

THE CORRELATION BETWEEN CLASSROOM ENVIRONMENT AND STUDENTS' LEARNING ACTIVENESS IN ENGLISH LANGUAGE LEARNING IN A HOMOGENEOUS MALE CLASS

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Abstract

The aim of this study is to describe the classroom environment, identify the level of students' learning activeness, and examine the correlation between classroom environment and students' learning activeness in English language learning in a homogeneous male class. The study used a research design that was quantitative and correlational. The participants were 32 male students of Class X-2 at SMA Al-Irsyad Tegal in the 2025/2026 academic year, selected through total sampling. A classroom environment questionnaire and students' learning activeness observation sheet was used to collect the data. Prior to data collection, the questionnaire was tested for validity and reliability, while the observation sheet was validated by an expert and assessed through inter-rater reliability. The data were examined through the use of descriptive statistics, the Shapiro-Wilk normality test, a linearity test and a Pearson product-moment correlation analysis. The findings revealed that students generally had a positive perception of their classroom environment, which was categorized as high. Meanwhile, students' learning activeness was categorized as moderate to high. The correlation analysis indicated a significant positive correlation between classroom environment and students' learning activeness ($r = 0.633$, $p < 0.05$). These findings suggest that students who perceive their classroom environment more positively tend to participate more actively during English language learning. Therefore, supportive physical and social classroom conditions are associated with greater students' learning activeness.

Keywords: Classroom environment; English learning; Homogeneous male classroom; Learning activeness; Male students;

1 INTRODUCTION

Students' learning activeness has an essential role when it comes to the effectiveness of the learning process. Students are expected not only to attend lessons but also to participate actively by asking questions, responding to teachers, expressing opinions, and engaging in classroom discussions. Active participation is particularly important in English language learning because students are required to practice communication skills through interaction and meaningful classroom activities. According to Reeve et al. (2025), students' learning activeness is reflected through behavioral, emotional, cognitive, and agentic dimensions. However, not all students demonstrate the same level of learning activeness. Even in homogeneous male classrooms, some students participate actively while others remain passive during English language learning activities. This variation indicates that students experience different levels of participation during the learning process.

One factor associated with students' learning activeness is the classroom environment. A supportive classroom environment may encourage students to participate more actively during learning activities, whereas an unsupportive environment may reduce students' willingness to engage in classroom interaction. The classroom environment consists of both physical and social aspects, including classroom comfort, facilities, classroom space and arrangement, teacher-student interaction, peer interaction, and students' sense of belonging (Marie M. et al., 2025). Teacher-student and student-student interactions are essential components of the classroom environment because they shape the quality of communication during the learning process. Effective classroom interaction encourages students to participate actively and creates a more student-centered learning atmosphere (Larasati et al., 2022). In addition to promoting interaction, a supportive classroom atmosphere encourages students to feel comfortable expressing their ideas and opinions during learning activities. When students feel that their contributions are valued by teachers and classmates alike, they tend to be more willing to communicate, ask questions and participate in discussions. These conditions are particularly important in English language learning, as language acquisition requires frequent interaction and meaningful communication.

These aspects contribute to creating learning conditions that support students' participation in English language learning. In addition, creating meaningful learning experiences requires teachers to provide learning environments that encourage students to interact, collaborate, and actively engage in classroom activities. Such learning conditions allow students to develop not only their academic understanding but also their confidence in participating during the learning process (Sulistyawati et al., 2022). Likewise, Fu and Xie (2024) reported that supportive classroom environments are related to higher levels of students' learning engagement. Furthermore, Ye (2024) concluded that a supportive classroom environment is closely associated with students' learning activeness in English language learning.

A positive classroom environment also supports students' willingness to participate in learning activities by creating a learning atmosphere that is comfortable, interactive, and conducive to communication. According to Fu and Xie (2024), students who perceive their classroom environment positively are more likely to demonstrate higher levels of learning engagement, which contributes to more effective learning outcomes. Likewise, Anisah et al. (2025) reported that a supportive classroom environment is positively associated with students' learning motivation. These findings indicate that classroom conditions play an important role in encouraging students to become actively involved in English language learning. Moreover, students' perceptions of the classroom environment may influence how they respond to classroom activities. A learning environment characterized by positive relationships, mutual respect, and opportunities for collaboration can create a sense of psychological comfort that encourages students to become more actively involved throughout the learning process. Therefore, both the physical and social dimensions of the classroom should be considered when examining students' learning activeness.

The present study was conducted in a homogeneous male classroom because previous studies have suggested that male students tend to respond positively to interactive, student-centered, and collaborative learning activities. They are generally more willing to participate when classroom activities provide opportunities to express opinions, work collaboratively, and interact actively with teachers and classmates. Farid and Prasetya (2025) reported that gender plays a role in students' participation during interactive learning activities. Similarly, Aguillon et al. (2020) found that male students tended to participate more actively than female students in active-learning classrooms. Therefore, investigating the classroom environment in a homogeneous male classroom provides an opportunity to better understand how classroom conditions are associated with students' learning activeness in English language learning.

Although previous studies have examined the classroom environment in relation to learning motivation, learning engagement, speaking skills, and academic achievement, studies specifically investigating the correlation between classroom environment and students' learning activeness remain limited. Moreover, most previous studies involved mixed-gender participants, different educational levels, or different research focuses. To the best of the researcher's knowledge, studies examining the correlation between classroom environment and students' learning activeness in English language learning within a homogeneous male class at the senior high school level are still limited. Therefore, this study addresses this gap by examining the correlation between classroom environment and students' learning activeness in English language learning in a homogeneous male class at SMA Al-Irsyad Tegal.

Accordingly, this study aimed to describe the classroom environment, identify the level of students' learning activeness, and examine the correlation between classroom environment and students' learning activeness in English language learning in a homogeneous male class. Specifically, this study addressed the following research questions:

1. How is the classroom environment in English language learning in a homogeneous male class?
2. What is the level of students' learning activeness in English language learning in a homogeneous male class?
3. Is there a significant correlation between classroom environment and students' learning activeness in English language learning in a homogeneous male class?

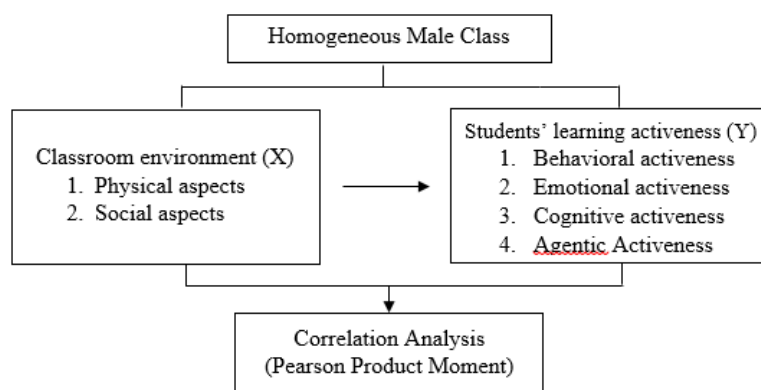


Figure 1. Theoretical Framework

Figure 1 illustrates the theoretical framework of this study. Classroom environment, consisting of physical and social aspects, serves as the independent variable (X), whereas students' learning activeness, consisting of behavioral, emotional, cognitive, and agentic dimensions, serves as the dependent variable (Y). The framework proposes that classroom environment is associated with students' learning activeness in English language learning within the context of a homogeneous male class. The proposed correlation was examined using Pearson Product-Moment correlation analysis.

2 METHODOLOGY

This study employed a quantitative correlational research design with a non-experimental approach to examine the correlation between classroom environment and students' learning activeness in English language learning. A correlational design was selected because the study aimed to determine the degree and direction of the correlation between the two variables without manipulating them. This design was considered appropriate because it allows researchers to examine the statistical relationship between variables without providing any treatment or intervention to participants. According to Creswell (2018), correlational research is suitable for identifying whether changes in one variable are associated with changes in another variable based on naturally occurring data.

In this study, classroom environment served as the independent variable (X), while students' learning activeness served as the dependent variable (Y). The research was conducted at SMA Al-Irsyad Tegal during the 2025/2026 academic year. The participants were 32 male students from Class X-2, selected using a total sampling technique because all students in the class were involved in the study. The homogeneous male class was selected to provide a specific context for investigating the correlation between classroom environment and students' learning activeness. Data were collected using two instruments: a classroom environment questionnaire and a students' learning activeness observation sheet. The questionnaire measured students' perceptions of the physical and social aspects of the classroom environment, including classroom comfort, facilities, space and arrangement, peer interaction, teacher–student interaction, and sense of belonging. Students' learning activeness was measured through direct classroom observation covering four dimensions: behavioral, emotional, cognitive, and agentic activeness. Prior to the main study, the questionnaire was tested for validity and reliability, while the observation sheet was validated by an expert and its reliability was examined using the Intraclass Correlation Coefficient (ICC).

The data were analyzed using IBM SPSS Statistics version 25. Descriptive statistics were used to describe the classroom environment and students' learning activeness. Before testing the hypothesis, the data were examined using the Shapiro–Wilk normality test and the linearity test to ensure that the assumptions for Pearson Product-Moment correlation analysis were met. Finally, the Pearson Product-Moment correlation test was performed to determine whether there was a significant correlation between classroom environment and students' learning activeness.

Table 1. Research Variables and Instruments

Variable	Aspects	Instrument
Classroom Environment (X)	Physical aspects (classroom comfort, facilities, space and arrangement); Social aspects (teacher–student interaction, peer interaction,	Questionnaire

Students' Learning (Y)	Active-ness	sense of belonging) Behavioral, Emotional, Cognitive, and Agentic Active-ness	Observation Sheet
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3 RESULTS

This section presents the findings of the study, including the results of instrument testing, descriptive statistics, assumption tests, and Pearson Product-Moment correlation analysis.

3.1 Instrument Testing

Before the main study, the classroom environment questionnaire was tested for validity and reliability. The validity test indicated that 12 out of 16 items were valid, while four items were excluded because they did not meet the required validity criterion. The reliability analysis using Cronbach's Alpha yielded a coefficient of 0.794, indicating that the questionnaire had good internal consistency and was suitable for data collection.

The students' learning activeness observation sheet was validated by an expert before being administered. Following the expert's recommendations, six redundant items were removed, resulting in 10 observation items. The inter-rater reliability analysis produced an Intraclass Correlation Coefficient (ICC) of 0.810, indicating good agreement between the two raters. Therefore, the observation sheet was considered reliable and appropriate for use in the main study.

3.2 Descriptive Statistics

The descriptive analysis showed that students generally had positive perceptions of the classroom environment. The classroom environment variable obtained a mean score of 42.13 (SD = 5.98), which was categorized as High. Meanwhile, students' learning activeness obtained a mean score of 34.50 (SD = 4.44), indicating that students generally demonstrated moderate to high levels of participation during English language learning activities.

Table 2. Descriptive Statistics

Variable	N	Mean	SD	Category
Classroom Environment	32	42.13	5.98	High
Students' Learning Activeness	32	34.50	4.44	Moderate to High

3.3 Assumption Tests

The Shapiro-Wilk normality test showed that both variables were normally distributed because the significance values exceeded 0.05. Furthermore, the linearity test indicated a linear relationship between classroom environment and students' learning activeness, confirming that the assumptions for Pearson Product-Moment correlation analysis were satisfied.

Table 3. Assumption Test Results

Test	Result	Interpretation
Classroom Environment (Normality)	P = 0.688	Normal
Students' Learning Activeness (Normality)	P = 0.059	Normal
Linearity Test	P = 0.117	Linear

3.4 Correlation Analysis

Pearson Product-Moment correlation analysis was conducted to examine the correlation between classroom environment and students' learning activeness. The analysis revealed a strong positive correlation between the two variables ($r = 0.633$, $p < 0.05$). This finding indicates that students who perceived their classroom environment more positively tended to demonstrate higher levels of learning activeness during English language learning. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

Table 4. Pearson Product Moment Correlation Analysis

Variable	R	p	Interpretation
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Classroom Environment and Students' Learning Activeness	0.633	< 0.05	Strong Positive Correlation
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The findings indicate that students who perceived their classroom environment more positively tended to demonstrate higher levels of learning activeness during English language learning activities. This finding is consistent with Bronfenbrenner's Ecological Systems Theory, which explains that the classroom, as part of students' immediate learning environment (microsystem), is closely associated with their learning experiences and participation. A supportive classroom environment may therefore be associated with students' active participation in classroom activities. This finding suggests that students' active participation is influenced not only by the availability of classroom facilities but also by the quality of classroom interactions. During English language learning, students are expected to communicate, exchange ideas, and collaborate with others. When these opportunities are supported by a positive classroom environment, students are more likely to demonstrate behavioral, emotional, cognitive, and agentic activeness throughout the learning process.

Furthermore, the findings are consistent with those of Marie M. et al. (2025), who described the classroom environment as consisting of physical and social aspects that shape students' learning experiences. They are also in line with Reeve et al. (2025), who emphasized that students' learning activeness is reflected through behavioral, emotional, cognitive, and agentic dimensions. In the context of the homogeneous male class examined in this study, supportive classroom conditions may have encouraged students to participate more actively by expressing opinions, asking questions, interacting with peers and teachers, and engaging in classroom activities during English language learning. These findings support the view that a supportive classroom environment is associated with higher levels of students' learning activeness in English language learning.

The present findings are also consistent with those reported by Fu and Xie (2024), who found that students' perceptions of a supportive classroom environment were associated with greater learning engagement. Similarly, Anisah et al. (2025) reported that classroom environment contributes to students' motivation to learn English, while Ye (2024) emphasized that positive classroom conditions encourage students to participate more actively during English language learning. These similarities indicate that supportive classroom environments consistently contribute to students' active participation across different educational contexts. Nevertheless, the findings of this study should be interpreted within the specific context of a homogeneous male classroom. Although a significant positive correlation was identified, classroom environment is not the only factor associated with students' learning activeness. Other variables, including learning motivation, self-confidence, teaching strategies, and individual learning characteristics, may also contribute to differences in students' participation during English language learning.

4 CONCLUSIONS

This study examined the correlation between classroom environment and students' learning activeness in English language learning in a homogeneous male class at SMA Al-Irsyad Tegal. The findings showed that students generally perceived their classroom environment positively, with the classroom environment categorized as High. In addition, students' learning activeness was categorized as moderate to high, indicating that they actively participated in English language learning activities.

Furthermore, the Pearson Product-Moment correlation analysis revealed a significant positive correlation between classroom environment and students' learning activeness ($r = 0.633$, $p < 0.05$). This finding indicates that students who perceived their classroom environment more positively tended to demonstrate higher levels of learning activeness during English language learning. Therefore, supportive physical and social classroom conditions are associated with greater students' learning activeness in a homogeneous male classroom. These findings provide practical implications for English teachers in creating supportive classroom environments. Positive classroom interactions, opportunities for collaboration, and a comfortable learning atmosphere may be considered important aspects of classroom conditions associated with students' learning activeness during English language learning.

The findings of this study highlight the importance of creating a supportive classroom environment that encourages students to participate actively in English language learning. Future research is recommended to involve larger and more diverse samples from different educational settings and to examine additional factors related to students' learning activeness, such as learning motivation, self-confidence, teaching strategies, and classroom management.

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