separately using the Pearson Product-Moment Correlation test. The indicators included Exposure, Interaction, Practice Frequency, Support Facility, and Motivation. This analysis was conducted to determine whether each indicator had a significant relationship with students' speaking performance. The results are presented in the following tables.

Correlations Between Exposure and Speaking Performance

		Exposure	Speaking
Exposure	Pearson Correlation	1	-,127
	Sig. (2-tailed)		,503
	N	30	30
Speaking	Pearson Correlation	-,127	1
	Sig. (2-tailed)	,503	
	N	30	30

The analysis showed that Exposure had a very weak negative correlation with students' speaking achievement (r = -0.127). However, the significance value

(0.503) indicated that the relationship was not statistically significant. This means that students' exposure to English was not associated with differences in their speaking achievement.

Correlation Between Inteaction and Speaking Performance

		Interaction	Speaking
Interaction	Pearson Correlation	1	-,145
	Sig. (2-tailed)		,445
	N	30	30
Speaking	Pearson Correlation	-,145	1
	Sig. (2-tailed)	,445	
	N	30	30

The correlation between Interaction and speaking achievement was negative and very weak (r = -0.145). The significance value of 0.445 suggests that the relationship was not significant. Therefore, the level of interaction in English did not appear to influence students' speaking achievement in this study.

Correlation Between Practice frequency and Speaking performance

		Practice_frequency	Speaking
Practice_frequency	Pearson Correlation	1	,091
	Sig. (2-tailed)		,632
	N	30	30
Speaking	Pearson Correlation	,091	1
	Sig. (2-tailed)	,632	
	N	30	30

Practice Frequency showed a very weak positive correlation with speaking achievement (r = 0.091). Nevertheless, the significance value (0.632) indicates that the relationship was not statistically significant. This finding suggests that

more frequent English practice did not necessarily result in higher speaking achievement among the participants.

Correlation Between Support facility and Speaking Performance

		Support_facility	Speaking
Support_facility	Pearson Correlation	1	-,158
	Sig. (2-tailed)		,406
	N	30	30
Speaking	Pearson Correlation	-,158	1
	Sig. (2-tailed)	,406	
	N	30	30

The correlation analysis revealed a very weak negative relationship between Support Facility and speaking achievement (r = -0.158). Since the significance value was 0.406, the relationship was not statistically significant. This indicates that the availability of supporting facilities was not related to students' speaking achievement.

Correlation Between Motivation and Speaking Performance

		Motivation	Speaking
Motivation	Pearson Correlation	1	,002
	Sig. (2-tailed)		,991
	N	30	30
Speaking	Pearson Correlation	,002	1
	Sig. (2-tailed)	,991	
	N	30	30

Motivation obtained a correlation coefficient of 0.002, indicating almost no relationship with speaking achievement. In addition, the significance value (0.991) confirmed that the relationship was not statistically

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significant. Thus, students' motivation toward the English-speaking environment was not associated with their speaking achievement.

After examining the correlation between each indicator of the English-Speaking Environment and Speaking Performance, the researcher then analyzed the correlation between the overall English-Speaking Environment variable and Speaking Performance. This analysis was conducted to determine whether the English-Speaking Environment as a whole had a significant relationship with students' speaking performance. The result of the Pearson Product-Moment Correlation analysis is presented in the following table.

Tabel 4.7 Result of Correlation

Correlations			
		X	Y
X	Pearson Correlation	1	-,081
	Sig. (2-tailed)		,672
	N	30	30
Y	Pearson Correlation	-,081	1
	Sig. (2-tailed)	,672	
	N	30	30

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The researchers used Pearson correlation Test to measure the relationship between English-Speaking Environment and Speaking Performance. The analysis produced a Pearson correlation coefficient result of -0.081 which had a two-tailed significance value of 0.672. The significance value exceeds 0.05 which demonstrates that English-Speaking Environment does not have a significant connection with Speaking Performance.

The correlation coefficient value of -0.081 demonstrates that the two variables maintain a extremely weak relationship which also shows a negative connection. The research shows that English-Speaking Environment improvements do not result in major Speaking Performance enhancements. The research demonstrates that English-Speaking Environment shows no significant relationship with Speaking Performance among university students.

B. Discussion

This study aimed to investigate whether there is a significant correlation between the English-Speaking Environment and students' speaking performance. Based on the results of the Pearson Product-Moment correlation analysis, the correlation coefficient was -0.081 with a significance value of 0.672. Since the significance value was greater than 0.05, the null hypothesis (H0) was accepted and the alternative hypothesis (Ha) was rejected. Therefore, the findings indicate that there is no significant correlation between the English-Speaking Environment and students' speaking performance among students of the English Language Education Program at IAIN Kerinci. Furthermore, the correlation coefficient was very close to zero and negative, indicating a very weak and statistically insignificant relationship between the two variables.

Although the descriptive analysis showed that the indicators of the English-Speaking Environment were generally categorized as moderate to high, these conditions did not significantly contribute to students' speaking performance. This finding suggests that the English-Speaking Environment alone

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was not a determining factor in improving students' speaking performance. Other factors may have played a more important role in influencing students' speaking achievement.

One possible explanation for this finding is the nature of the data obtained in this study. The mean score of students' speaking performance was 82.13 with a standard deviation of 5.28, indicating that students' speaking scores were relatively homogeneous and showed little variation among respondents. In contrast, the English-Speaking Environment variable had a larger standard deviation of 10.74, indicating greater variation in students' perceptions of their English-speaking Environment. This difference in variability may have contributed to the absence of a significant correlation between the two variables.

When examined based on each indicator, the exposure indicator showed that students had been exposed to English mainly through classroom activities. However, exposure outside the classroom was still limited and inconsistent. According to Krashen's Input Hypothesis, language acquisition requires sufficient and continuous language input. In this study, the available exposure may not have been intensive enough to produce a measurable impact on students' speaking performance. As a result, exposure alone was not sufficient to establish a significant correlation with speaking performance.

Regarding the interaction indicator, students reported moderate opportunities to communicate in English, particularly with lecturers during classroom activities. However, interaction among peers in English remained relatively limited. Long's Interaction Hypothesis emphasizes that language

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development occurs through meaningful communication and interaction. Since students did not frequently engage in English communication outside formal learning situations, the interaction they experienced may not have been sufficient to significantly improve their speaking performance.

The practice frequency indicator also revealed that students practiced speaking English occasionally, but such practice had not yet become a regular habit. According to Swain's Output Hypothesis, language learners develop their speaking ability through active language production. Frequent speaking practice allows learners to identify linguistic gaps and improve their communicative competence. In this study, the limited frequency of speaking practice may explain why the English-Speaking Environment did not significantly influence students' speaking performance.

In terms of support facilities, the findings indicated that facilities such as English clubs, seminars, and learning media were available and generally supportive of English learning. Nevertheless, the utilization of these facilities was not optimal. Many students did not actively participate in English-related programs, and institutional support for the consistent use of English remained limited. This suggests that the availability of facilities alone is not enough to improve speaking performance unless they are supported by active participation and continuous implementation.

The motivation toward the English-Speaking Environment indicator showed relatively positive results. Most students demonstrated interest in learning English and recognized the importance of speaking skills for their academic and

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professional development. However, several students still experienced anxiety and fear of making mistakes when speaking English. These affective factors may reduce students' willingness to communicate and limit their speaking practice opportunities. Therefore, even though students possessed positive motivation, psychological barriers may have prevented them from fully benefiting from the English-Speaking Environment.

The findings of this study further suggest that students' speaking performance may be influenced more strongly by factors beyond the English-Speaking Environment. Internal factors such as self-confidence, speaking anxiety, vocabulary mastery, grammatical competence, and pronunciation skills may play a more dominant role in determining speaking performance. In addition, previous learning experiences and structured speaking practice may contribute significantly to students' speaking development. Therefore, speaking performance cannot be explained solely by environmental factors but is influenced by a combination of individual, psychological, and instructional factors.

This finding is consistent with Shalihah et al. (2022), who argued that speaking ability is influenced by various factors, including motivation, self-confidence, vocabulary mastery, and grammatical knowledge. Their findings support the view that environmental support alone may not be sufficient to improve speaking performance without adequate individual readiness and language competence.

When compared with previous studies, the results of this study differ from those reported by Aulia and Saraswati (2025) and Hidayatullah and Octaberlina

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(2023), who found that the English-Speaking Environment positively influenced students' speaking ability. The difference may be attributed to variations in research settings and participant characteristics. Previous studies were conducted in educational environments where English was used more consistently through programs such as English clubs, language camps, Islamic boarding schools, or intensive English programs. In contrast, the English-Speaking Environment at the research site of the present study had not yet been fully implemented in a systematic and sustainable manner. Consequently, students had fewer opportunities to use English regularly in their daily academic activities.

Overall, the findings of this study indicate that the English-Speaking Environment has not yet significantly contributed to students' speaking performance. Limited exposure outside the classroom, insufficient interaction, irregular speaking practice, underutilized support facilities, and affective barriers such as anxiety may have reduced the effectiveness of the English-Speaking Environment. Nevertheless, the English-Speaking Environment remains an important supporting factor in language learning and should not be disregarded.

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Therefore, educational institutions are encouraged to develop more structured and sustainable English-speaking programs, such as English Day, English Zone, English Club activities, and classroom practices that require greater use of English in discussions and presentations. Increasing students' opportunities to communicate in English regularly may help strengthen the role of the English-Speaking Environment in supporting speaking development. Future researchers are also encouraged to investigate other variables that may have a stronger

influence on speaking performance, such as self-confidence, speaking anxiety, vocabulary mastery, learning strategies, and motivation. Thus, speaking performance can be understood as a complex outcome influenced by multiple interrelated factors rather than by the English-Speaking Environment alone.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the study, it can be concluded that there is no significant correlation between the English-Speaking Environment and students' speaking performance among students of the English Language Education Program at IAIN Kerinci. This conclusion is based on the result of the Pearson Product-Moment correlation analysis, which yielded a correlation coefficient of r = -0.081 with a significance value of 0.672 ($p > 0.05$). Therefore, the alternative hypothesis (Ha) was rejected, and the null hypothesis (H0) was accepted.

The descriptive analysis showed that the mean score of the English-Speaking Environment was 69.00, indicating a moderate level of exposure to and use of English in students' academic and social activities. Meanwhile, the mean score of students' speaking performance was 82.13, which falls into the high category. These findings indicate that although students experienced only a moderate English-Speaking Environment, they were still able to demonstrate relatively high speaking performance.

Furthermore, the prerequisite tests showed that both variables were normally distributed and had a linear relationship. Therefore, the data met the assumptions required for Pearson Product-Moment correlation analysis.

The findings suggest that students' speaking performance was not significantly associated with the level of English-Speaking Environment

experienced by the participants in this study. This indicates that speaking performance may be influenced by factors other than the English-Speaking Environment, such as previous learning experiences, individual learning strategies, motivation, self-confidence, and classroom-based speaking instruction.

In addition, the results indicate that students were able to achieve a relatively high level of speaking performance despite the absence of a highly intensive English-Speaking Environment. This condition may be attributed to effective classroom instruction, structured speaking activities, and regular speaking assessments provided by lecturers. Therefore, the English-Speaking Environment cannot be considered the sole determinant of students' speaking performance in the context of this study.

B. Suggestion

Based on the research findings, the researchers offer the following recommendations:

1. For Students

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Students are encouraged to take a more active role in creating an English-speaking Environment on their own, both inside and outside the classroom. Students can improve their speaking skills through group discussions, English clubs, or informal conversations with friends. In this way, their use of English can become more consistent and help boost their confidence in speaking.

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2. For Lecturers

Lecturers are encouraged to create a more communicative learning Environment by providing students with more opportunities to speak in English. Additionally, lecturers can implement strategies such as an English-only policy during specific activities, group discussions, and presentations to continuously improve students' speaking skills.

3. For Institutions

The institutions need to strengthen their policies which promote English language development as a requirement for academic growth at their campuses. The academic planning process can benefit from including English Day and English Zone and English-based extracurricular activities because these programs will increase student language exposure. The English Club and accessible learning resources and supportive academic spaces will create an Environment that helps students practice English throughout their daily academic activities.

4. For Future Researchers

Future research is encouraged to examine other factors that may influence students' speaking performance, such as learning motivation, learning strategies, self-confidence, anxiety, or the use of learning materials. Additionally, studies with larger sample sizes and different research methods, such as mixed methods, could yield more comprehensive results.

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Appendixes 1: Questionnaire of English-Speaking Environment

Instructions: Please put a check mark (✓) on one option that best represents your opinion.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No	Statement	1	2	3	4	5
	Exposure					
1	I often hear the use of English in the English Environment					
2	Lecturers use English consistently during classroom activities.					
3	I am accustomed to hearing explanations of the material in English.					
4	I receive exposure to English both inside and outside the classroom.					
	Interaction					
5	I frequently interact using English with friends on English Environment					
6	I have opportunities to communicate in English with lecturers.					
7	Group discussions or teamwork encourage me to speak English					
8	The English Environment supports two-way communication in English.					
	Practice frequently					
9	I regularly practice speaking English during academic activities.					
10	I often use English in daily conversations on English Environment					
11	I have many opportunities to practice speaking English.					

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12	The use of English becomes a habit in certain English Environment activities.					
Support facility						
13	Supporting facilities such as English books, dictionaries, and learning media help me to practice speaking English.					
14	Facilities such as English clubs, language laboratories, or English zones provide opportunities to use English.					
15	The programs such as seminars, presentations, or English-speaking activities provide opportunities to practice English.					
16	The availability of English-supporting programs and activities helps me continuously practice my English speaking skills.					
Motivation Toward English Environment						
17	The Environment motivates me to use English in communication.					
18	Environmental support makes me more confident in speaking English.					
19	I am encouraged to improve my speaking ability because of the surrounding Environment.					
20	I feel comfortable using English without being afraid of making mistakes.					

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Appendixes 2: Speking Scores

Student's code	Speaking Scores
S1	83
S2	80
S3	83
S4	83
S5	83
S6	83
S7	83
S8	83
S9	83
S10	90
S11	80
S12	87
S13	89
S14	70
S15	75
S16	82
S17	90
S18	90
S19	88
S20	78
S21	70
S22	84
S23	78
S24	87
S25	87
S26	77
S27	79
S28	76
S29	82
S30	81

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Appendixes 3 : Validity and Reliability Test

1. Validity Test Output

No	Item	R-count	R-tabel	Criteria
1	P1	0,372	0.361	Valid
2	P2	0,436	0.361	Valid
3	P3	0,718	0.361	Valid
4	P4	0,751	0.361	Valid
5	P5	0,517	0.361	Valid
6	P6	0,594	0.361	Valid
7	P7	0,701	0.361	Valid
8	P8	0,365	0.361	Valid
9	P9	0,637	0.361	Valid
10	P10	0,392	0.361	Valid
11	P11	0,593	0.361	Valid
12	P12	0,527	0.361	Valid
13	P13	0,573	0.361	Valid
14	P14	0,617	0.361	Valid
15	P15	0,667	0.361	Valid
16	P16	0,689	0.361	Valid
17	P17	0,549	0.361	Valid
18	P18	0,615	0.361	Valid
19	P19	0,396	0.361	Valid
20	P20	0,571	0.361	Valid

2. Reliability Test Output

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	68,3000	83,045	,288	,885
P2	68,5667	82,668	,366	,882
P3	68,4667	79,085	,677	,873
P4	68,4667	78,051	,712	,872
P5	69,0000	81,034	,447	,880
P6	68,3333	80,092	,535	,877
P7	68,4667	77,361	,647	,873
P8	68,1667	83,385	,285	,885
P9	68,7000	78,286	,573	,876
P10	69,0333	81,689	,290	,887
P11	68,1667	80,213	,534	,877
P12	68,2667	80,892	,459	,880
P13	67,9667	79,620	,504	,878
P14	67,9333	79,099	,554	,876

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P15	68,0667	77,857	,608	,875
P16	68,1333	78,464	,639	,874
P17	68,4000	82,386	,500	,879
P18	68,4333	79,220	,554	,877
P19	68,4667	82,740	,315	,884
P20	68,6667	80,437	,510	,878

Frequency of Items

P1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	6	20,0	20,0	20,0
	2,00	4	13,3	13,3	33,3
	3,00	9	30,0	30,0	63,3
	4,00	9	30,0	30,0	93,3
	5,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

P2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	6	20,0	20,0	20,0
	3,00	12	40,0	40,0	60,0
	4,00	11	36,7	36,7	96,7
	5,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

P3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	5	16,7	16,7	16,7
	3,00	9	30,0	30,0	46,7
	4,00	12	40,0	40,0	86,7
	5,00	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

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P4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	10,0	10,0	10,0
	2,00	3	10,0	10,0	20,0
	3,00	11	36,7	36,7	56,7
	4,00	10	33,3	33,3	90,0
	5,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

P5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	5	16,7	16,7	20,0
	3,00	14	46,7	46,7	66,7

	4,00	8	26,7	26,7	93,3
	5,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

P6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	7	23,3	23,3	23,3
	3,00	9	30,0	30,0	53,3
	4,00	12	40,0	40,0	93,3
	5,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

P7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	4	13,3	13,3	16,7
	3,00	11	36,7	36,7	53,3
	4,00	8	26,7	26,7	80,0
	5,00	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

P8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	4	13,3	13,3	16,7
	3,00	7	23,3	23,3	40,0
	4,00	14	46,7	46,7	86,7
	5,00	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

P9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	3	10,0	10,0	13,3
	3,00	15	50,0	50,0	63,3
	4,00	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

P10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	6	20,0	20,0	20,0
	3,00	8	26,7	26,7	46,7
	4,00	13	43,3	43,3	90,0
	5,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

P11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	3	10,0	10,0	13,3
	3,00	9	30,0	30,0	43,3
	4,00	11	36,7	36,7	80,0
	5,00	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

P12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	2	6,7	6,7	10,0
	3,00	8	26,7	26,7	36,7
	4,00	17	56,7	56,7	93,3
	5,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

P13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	5	16,7	16,7	20,0
	3,00	6	20,0	20,0	40,0
	4,00	14	46,7	46,7	86,7
	5,00	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

P14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	3	10,0	10,0	10,0
	3,00	9	30,0	30,0	40,0
	4,00	13	43,3	43,3	83,3
	5,00	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

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P15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	3	10,0	10,0	10,0
	3,00	8	26,7	26,7	36,7
	4,00	16	53,3	53,3	90,0
	5,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

P16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	6,7	6,7	6,7
	2,00	1	3,3	3,3	10,0
	3,00	8	26,7	26,7	36,7
	4,00	17	56,7	56,7	93,3
	5,00	2	6,7	6,7	100,0

	Total	30	100,0	100,0	

P17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	4	13,3	13,3	16,7
	3,00	7	23,3	23,3	40,0
	4,00	15	50,0	50,0	90,0
	5,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

P18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	1	3,3	3,3	6,7
	3,00	6	20,0	20,0	26,7
	4,00	18	60,0	60,0	86,7
	5,00	4	13,3	13,3	100,0
	Total	30	100,0	100,0	

P19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	6,7	6,7	6,7
	3,00	4	13,3	13,3	20,0
	4,00	18	60,0	60,0	80,0
	5,00	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

P20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	1	3,3	3,3	3,3
	2,00	3	10,0	10,0	13,3
	3,00	12	40,0	40,0	53,3
	4,00	13	43,3	43,3	96,7
	5,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Appendixes 4 : Normality and Linearity Test

1. Normality test

	Shapiro-Wilk		
	Statistic	df	Sig.
English-speaking Environment	,968	30	,479
Speaking performance	,942	30	,103

2. Linearity test

			Sum of Squares	df	Mean Square	F	Sig.
Speaking performance * English-speaking Environment	Between Groups	(Combined)	512,050	19	26,950	,900	,597
		Linearity	5,283	1	5,283	,176	,683
		Deviation from Linearity	506,767	18	28,154	,940	,564
	Within Groups		299,417	10	29,942		
	Total		811,467	29			

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