



Students' Experiences with Learning Environment Affecting English Speaking Ability

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>This study purposes to discover students' experiences in dealing with the influence of the learning environment on English speaking ability. A helpful learning environment is assumed to improve students' speaking abilities, but how students' experience it in such an environment has not been widely explored. This study uses a qualitative approach with a case study method, through in-depth interviews and observations of a number of students. The results of the study indicate that students who learn in a helpful environment tend to feel more confident and motivated to speak English, while students in less supportive environments face greater challenges in improving their speaking abilities. Based on the findings from interviews, observations, and data analysis, it can be concluded that a supportive learning environment either at campus or in students' social environment plays a main role in improving English abilities. Obstacles like fear of making mistakes in speaking are also challenges to overcome so the learning environment becomes more inclusive and helpful for all students. These findings provide a clear picture of how the learning environment can affect students' English-speaking abilities and how the role of lecturers and other social factors can support this process.</i>
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Introduction

The ability of speaking English is a very needed skill to major in this globalization period (Rofi'i, 2023). English takes an actually substantial part in globalization nowadays. The communication skill in English is considered an additional skill as well as a necessary need (Anas & Sapri, 2022). English has developed to be a global language used in many life parts, for instance world communication, education, business, technology and tourism as well. By English speaking skills, everyone is able to communicate with other people from many

countries, thus either professional relationships or expanding social.

In education, many information sources such as journals and academic references translated in English. English speaking ability also benefits students for discussions, presentations, even international seminars, student exchanges as well. In the work field especially global companies often make English ability to be one of the highest necessities because of global communication with clients or colleagues from other countries (Sahnan, 2024). The most essential aspect in the process of language learning is speaking ability. It is often being the biggest experiment for many students. There are diverse factors affecting students' English speaking ability, but one of significant enough factors is the learning environment (Rambe, 2024). The learning environment is able to disturb the progress of speaking skills in many ways either directly or indirectly.

This environmental influence consists of interrelated physical, community, emotional factors as well. A relaxed and helpful physical environment like a beneficial classroom and suitable facilities can grow students' comfort in speaking practice (Lutfiyah & Ramli, 2025). For the time being, social environments like interaction of the peers, group of discussions, and chances to practice speaking with fellow students also play a main role in building confidence of speaking abilities. In addition, the expressive support delivered by lecturers and students can motivate others to keep practicing and reduce anxiety or fear while speaking (Alodia et al., 2025).

In spite of important influence of the learning environment on English speaking ability, students' experiences in facing these influences still need to explore more deeply. Each student has assorted experiences depending on their context and learning environment. Consequently, it is vital to understand how students perceive and evaluate the influence of many elements of the learning environment they meet. Speaking is the most exciting skill for English as a foreign language learners to grow while learning the language (Rima et al., 2024). Some earlier studies have also discussed this matter including entitled "Students' Experiences in Facing the Influence of the Learning Environment on English Speaking Ability." This study concluded that socially, emotionally, and physically supportive learning environment has a significant influence on students' English speaking ability. Students who feel supported by both lecturers and their peers are more likely to speak confidently and develop their language abilities.

Therefore, it is essential for mentors to create a supportive environment that gives opportunities for social interaction, offers emotional support, and provides adequate learning facilities to improve students' speaking abilities. A positive and supportive environment not only enhances students' speaking abilities but also facilitates more effective and pleasant learning. In the context of English education, creating a safe, open, and inclusive learning atmosphere can boost students to overcome their speaking anxiety and strengthen their communication abilities. (Wahyuni et al., 2025). Then, the study entitled "The

Effect of Students' Perceptions of the Learning Environment and Intellectual Intelligence on English Speaking Ability" concluding that students' English speaking ability is influenced by many factors, such as the influence of the learning environment, willingness to learn, motivation, and the availability of school facilities(Z. Z. Arifin & Yunitasari, 2018). The problem addressed in this study is the unknown influence of the learning environment and the utilization of facilities on students' English language proficiency.

The aim of this study is to determine the influence of the learning environment and the utilization of facilities on students' English language proficiency. The results of the research data analysis indicate that the school environment and learning facilities together have an impact on students' English language proficiency. "Improvement of Speaking Skills Through the Use of Image Media in English Lessons in Grade III at SD Islam Athirah 2 Bukit Baruga" showing that students' ability to speak English improved more by using creative media. Test results showed an increase of the average score of students' speaking ability after using the creative media compared to before its use (Rauf, 2025), This study uses qualitative research that employs observation and interviews in elementary schools.

Based on the results of the analysis, the earlier studies can be concluded that five factors are responsible for students' difficulties in speaking English. They are Lack of vocabulary, poor pronunciation and expression, lack of friends or peers to speak with, lack of self-confidence, and classroom environment. These earlier studies found that building students' self-confidence and providing organized activities are very essential. So from several relevant studies, it can be concluded that researches on students' experiences in facing the influence of the learning environment on English speaking ability using a qualitative approach can encompass various relevant aspects, including social interaction, culture, and other environmental factors that affect the English learning process.

This study purposes to further explore how students perceive the influence of the learning environment, physically, socially, and emotionally for their speaking abilities. This study is also expected to provide insights for educators and policy makers to create a more helpful learning environment in improving students' English speaking abilities, so it can be ensured that the urgency of the study titled Students' Experiences with Learning Environments Affecting English Speaking Ability' becomes very significant, especially in the context of language education that is continuously evolving and the challenges faced by students in improving their English speaking abilities, so that we can measure how students' skills in English pronunciation are.

2. Method

Approaches and Types of Research

This study uses a qualitative approach with a case study designing to explore students' experiences in facing the influence of the learning environment on their English speaking abilities. A qualitative approach was chosen because it allows researchers to gain a deeper understanding of students' subjective experiences within the context of their learning environment. The Case Study is used to focus on a specific situation specifically students who are learning English. (R. A. Arifin et al., 2020).

Data Source

This study is based on primary and secondary data sources. Primary data is information received directly from the original source. Some of the techniques used in primary data collection include observation, and interviews. The study was conducted at Universitas Mahkota Tricom Unggul Medan and Sekolah Tinggi bahasa Asing Persahabatan Internasional Asia Medan who have different learning environment conditions, thus it possible to compare the differences rising from each environment. The participants in this study consisted of 20 students selected based on certain criteria, such as their level of English speaking ability and diversity in their socio-economic backgrounds. Secondary data is obtained by collecting information from several existing sources. This resource includes books, reports, journals, and all relevant information regarding students' experiences with the learning environment affecting their English speaking ability.

Data Collection Techniques

The data in this study were collected through two main methods, namely in-depth interviews and classroom observation. Data Analysis According to Noeng Muhadjir is a sequential process carried out to find and compile records obtained from observations, interviews, and other sources. This analysis aims to understand more deeply about the case being studied, and present the findings to other parties. To achieve a deeper understanding, it is necessary to analyze the data and continue with efforts to explore the meaning of the findings that have been obtained (Sari & Niswa, 2025).

In-depth interviews were conducted to explore students' experiences, perceptions, and feelings regarding the influence of the learning environment on their speaking abilities. These interviews were semi-structured with open-ended questions that provided flexibility for students to share their experiences more broadly and deeply. The questions in the interviews were designed to explore various aspects, including social interaction in the classroom, support received from lecturers, as well as students' comfort and motivation in speaking English.

In addition to interviews, classroom observations were conducted to understand the dynamics of interactions that occur in the learning environment.

These observations aimed to see how students interact with each other and with the lecturers, as well as how the physical and social conditions in the classroom affect the English learning process, particularly in the aspect of speaking. The writers conducted direct observations during learning sessions involving speaking activities, such as group discussions, presentations, or classroom conversations. The data collection process was carried out in two stages.

The first stage was interviews with students, where students were asked to share their experiences related to their learning environment and how it affected their speaking abilities. The second stage was observation of teaching and learning activities taking place in the classroom focusing on interactions between students and the lecturers. These two stages were complemented each other, with interviews providing a subjective view from the students' perspective, meanwhile observations provide an objective view of the conditions and dynamics occurring in the classroom. After the data is collected, data analysis is conducted using thematic analysis techniques. This technique is chosen for its ability to identify, analyze, and report patterns or subjects emerging from the collected data. The writers read and mark the interview transcripts and observation notes to find the main subjects related to the influence of the learning environment on students' speaking abilities. These subjects were further analyzed to understand the relationship between learning environment factors and the development of students' English-speaking abilities. Through this method, it is hoped that this study can provide deeper insights into how elements of the learning environment interact and influence students' English-speaking abilities as well as how individual students' experiences can vary in different contexts.

3. Finding and Discussion

The finding and discussion of this study revealed several subjects related to the influence of the learning environment on students' English-speaking abilities. Based on data obtained from both interview and observation, four main subjects were found to affect students' speaking abilities. They were social interaction, emotional support, learning facilities, and self-confidence.

Social Interaction

One of the most noticeable subjects in this study is the importance of social interaction in the learning environment. Students who are in a supportive environment with many opportunities to talk with peers and lecturers reported that they were feeling more confident in speaking English. They felt that communication with friends and lecturers provides a boost to overcome rising doubts. For instance, some students who participate in group discussion activities or class presentations feel more relaxed to speak because of the opportunity to practice in a supportive social context. On the contrary, students who with less supportive environment and social interaction tend to fight in increasing their

speaking abilities. The lack of opportunities to speak actively effects them to feel less confident and tends to avoid speaking opportunities. Actually, good Social interaction in speaking English as Mayendi stating should be the communication process between two or more people using English to build relationships, exchange information, convey opinions, and understand others in daily life as well as formal situations (2025).

Emotional Support

Emotional support from lecturers and classmates in the classroom has also been proven to play a significant role in increasing students' confidence while speaking English. Students who feel supported and appreciated by lecturers and classmates are more motivated to participate in speaking activities. Lecturers who provide positive feedback and create an inclusive and non-judgmental classroom environment provide students a sense of security to try speaking even if they feel imperfect yet. On the other hand, students who feel less emotional support as well as less open environments tend to feel afraid of speaking.

They revealed that concerns about the possibility of making mistakes or being teased by friends are the main obstacles preventing them from actively participating in speaking activities. The emotional support provided by lecturers and friends serves as a catalyst in increasing students' motivation to continue learning and speaking in English. The presence of a supportive and non-judgmental environment reduces students' anxiety and opens up space for them to learn from mistakes without fear of punishment or embarrassment. This situation is related to Asnishalina stating that In the process of learning to speak English, many people feel afraid of making mistakes, embarrassed, nervous, or lacking confidence. Emotional support from teachers, friends, family, and the learning environment can reduce this fear so that learners are more courageous to try speaking (2025).

Learning Facilities

Good learning facilities also play an essential role in the development of students' English speaking abilities. Students studying in an adequate facilities environment such as comfortable classrooms, supportive audio-visual equipment, and engaging learning media feel more interested and involved in speaking activities. They revealed that good facilities create an enjoyable learning atmosphere and allow them to focus more to join the lessons. On the other hand, students studying in limited facilities environment reported that they felt less comfortable and had difficulty accessing the resources needed to improve their speaking abilities.

Supportive learning facilities not only include physical aspects such as classrooms and learning media but also the psychological environment created by the use of relevant technology and materials. For example, the use of learning videos, conversation recordings, and language applications can enrich students'

learning experience and give them the opportunity to hear and imitate more natural English practice. These conditions are relevant to what Marleni stating that Some learning facilities that can support English speaking skills include language laboratories, audio and video media, projectors, internet access, learning applications, and conducive classrooms.

With these facilities, students can listen to correct pronunciation, watch conversations in English, and practice speaking more interactively. In addition, the use of technology in learning allows students to practice speaking more flexibly through video conferences, speaking practice applications, or communication with native speakers. Good facilities also help teachers deliver material more creatively and effectively, making students more motivated to learn. (2024).

Self-Confidence

A positive and supportive environment contributes greatly to students' self-confidence. Students feeling safe and brave to make mistakes are more likely to speak without feeling embarrassed or worried. This self-confidence is important because it allows students to dare to try speaking even if they do not feel proficient yet. Students in a supportive environment feel freer to speak without worrying about grammatical mistakes or imperfect pronunciation. On the other hand, students feeling hindered by shyness or fear of making mistakes tend to avoid speaking opportunities and find it difficult to improve.

They express that the fear of negative judgment from peers or lecturers can prevent them from speaking and practicing more. Self-confidence is also related to how much students feel accepted and valued in their study groups. When students feel accepted without fear of being ridiculed or embarrassed, they tend to be more open and willing to speak. A supportive and non-judgmental environment where mistakes are considered part of the learning process is very important in building this self-confidence.

From these findings, it can be concluded that socially and emotionally supportive learning environment has a significant impact on students' English-speaking ability. Kuncoro et al. stated that Students who feel supported in their learning environment are more likely to speak confidently and develop their language skills. Confidence in speaking English is a person's belief in their ability to use English to communicate with others. Confidence is very important because it can help someone speak more fluently, boldly, and comfortably without being too afraid of making mistakes. (2021).

Findings were made based on interviews with students, classroom observations, and data analysis:

1. The Influence of the School Environment on English Speaking Ability

Students' Interviews: Based on interviews conducted with students, the majority of students expressed that the school environment plays an important role in improving their speaking abilities. Some students felt that a conducive classroom and interaction with peers can support them be more confident in speaking English. For example, one student stated, "I feel it is easier to speak English when my friends are also actively using the language in class. It just feels like I'm used to it."

Classroom Observation: In classroom observations, it was found that the use of English in daily conversations by lecturers and students has a important impact. Classes having a supportive learning atmosphere (such as the use of interactive media like videos or materials relevant to students' daily lives), makes students more enthusiastic and more active in speaking. In contrast, classes with lecturer-centered instruction give students fewer opportunities to speak and engagement in conversations using English appears minimal..

Data Analysis: A supportive school environment, such as adequate facilities (including comfortable classrooms and access to technology) greatly helps students in learning English. In addition, having English-speaking activities outside the classroom such as language clubs or group discussions can improve students' speaking abilities.

Kusnarti & Supeno stated that The campus environment has a very important influence on students' English speaking skills. The campus is a place for learning and interacting that can support the development of communication skills, including English speaking ability. A campus environment that actively uses English can help students become more accustomed to communicating in English, both inside and outside the classroom. For example, through discussions, presentations, seminars, student organizations, and other academic activities. The more frequently students use English in campus activities, the more their speaking ability will improve. (2019)

2. The Influence of the Social Environment on Speaking Ability

Students' Interviews: Some students also revealed that social factors, such as interactions with friends outside of campus who speak in English, help them improve their speaking abilities. One student stated, "I have friends who like to chat in English outside of school. It helps me become more fluent because I practice frequently."

Classroom Observation: From the results of the observation, it was found that groups of friends who have the habit of speaking English outside the classroom also tend to be more confident while speaking in class. Students having peers that support practicing speaking in English are more active in class discussions.

Data Analysis: The students' social environment including peers, plays an important role in improving their speaking abilities, informal discussions and daily interactions outside the classroom involving English can strengthen their speaking abilities.

The social environment has a significant influence on a person's speaking ability, including in speaking English or everyday language. The social environment includes family, friends, school, university, and the community that interacts directly with an individual in daily life. (Riska et al., 2024)

3. Obstacles of Using English in Learning Environment

Students' Interviews: Although there is a positive influence from the learning environment, some students also identify obstacles they face. One of them is the fear of making mistakes while speaking. A student expressed, "Sometimes I am embarrassed to speak in English because I am afraid of making mistakes. If I make a mistake, friends might laugh."

Classroom Observation: In the observation, it was found that in some classes, there was an imbalance between the speaking opportunities given to more active students and those who were more quiet. This made some students reluctant to speak for fear of being considered inappropriate or not proficient in the language.

Data Analysis: Psychological obstacles, such as fear of speaking and concern about negative judgment from friends or lecturers reduce students' ability to speak freely. A classroom environment that is too formal and provides little room for students to speak without pressure also affects students' comfort in using English.

Susanthi said that the use of English in a learning environment often faces various obstacles that can affect students' or university students' ability to communicate. These obstacles can come from internal or external factors. One of the main obstacles is a lack of self-confidence. Many students are afraid of making mistakes in pronunciation, grammar, or word choice, causing them to feel embarrassed or nervous when speaking English. The fear of being laughed at by friends can also reduce the courage to practice. In addition, limitations in vocabulary and understanding of grammar become quite significant obstacles (2021).

4. The Role of the Lecturer in Creating a Supportive Learning Environment

Students' Interviews: Students also expressed the importance of the lecturer's role in creating a pleasant and supportive learning environment for speaking. One student said, "Teachers who often give opportunities to speak make me feel more prepared. Teachers who are patient and provide positive feedback also make me more confident."

Classroom Observation: Lecturers using a two-way communication approach and giving students the opportunity to speak more are recorded to have a positive impact on student engagement in speaking. Lecturers who actively involve students in speaking activities such as role play, discussions, or presentations enhance students' speaking abilities.

Data Analysis: The role of lecturers is very crucial in creating a learning environment that is conducive to develop speaking abilities. Lecturers who encourage students to speak, provide constructive feedback, and create an inclusive classroom atmosphere can positively influence students' English-speaking abilities. Aziz said that Lecturers play a very important role in creating a supportive learning environment for students, especially in English learning. A good learning environment can help students feel comfortable, motivated, and confident in participating in the learning process. One of the roles of lecturers is to create a positive and enjoyable classroom atmosphere. Lecturers can give students opportunities to actively speak, discuss, ask questions, and express opinions without fear of making mistakes. A lecturer's friendly patient attitude and appreciation of students' efforts can boost their confidence (2025).

4. Conclusion

From these findings, it can be concluded that a socially, emotionally, and physically supportive learning environment has an important impact on students' English-speaking ability. Students feeling supported by either lecturers or their peers are more likely to speak confidently and develop their language abilities. Thus, it is essential for educators to create a supportive environment providing chances for social interaction, to offer emotional support as well as to provide adequate learning facilities in enhancing students' speaking abilities.

A positive and supportive environment improves students' speaking abilities, more effectively facilitates and enjoyable learning as well. In the context of English education, making a safe, open, and inclusive learning atmosphere can encourage students to overcome their fear of speaking and strengthen their communication skills. Suggestions for upcoming writers are hopefully they can conduct more in-depth studies related to students' learning experiences so it can increasingly add new references for the world of education in the future.

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