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The Contribution of Language Input, Conducive Learning Environment, and Motivation toward Student's Speaking Proficiency

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Abstract

This study aimed to identify student's speaking proficiency through the contribution of language input, conducive learning environment, and motivation. This research is qualitative study. Using a case study approach, the research sample consist of a single university student majoring in Business and Management, selected through purposive convenience sampling. Data was collected through interview, which explored student's speaking ability, the availability of language input, learning environment, and student's motivation. The findings reveal that the student demonstrated a good level speaking proficiency. Notably, subject's motivation affects her speaking proficiency more than the other aspects; language input and learning environment. Although the student's exposure to language input is moderate, the learning environment is found as poor. To conclude, the three aspects of language learning: language input, learning environment, and motivation, affect student's speaking proficiency. The outcomes portray the common experiences of Indonesian language learners as they acquire English as second language.



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INTRODUCTION

Effective communication skills, particularly in speaking, play a pivotal role in the language learning process and are essential for success in various personal, academic, and professional domains (Rao, 2019). The ability to speak fluently and accurately enables students to express their thoughts and ideas clearly fostering effective interpersonal communication. With an increasing emphasis on the development of communicative competence, it is crucial to explore the factors that contribute to students' speaking proficiency. Understanding the contributions of these factors is vital for educators and policymakers to enhance students' speaking abilities effectively.

A good language learner would have at the very least considered these three elements: the availability of language input, a facilitative environment for learning English, and motivation (Nugroho et al., 2020). The availability of language is regarded as being the most important factor because learning cannot occur without language input. Language input serves as a necessary starting point that greatly aids in the successfulness process of language acquisition. Maharsi (2016) conducted a study on language input found that the proper amount and type of input appear to lead to the acquisition of language successfully. Similar research was conducted by Bahrani and Bahrani (2013), who examined the role of language input in the acquisition of second languages and concluded that second language acquisition (SLA) was carried out by taking into account having the great amount of exposure to the target language. As a result, success in language learning can be attained through the kinds of input modifications found in foreign talk and situational context to make the message clear.

In Indonesia, language input might come from language courses, schools, native teachers, books, novels, community, Etc. However, the majority of English as a Foreign Language (EFL) students in Indonesia rely mostly on routine classroom instruction to improve their English proficiency (Budiharto & Amalia, 2019; Pratiwi, A. W. et al, 202). Wang (2010:102-103) also stated that the majority of EFL students in China only learn foreign languages in the classroom. Meanwhile, according to the Krashen input hypothesis (2002), EFL students need to be taught material that is "a little beyond their current level of competence". Learners must process the information they are given or the input into comprehension and simplify is one of the method to comprehend the information or input. Thus, the main concept intake requires processing of input in order to occur. Input that has been "internalized" is referred to as intake (Gass et al., 2013). It was noted that input should be given adequate attention in order to make second language learning progress, notably the input should be

understandable and act as intake to proceed to second language acquisition (Maharsi, 2016).

Another essential factor contributing to learning foreign language is the conducive learning environment. Numerous research in second language acquisition (SLA) show that a conducive learning environment has substantial influence on language learners' proficiency. The interaction between teacher and student in the classroom is one of essential factor for promoting learners achievement in language (Opdenakker & Van Damme, 2006). The interaction between teachers and student in the classroom is one of the crucial component of the conducive learning environment. Furthermore, Gijbels (2006) mentions that how the students perceive their learning environments may have an impact on how the students adjust with these learning environments. Thus, a conducive learning environment facilitates the successfulness of learners acquiring the language.

The behaviorist theory views earning in terms of imitation, practice, reinforcement (or feedback on success), and habit, supports the aforementioned argument (Reutzler & Cooter, 2004). Cognitivists theory, on the other hand, believe that general theory of learning may explain both the slow emergence of complex syntax and learners' incapacity to spontaneously employ every aspect of a language at once. In order to accelerate their learning, language learners require a supportive learning environment. The presence of English books and publications, as well as other family members occasionally speaking English, all contribute to an environment that is favorable for learning in Indonesian.

Motivation is the last aspect considered to be a successful English learner. Gardner (2001) asserts that motivation is the main element influencing language acquisition. The motivation to learn the language is a result of both efforts and a desire to do so. Therefore, English language learners' desire to study the language is a combination of drive and longing. Motivation is divided into two categories by Gardner and Krashen: integrative motivation and instrumental motivation. English language learners who need to pass a test, use the test to get accepted into an international higher education school, or get promoted are driven by instrumental motivation. Integrative motivation, on the other hand, focuses on helping language learners become more socially adept while they acquire English for everyday use. It is clear that these different forms of motivation can result in both negative and positive outcomes on language learning.

All in all, this current research focuses in finding the contribution of language input, learning environment, and motivation toward student's speaking proficiency.

METHODS

A qualitative approach with a case study method is employed in this research to delve into the nuanced meaning of how a learner acquires a second language. Frankel and Wallen (2012:15) describe the descriptive study as a given state of affairs as fully and carefully as possible. In line with the principles of triangulation, we aim to gather a comprehensive understanding of the research topic by utilizing multiple data sources and methods. Through a descriptive study, we investigate the quality of relationships, activities, situations, or material factually and accurately, focusing on the contribution of language input, learning environment, and motivation towards students' speaking proficiency.

The subject of this research is a single student enrolled in the Business and Management study program at Universitas Muhammadiyah Malang. To ensure a targeted and relevant sample, we employed a purposive convenience sampling method, considering the student's voluntary agreement to participate and their background, which aligns with the researcher's criteria. This includes having more than ten years of English language learning experience, attending English courses, and having family members who speak English. By selecting a participant who meets these criteria, we aim to gain in-depth insights into their language learning journey.

The primary instrument used in this research is an interview guideline. The questions are categorized into two sections: assessing speaking proficiency and exploring the three aspects of language learning (language input, learning environment, and motivation). To capture the interview data, a camera recorder was used to document the interactions. Subsequently, the recorded interviews were transcribed into text format for analysis.

The researcher then analyzed the data after the data collection process is completed. This research followed Miles and Huberman (1994) three key steps to analyze data: reduction, display, and drawing conclusion.

1. Eliminating irrelevant information and focusing on the essential aspect guided by the primary research questions.
2. Organizing the data and drawing conclusions.
3. Drawing related data to answer the research questions.

RESULTS AND DISCUSSION

The first section of the data gathering was interviewing the subject with general questions. From the section, the subject confidently described her family, hobby, friends and hometown. The following section presents part of interview results:

Part 1. General Information	
<i>I</i>	<i>: Tell me about your families! Please describe.</i>
<i>FQ</i>	<i>: Ok, I have parents, I have father, mother and I have two sisters including me and I have little sister, her name Miranda Qanita and my father job is entrepreneur and my mother is house wife and my little sister now in high school and emm...always school with my sister because she and me always together and now we are far because I am in Malang and he (she) is in Lumajang.</i>
<i>I</i>	<i>: What are your hobbies?</i>
<i>FQ</i>	<i>: My hobby is reading, cooking, and listening music.</i>
<i>I</i>	<i>: What do you want for your future life?</i>
<i>FQ</i>	<i>: In future life, I want to become a success entrepreneur and I will manage my parents' company. My dream, I want to be success woman.</i>
<i>I</i>	<i>: Do you have best friend? Please describe.</i>
<i>FQ</i>	<i>: Ya, I have best friend, her name is Nindita Idza Afkarina. She is very beautiful, she's tall, she's wearing glasses same of me. Emm.. she is my close friend, so everyday I will always with my best friend.</i>

The above data shows the subject's English proficiency level that is scored based a speaking rubric. The rubric covers the marking on pronunciation, vocabulary, grammar and fluency (Ismailia, 2021). From the rubric, the subject speaking performance is mostly in a good rate. The scoring for each aspect of speaking is presented below :

Aspect	Score	Description
Pronunciation	91-100 (Very good)	Pronunciation is excellent and L1 accent does not affect intelligibility
Vocabulary	81-90 (good)	Rich and various use of Vocabulary
Grammar	81-90 (good)	Grammar and spelling accurate
Fluency	81-90 (good)	Smooth and fluid speech, few hesitations , a slight search for words

There are factors contributing to a student's English proficiency. Dalu et al (2016) classified three factors including the availability of language input, conducive environment in learning language and motivation. Thus, the second

section was then about the three aspects of those factors from the subject's point of view. The result of the aspects is such follows:

Table 1. Aspects of Second Language Acquisition

Aspects	Category			
	Very Good	Good	Moderate	Poor
Language Input			√	
Learning Environment				√
Motivation	√			

As seen in Table. 1, The Subject's English proficiency is more affected by the subject's motivation than language input and learning environment. Even so, the Subject Learning environment is not just good but poor. The subject stated her will to continue her parents' business. She has a great motivation to learn English though. Moreover, the subject is from an entrepreneurial family. Indeed, parents' income position impacts students' academic performance at schools. (Machebe, et all, 2017; Ogunshola, 2019; M.Yan, 2022)

Language Input

The finding of language input aspect is shown in the following script:

Part 2. Language Input

I :How many years have you learnt English?
FQ : Eum... maybe about **twelve years**

I : Where do you learn English?
FQ : I learn English **at school and English course**

I : Why do you want to take an English course?
FQ : Eum... (1 second)To improve my English skill

I : Are there native speaker teachers?
FQ : No

I :Do you read English books/novels/magazine to intentionally improve your English?
FQ : Eum Yea...**I read book and... magazine**

I : How many times a week do you watch or listen to English songs?
FQ : Eum...(1 second)**not always but maybe once or twice in a week**

I : Do you join English competition?
FQ : No

I : Do you join English community
FQ : No

I : Do you practice English with your friend?
FQ : Yap. **I practice English** with my friends or with my little sister because I want to improve my English skill. to have good pronunciation so I practice

According to the interview result, the subject's language input is moderate for some reasons. First, the subject has just the allocated time to study English, not much extra time. The subject has learnt English for 12 years, but the lesson was just for 90 minutes per meeting. Moreover, her school and college's teaching and learning process also used Bahasa Indonesia to deliver the material. The subject has never been exposed to or even used English with native speakers. Second, the subject rarely practices English, outside class. The subject claimed to sometimes practice English with friends at home during the weekend. However, the subject has yet to experience joining the English community and competition. Thus, there is no interlanguage input but simplified inputs from teachers and friends though it is limited. Conversely, the subject tried to fill the missed part of learning English by joining English courses, reading English books and magazines, listening to English songs, and watching English movies. In other words, the subject is aware of the other language input – non-simplified input to support her in mastering English, especially her speaking ability.

Irwan, Asrida, & Fadli (2017) agreed that daily practice, English songs, videos and movies are three of eight factors contributing to students' speaking ability. Lightbown & Spada (cited in Bahrani et al., 2014: 1718) stated that a learner's use of different technologies at home or work via watching a movie or listening to music or song which provides appropriate language input is considered another example of language learning in informal settings. Similarly, Pemberton et al. (cited in Bahrani et al., 2014: 1718) stated that watching a movie or listening to a song can get learners indirectly involved in the language learning process when trying to understand the movie or the song by using different language learning strategies. Indeed, Domingo (2019) stated that higher exposure to the English language level would result in high speaking proficiency. He then concluded that the period and input quantities might lead to a more successful language achievement, specifically in reading, writing and speaking skills. Thus, some factors also have a significant contribution to students speaking ability than just the presence of interlanguage input.

Learning Environment

As for the learning environment data, the script is such follow:

Part 3 Conducive learning environment

I : Do your family speak English?

FQ : No

I : Do you occasionally speak using English with your family?

FQ : No.

I : Do you ever ask help from your family with your English lesson?

- FQ : Just sometimes.*
- I : Do English books, magazines or newspapers are available at your home? Have you read them?*
- FQ : Ya... Yes, sometimes.*
- I : Is there cable TV such Indovision, etc. at your home? If yes, what channel do you usually watch? Is it with the English or Indonesian subtitle? If yes, is it easy for you if there is subtitle? Do you ever watch channel with no English subtitles?*
- FQ : oh No.*
- I : What facilities that are provided to support English learning at your schools and universities?*
- FQ : In my school. In high school we have english laboratory. So in there we can... we can learning more about english*

The subject needs a better learning environment, especially at home. Unfortunately, she confirmed that her family does not use English. Books, magazines or newspapers are available at her home but mostly written in Bahasa Indonesia. There isn't any TV cable or such provided at her home to support her learning. She demands the use of songs, videos and movies. The more opportunity the subject exposes to the English language at home is a significant advantage. Second-language learners with more English access outside the classroom are likely to make good progress. Liu (2013) stated Home Literacy Environment (HME) is critical for children's language development. The home literacy environment (HLE) is considered as the home literacy materials and experiences, such as exposure to storybook reading, child opportunities for verbal interaction, parental literacy teaching activities and parent's literacy habits.

However, the school provided a more proper environment to support her learning. She stated that her high school has an English laboratory. Students can use it to learn and improve their English. Moreover, she is happy with the learning process at school. The material is quite interesting. The teacher created a fun lesson atmosphere. She also enjoyed her learning in the English course. Thus, It is obvious that the subject relied on her school to learn English. Indeed, adequate school facilities affected students' achievement in learning language. Setyorini (2011) stated that schools facilities affected student learning achievement, but adequate school facilities should also be supported by good teaching and learning processes, learning interests, and motivation so that they result in high learning achievement. Therefore, even though she never speaks English with her family at home, her ability to speak in quite good, not yet fluent, but acceptable. She made some mistakes in pronouncing some words.

She also made some grammar mistakes. Despite the mistakes that occur, her English is still understandable.

Motivation

To answer about motivation of the subject, the data is transcribed below:

Part 4. Motivation
I : Do you like English language?
FQ : Ya, I am **very like** English language.
I : What do you think of English so that you like it?
FQ : Emm..I think English language is different language with my country so I am really interesting to learn English language, unfortunately to learn English language is very difficult but emm..until now I am still interest to learn English language.
I : Why do you learn English?
FQ : Because I want to improve emm...my pronunciation in English and emm..is, I really **want to travel** around the world, so I must learn English cause English is universal language so with language I can speak with all people in the world.

Among the three aspects, clearly, motivation is at the top of the list. The interview process showed how interested she was in English. She views English as a different language but finds it challenging to learn. She dreams of travelling around the world, that pushes her to be able to speak English well. She is motivated to join the English community to improve her knowledge and ability in English.

Therefore, It can be concluded that her intrinsic motivation is high. English is a fascinating subject since it is an international language different from her habitual language. She is obsessed with going around the world and talking to many people who come from different countries. This intrinsic motivation plays a great part in her learning process. Intrinsic motivation involves the arousal and maintenance of curiosity that can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities. (Ellis, 2003) Indeed, motivation plays an important role in one who wants to improve his/her language skill.

CONCLUSION

There are number of factors contributing to second language acquisitions. However, this study concerns on the three aspects, they are language input, learning environment, and motivation. The finding portrayed how Indonesian commonly acquired a second language. Most Indonesian

learners learn a language at school but get more significant informal input outside schools such as English courses, audio-visual aids (music or movie) and peer practising.

Knowing this issue, the English teacher must be more aware of the materials delivered during the teaching and learning process. Though the time allotment is short and it has a small proportion of students' input, it must be of good quality. The presence of a native speaker in school will help a much for learners' input. For students, they should have good motivation in order to ease their learning process.

The environment is the other important thing influencing students' development in learning English as a second language. Home is the first place that a child is involved in society. A home is a place they can share their knowledge about a second language and get different feedback. Thus, parents can facilitate their children to improve their English by providing some materials, such as books, magazines or newspapers in English. Learning a second language should not rely on the formal institution only. Many other factors have a significant contribution as well.

Providing more language input and creating a good learning environment supports students' motivation to a higher state. Not the intrinsic one, students can be motivated because they are exposed to exciting and challenging language. As most students get language input from school, teachers play a significant role in providing and creating engaging English lessons. Not just teachers but also parents increase students' motivation by providing suitable English material at home.

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