

Exploring the Impact of Home and School Environments on Students' English Proficiency as Foreign Language

Adenin Nur Aliyah¹

¹Madrasah Aliyah Negeri 1 Kota Kediri
adenin1995@gmail.com

Abstract: *This study aims to analyze the role of home and school environments in shaping English proficiency as a foreign language among eleventh-grade students at MAN 1 Kota Kediri. The main issue examined is how far the support and conditions from both home and school affect students' English achievement. The research employed a descriptive survey method using a questionnaire focusing on two aspects: home environment support and school environment support. The respondents were 100 students selected through simple random sampling. The findings reveal that the home environment significantly contributes to students' English learning through parental assistance, learning resources, and positive family attitudes toward English, even active parental encouragement remains limited. The school environment provides strong instructional and social support, especially through teacher feedback and extracurricular activities such as English clubs, yet lacks sufficient facilities and everyday English use within the school setting. Overall, the study concludes that synergy between home and school environments is essential to improve students' English proficiency. It is recommended that parents become more actively involved in motivating their children, while schools enhance facilities and create a more immersive English atmosphere.*

Keywords: *home environment, school environment, English proficiency*

Abstrak: Penelitian ini bertujuan untuk menganalisis peran lingkungan rumah dan sekolah dalam membentuk kemampuan berbahasa Inggris sebagai bahasa asing pada siswa kelas XI MAN 1 Kota Kediri. Masalah utama yang dikaji adalah sejauh mana dukungan dan kondisi lingkungan rumah serta sekolah memengaruhi tingkat penguasaan bahasa Inggris siswa. Metode penelitian yang digunakan adalah *descriptive survey research* dengan menggunakan kuesioner yang terdiri atas dua aspek, yaitu dukungan lingkungan rumah dan lingkungan sekolah. Responden penelitian berjumlah 100 siswa yang dipilih melalui teknik *simple random sampling*. Hasil penelitian menunjukkan bahwa lingkungan rumah memiliki peran penting dalam memberikan dasar pembelajaran bahasa Inggris melalui dukungan orang tua, ketersediaan sumber belajar, serta pandangan positif terhadap pentingnya bahasa Inggris. Namun, dorongan aktif dari orang tua masih tergolong rendah. Sementara itu, lingkungan sekolah menunjukkan dukungan yang kuat melalui umpan balik guru dan kegiatan ekstrakurikuler seperti klub bahasa Inggris, meskipun masih terdapat keterbatasan fasilitas dan rendahnya penggunaan bahasa Inggris dalam konteks sehari-hari di sekolah. Secara keseluruhan, penelitian ini menyimpulkan bahwa sinergi antara dukungan keluarga dan sekolah sangat diperlukan untuk meningkatkan kompetensi bahasa Inggris siswa. Disarankan agar orang tua lebih aktif memberikan motivasi, serta pihak sekolah memperluas fasilitas dan menciptakan lingkungan yang lebih imersif untuk praktik bahasa Inggris.

Kata Kunci : *lingkungan rumah, lingkungan sekolah, kemahiran berbahasa Inggris*

A. Introduction

Nowadays, English is increasingly becoming an international language for any purposes. The importance of mastering English as a second or foreign language in the era of globalization is important especially for students. English language competence is considered critical in personal academic achievement and career development across Asia (Butler, 2015; Liddicoat & Kirkpatrick, 2020).¹ By mastering English, students have access to number of academic resources and research that are commonly published in English. In addition, English also opens door to various jobs opportunities. Being fluent in English enhances students' competitiveness and adaptability in the global job market by allowing them to communicate and collaborate with people worldwide. Thus, improving students' English proficiency is one of the primary goals to be achieved in the field of education.

The home environment plays a crucial role in shaping students' English proficiency because home is often the "first educational institution" a child encounters (Mandal, 2024).² The home environment, including parents' support, significantly impacts how students develop their interest. Perceiving the importance of English as a global language, nowadays parents are encouraging children's English communication skills and supporting it in various ways (Farida et al., 2024).³ Their support, such as providing encouragement, creating a positive learning atmosphere, and facilitating English exposure at home, greatly contributes to students' language development. Parents are among the most influential factors in their children's development. They have the authority and ability to shape and nurture their children, fostering motivation, inspiration, and leniency through explicit involvement in learning activities (Saadu, 2023).⁴

In addition to the home environment, the school environment is another vital factor influencing students' academic performance. Pizarro (1985) refers to academic performance as a measure of the indicative and responsive abilities that estimate what a person has learned as a result of the educational or training process⁵. The role of the school environment in enhancing students' English proficiency is significant because schools provide effective teaching methods, proper learning facilities, supportive environment and interactive classroom activities than can contribute to a meaningful language learning experience.

Both home and school environments work together to shape students' English learning success. Research has shown that parental support at home and positive learning conditions at school have a strong influence on students' English performance. According

¹ Butler, Y. G, *English language education among young learners in East Asia: A review of current research (2004–2014)*, *Language Teaching*, 48(3), 303–342, From: <https://doi.org/10.1017/S0261444815000105>

² Mandal, R, *Influence of Home Environment on Students' Achievement in English: A Systematic Literature Review*, *Research Review: International Journal of Multidisciplinary*, 9(10), 85–94, From: <https://doi.org/10.31305/rrijm.2024.v09.n10.009>

³ Farida, L., Mustofa, M., & Elga Romadhon, M. G, *Can I Speak English in My Home?: The Role of Parents' Support in Students' English Learning Motivation: A Narrative Study*. *Ethical Lingua: Journal of Language Teaching and Literature*, 11(2), From: <https://doi.org/10.30605/25409190.762>

⁴ Saadu, U. T, *Influence of Parental Involvement and School Environment on Pupils' Academic Performance in the English Language*. *Indonesian Journal of Multidisciplinary Research*, 3(2), 393–402., From: <http://ejournal.upi.edu/index.php/IJOMR/>

⁵ Pizarro, J. A, *Rendimiento académico en educación superior: Una propuesta de análisis*. *Revista Mexicana de Investigación Educativa*, 10(22), 199–221.

to Mandal (2024), students who receive encouragement and exposure to English at home tend to perform better in language learning. ⁶Likewise, Lodhi et al. (2020) found that a supportive school environment-with good teaching and facilities-can significantly improve students' English achievement⁷. Another study by Zhang (2023) also highlights that both home and school settings affect English learning through their physical, social, and cultural aspects.⁸ Therefore, it is important for parents and schools to work together to create a learning environment that supports students in mastering English effectively.

In MAN 1 Kota Kediri, English is taught as a foreign language with limited hours. As one of the leading Islamic senior high schools, MAN 1 Kota Kediri emphasizes the importance of English not only as a subject but also as a tool for global communication and academic excellence. The school provides various English-based programs such as English clubs, speech competitions, and extracurricular activities that encourage students to practice and develop their language skills. Furthermore, many students receive strong parental support at home, which complements the school's efforts to enhance Students' English proficiency.

Therefore, understanding how both home and school environments influence students' English proficiency at MAN 1 Kota Kediri is essential. It provides valuable insights into effective strategies for improving English education and ensuring that students are well-prepared to face global challenges in their future academic and career paths.

B. Metode Penelitian

The research design adopted for this study was a descriptive survey research design. According to Creswell (2012), the aim of descriptive survey research is to find a detailed explanation and description about the object of the research systematically⁹. The researcher adopted this design because the researcher selected some students using simple random sampling to represent the entire population. The sample of this study were 100 eleventh grade students of MAN 1 Kota Kediri who represented all population of eleventh grade students in MAN 1 Kota Kediri which is 450 students.

The research instruments applied in this research is questionnaire. It was used to gather information from the respondents. The questionnaire is made up of three sections. Section A collects information on home environment support and section B examines about school environment support. Twenty-five items were generated using the five Likert scale questionnaire of strongly agree and strongly disagree. The first section was used to measure the extent to which the home environment facilitates and encourages English learning and the second section was aimed at measuring students' perceptions of the support, facilities, and language climate at school.

⁶ Mandal, R, *Influence of Home Environment on Students' Achievement in English: A Systematic Literature Review*, Research Review: International Journal of Multidisciplinary, 9(10), 85–94, From: <https://doi.org/10.31305/rrijm.2024.v09.n10.009>

⁷ Lodhi, M. A., et al, *Influence of School Environment on English Language Learning*, Canadian Center of Science and Education, 8(1), 1–10, From: <http://dx.doi.org/10.5539/par.v8n1p1>

⁸ Zhang, L, *The Relationship Between Learning Environments and English Language Achievement*, DR Press, From: <https://doi.org/10.54097/ehss.v23i.12737>

⁹ Creswell, J. W, *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*, Pearson.

C. Result and Discussion

Learning environment has a direct impact on the learning effect of English learners. A suitable learning environment helps learners to concentrate and improve their learning efficiency (Zhang, 2023).¹⁰ Moreover, having suitable learning environment can also make learners feel relaxed and happy, which is conducive to a positive learning experience.

A supportive home and school can provide complementary environments that foster language acquisition. To show the correlation between home environment and school environment towards students' English proficiency in MAN 1 Kota Kediri, there are two aspects that are analyzed which are the influence of home environment (e.g. parental involvement, language practices, resources) and the influence of school environment (e.g. classroom climate, teaching quality, facilities).

The Influence of Home Environment

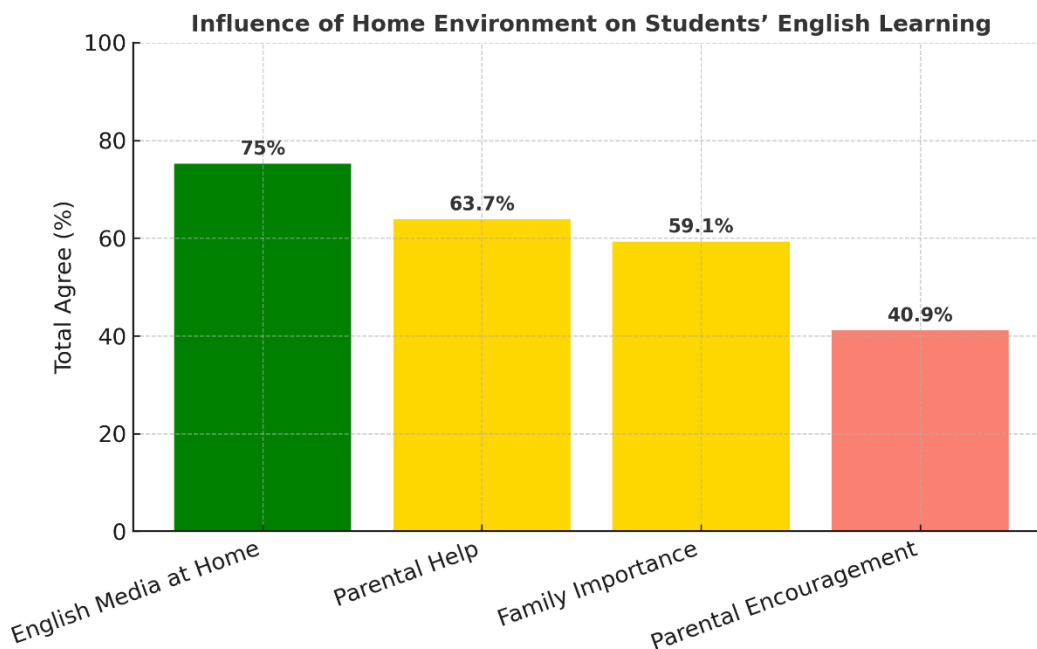
The home environment includes family attitudes, resources, and language use that surround a student. Research repeatedly shows that an enriching home setting significantly boosts English learning. For example, Mandal (2024) affirms that a conducive home environment not only helps students learn the English language but also improves their overall academic achievement.¹¹ Likewise, Amin (2018) emphasizes that family life as well as home environment plays an important role in learning English language.¹² Amin's study of Bangladeshi learners also notes that when "family members are habituated to use English at home, [the learner] feels encouraged to learn English, which facilitates [the] learning process". In other words, parents who routinely speak or provide materials in English create a linguistic immersion that raises motivation and confidence toward their children.

The questionnaire data show a generally supportive home context for English learning. Most students (75%) report easy access to English materials (books, films, music) at home (43% strongly agree, 32% agree) and frequently use English online (45.5% strongly, 29.5% agree). A majority also report practical family support: about 64% say a family member helps when they struggle with English homework, and 54.5% say parents facilitate extra English courses. Similarly, 59% of students feel their families consider English very important (43% strongly agree). In contrast, only about 41% strongly agree that parents *actively encourage* English study (with 30% neutral and 30% disagreeing). These figures suggest that while tangible resources (media, internet use) and values at home are high, active encouragement varies.

¹⁰ Zhang, L, *The Relationship Between Learning Environments and English Language Achievement*, DR Press, From: <https://doi.org/10.54097/ehss.v23i.12737>

¹¹ Mandal, R, *Influence of Home Environment on Students' Achievement in English: A Systematic Literature Review*, Research Review: International Journal of Multidisciplinary, 9(10), 85–94, From: <https://doi.org/10.31305/rrijm.2024.v09.n10.009>

¹² Amin, M. R, *Learning English Language in Home Environment: A Study*, Angloamerican Journal, 3(1), 39–50, From: <https://doi.org/10.5281/zenodo.2530888>



Graphic 1: Influence of Home Environment on Students' English Learning

As mentioned above, these patterns imply that many homes provide English input and value the language, but not all parents are equally proactive. These results reflect the concept of *home language environment* proposed by Gardner (1985), who stated that “motivation and attitudes toward language learning are strongly influenced by parental involvement and the availability of linguistic resources at home.”¹³ Similarly, Brown (2000) noted that positive reinforcement and exposure from parents can strengthen learners’ affective engagement with the language.¹⁴

About three-quarters of the students reported easy access to English media at home. Such access – through books, movies, music or apps – gives learners authentic input and learning opportunities. Zhang et al. (2025) confirmed this benefit: for example, informal digital learning that includes watching English media has been shown to boost EFL achievement among school-age learners.¹⁵ These findings suggest that the high availability of English media reported by our students should contribute positively to their language development. In other words, routinely hearing or reading English at home likely helps reinforce classroom learning and builds skills across listening, speaking, reading and vocabulary.

Moreover, the survey showed 63.7% of students say family members help them with English difficulties. This kind of home support – helping with homework, explaining tough parts, or providing learning materials – can greatly enhance a learner’s confidence and

¹³ Gardner, R. C, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, Edward Arnold.

¹⁴ Brown, H. D, *Principles of Language Learning and Teaching*, Longman.

¹⁵ Zhang, H., Du, L., Luo, S., et al, *Unlocking EFL achievement through informal digital learning: the mediating roles of anxiety and enjoyment among school-age students in the Chinese mainland*, *Asian Journal of Second and Foreign Language Education*, 10, 45, From: <https://doi.org/10.1186/s40862-025-00352-x>

competence. Research in Indonesia and elsewhere confirms that **parental involvement at home** has strong effects on students' learning outcomes. The data indicate that a clear majority of students receive help from family, which likely fosters independence and effective learning strategies. Conversely, the minority who lack such support may face extra hurdles. Overall, the prevalence of parental help in this group is a positive sign that many students benefit from home guidance in addition to school instruction.

In addition, about 59.1% of the students said their family regards English as very important. When a family values a language, it often creates a motivating atmosphere for learning. The fact that over half of families see English as very important suggests many parents likely provide an enriched environment (books, conversation, or media) aligned with learning English. This cultural capital – seeing English as valuable – has been linked by theory to higher achievement. When families invest in English, students internalize its importance and persevere. Thus, the relatively high percentage of students with English-valuing families likely contributes to stronger motivation and performance in English. Those from the remaining ~40% of homes may miss out on this attitudinal support, potentially dampening their engagement and confidence.

Despite the generally supportive attitudes, only 40.9% of students reported that parents actively encourage them in English learning; notably, about 30% disagreed. In other words, less than half feel consistent parental encouragement (such as praise, rewards, or involvement). This is concerning, since parental encouragement is known to be a key driver of student motivation. When parents take an active role – motivating children, showing interest in their studies or providing incentives – students will have higher effort and engagement in studying English. The gap between family attitudes (59% consider English important) and actual encouragement (41%) might indicate that some parents value English in theory but do not actively engage. Strengthening parental encouragement – for example, involving parents in school activities or educating them on how to support learning – could thus be a critical target. In sum, the data imply that while many families view English positively, fewer translate that into active encouragement, which may limit some students' motivation and achievement.

In conclusion, while access to English resources and family assistance are strong factors positively influencing students' English proficiency, parental encouragement remains an area needing improvement to further enhance learning outcomes.

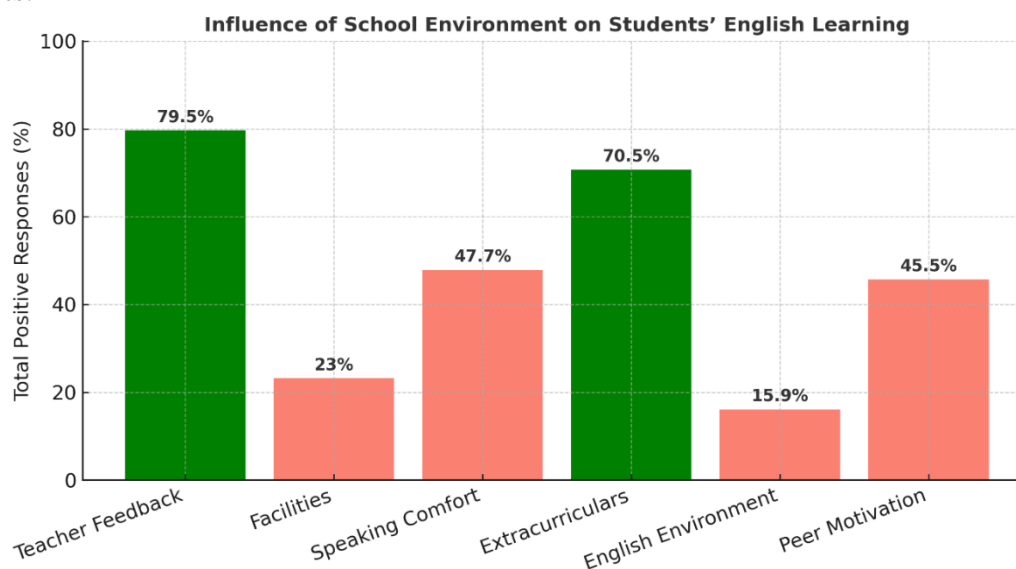
The Influence of School Environment

The school environment – including teachers, peers, curriculum, and facilities – also crucially shapes language learning. Classrooms with supportive climate, effective teaching, and adequate resources tend to produce better English outcomes. Wang and Degol (2016) emphasize that a favorable school climate promotes not only academic achievement but also improved teacher morale, motivation, and instructional quality.¹⁶ This means when students perceive their school as caring and well-organized, they engage more and benefit from higher-quality instruction.

¹⁶ Wang, M.-T., & Degol, J. L., *School climate: A review of the construct, measurement, and impact on student outcomes*, *Educational Psychology Review*, 28(2), 315–352.

Physical resources and infrastructure are part of the school environment as well. Adequate classrooms, libraries, and English learning aids (like audio-visual materials) make practice more effective. Wang & Degol (2016) highlights that the physical environment combined with social support can influence student attendance and success.¹⁷ In short, well-equipped, child-friendly schools with skilled English teachers create conditions for higher proficiency. However, large-scale data suggest that school factors alone are not always the strongest predictors. For instance, an analysis of international TIMSS data (Elezović, Lameva, & Brese, 2021) found that material, environmental, and climate factors at school were “only weakly associated with student achievement,”¹⁸ explaining under 12% of the variance. In other words, even if a school is well-resourced, other factors outside of class often drive most achievement differences.

Based on the result of the questionnaire data, the school context appears to offer strong formal support but less ambient English use. Notably, nearly all students (79.5%) agree that their English teachers give constructive feedback (39% strongly agree, 41% agree). This suggests active teacher involvement: such feedback is known to be one of the most powerful influences on learning and achievement. School-sponsored activities also rate highly – about 70.5% of students (36% strongly, 34% agree) say the school has English clubs or extracurriculars (debate, English Club) for practice. By contrast, only a small fraction (16%) say English is frequently seen on school posters or announcements; 61% were neutral. This indicates that while classrooms and programs support English, the everyday school environment is not strongly English-immersive. Here are the detailed results:



Graphic 2: Influence of School Environment on Students' English Learning

¹⁷ Wang, M.-T., & Degol, J. L., *School climate: A review of the construct, measurement, and impact on student outcomes*, *Educational Psychology Review*, 28(2), 315–352.

¹⁸ Elezović, I., Lameva, B., Brese, F., *The Role of Learning Resources, School Environment, and Climate in Transforming Schools from Buildings to Learning Communities*, In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (eds) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham, from :https://doi.org/10.1007/978-3-030-85802-5_6

The data above consistently show that a supportive school environment strongly influences English learning. In our survey of eleventh graders at MAN 1 Kota Kediri, students reported high satisfaction with teacher feedback and English clubs but noted serious gaps in facilities and everyday English use.

A large majority of students (79.5%) gave positive feedback about their English teachers. This aligns with research showing that targeted teacher feedback is critical for language development. In other words, the strong approval of teachers in the data suggests they are effectively supporting students' English learning and boosting their proficiency.

In term of School Facilities, only about 23% of students felt the school's English facilities (language labs, library) were adequate, while 43% disagreed. This indicates a shortage of resources. Educational research emphasizes that ample learning resources (libraries, computers, multimedia labs, etc.) provide diverse materials and rich learning experiences. For example, well-equipped language labs and libraries can offer additional listening and speaking practice tools, which enhance motivation and language practice. The low satisfaction with facilities suggests that students may lack these extra learning opportunities, potentially hindering their language progress.

In addition, about 47.7% of students said they feel comfortable speaking English in class (13.6% strongly agree), whereas 20.5% said they do not. This moderate comfort level implies that some students still experience anxiety or hesitation when speaking. The data suggest that strengthening such an environment (through group work, conversation practice, etc.) could raise students' confidence and oral proficiency.

Then, a very high proportion (70.5%) of students viewed English clubs positively (36.4% strongly agree). This is a clear strength of the environment. Many studies have found that extracurricular language activities significantly boost proficiency. Participation in English clubs can lead to significant improvements in students' English proficiency. The strong support for English clubs in the data suggests these activities are effectively engaging students and providing valuable informal practice, which likely enhances their language skills and confidence.

Only 15.9% of students felt there was a strong ambient English environment at school (with the rest mostly neutral). In other words, English is seldom used outside of class. Language acquisition theory stresses that immersion and constant exposure reinforce learning. The lack of ambient English indicates students have fewer chances to practice informally (e.g. English posters, announcements, or casual conversation). This gap in immersion could slow proficiency gains, since students aren't reinforcing the language outside structured lessons.

Finally, mixed picture emerged for peer motivation: 45.5% agreed their classmates were motivated (versus 43.2% neutral). While not very high, this suggests peers are at least somewhat engaged. Peers play a key role, because collaborative and motivated classmates can drive each other to practice more. Positive peer interaction such as study groups,

conversation partners can help students improve their English proficiency. In other words, when students motivate each other to speak and learn, overall proficiency improves.

In summary, the school environment has strong positives and clear gaps. Students report very favorable teacher support and English club activities. On the other hand, there are weaknesses in facilities and immersion.

D. Conclusion and Suggestion

Based on the findings and discussion, it can be concluded that both home and school environment play significant roles in shaping students' English proficiency as a foreign language. The results show that the home environment provides an essential foundation for language development through exposure, motivation, and emotional support. Most students benefit from sufficient English materials and family assistance, which facilitate learning outside the classroom. However, the study also reveals that while many families value English as an important skill, active parental encouragement remains relatively low. This suggests that some parents appreciate the importance of English but are less involved in motivating or monitoring their children's learning. Strengthening this active engagement is vital to improving students' overall language achievement.

The school environment, on the other hand, demonstrates strong instructional and social support, particularly through teacher feedback and extracurricular activities such as English clubs. These elements significantly contribute to enhancing students' proficiency, confidence, and motivation. Nevertheless, limitations exist in the availability of adequate facilities and a lack of English immersion in daily school contexts. The minimal presence of English in public spaces, announcements, and informal communication reduces students' opportunities for natural practice, which may hinder continuous improvement. Additionally, the level of peer motivation is moderate, indicating a need to foster more collaborative and communicative learning settings.

In line with Gardner's (1985) and Wang & Degol's (2016) theories, the findings reaffirm that language learning is most effective when both home and school environments provide consistent support and opportunities for practice. The home fosters emotional and motivational readiness, while the school offers structured instruction and community engagement. Therefore, to enhance English proficiency among students at MAN 1 Kota Kediri, greater synergy between family involvement and school initiatives is necessary.

Bibliography

- Amin, M. R. (2018). Learning English Language in Home Environment: A Study. *Angloamericanae Journal*, 3(1), 39–50. From: <https://doi.org/10.5281/zenodo.2530888>.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Longman.
- Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research (2004–2014). *Language Teaching*, 48(3), 303–342. From: <https://doi.org/10.1017/S0261444815000105>.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Elezović, I., Lameva, B., Brese, F. (2022). The Role of Learning Resources, School Environment, and Climate in Transforming Schools from Buildings to Learning Communities. In: Japelj Pavešić, B., Koršňáková, P., Meinck, S. (eds) *Dinaric Perspectives on TIMSS 2019*. IEA Research for Education, vol 13. Springer, Cham. https://doi.org/10.1007/978-3-030-85802-5_6.
- Farida, L., Mustofa, M., & Elga Romadhon, M. G. (2024). Can I Speak English in My Home?: The Role of Parents' Support in Students' English Learning Motivation: A Narrative Study. *Ethical Lingua: Journal of Language Teaching and Literature*, 11(2). From: <https://doi.org/10.30605/25409190.762>.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.
- Liddicoat, A. J., & Kirkpatrick, A. (2020). Dimensions of language education policy in Asia. *Journal of Asian Pacific Communication*, 30(1–2), 7–33. From: <https://doi.org/10.1075/japc.00043.kir>.
- Lodhi, M. A., et al. (2020). Influence of School Environment on English Language Learning. *Canadian Center of Science and Education*, 8(1), 1–10. From: <http://dx.doi.org/10.5539/par.v8n1p1>.
- Mandal, R. (2024). Influence of Home Environment on Students' Achievement in English: A Systematic Literature Review. *Research Review: International Journal of Multidisciplinary*, 9(10), 85–94. From: <https://doi.org/10.31305/rrijm.2024.v09.n10.009>
- Pizarro, J. A. (1985). Rendimiento académico en educación superior: Una propuesta de análisis. *Revista Mexicana de Investigación Educativa*, 10(22), 199–221.
- Saadu, U. T. (2023). Influence of Parental Involvement and School Environment on Pupils' Academic Performance in the English Language. *Indonesian Journal of Multidisciplinary Research*, 3(2), 393–402. <http://ejournal.upi.edu/index.php/IJOMR/>
- Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315–352.
- Zhang, L. (2023). *The Relationship Between Learning Environments and English Language Achievement*. DR Press. From: <https://doi.org/10.54097/ehss.v23i.12737>.
- Zhang, H., Du, L., Luo, S., et al. (2025). Unlocking EFL achievement through informal digital learning: the mediating roles of anxiety and enjoyment among school-age students in the Chinese mainland. *Asian Journal of Second and Foreign Language Education*, 10, 45. From: <https://doi.org/10.1186/s40862-025-00352-x>.