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# The Relationship between English Learning Experiences on Students' Motivation to Communicate in English

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## ABSTRACT

This study examined the relationship between English learning experiences and students' motivation to communicate in English among secondary school students in Yogyakarta, Indonesia. Employing a quantitative correlational design, the study involved 72 eleventh-grade students selected through convenience sampling. Data were collected using two self-report questionnaires that underwent expert validation. Pilot testing indicated marginal internal consistency for the English Learning Experiences scale ( $\alpha = .612$ ) and acceptable reliability for the Motivation to Communicate scale ( $\alpha = .863$ ). Descriptive results showed that students generally reported positive English learning experiences and high motivation to communicate. However, opportunities for authentic English use outside the classroom and students' tendency to initiate communication remained comparatively limited. Simple linear regression analysis revealed a significant positive predictive relationship between English learning experiences and motivation to communicate,  $F(1,70) = 17.386$ ,  $p < .001$ , accounting for 19.9% of the variance in motivation to communicate ( $R^2 = .199$ ). The findings suggest that students with more positive learning experiences tend to report higher communicative motivation, although motivation is likely associated with additional psychological, social, and contextual factors. The study highlights the importance of supportive learning environments and meaningful communication opportunities. Future research should employ larger samples, longitudinal designs, and mixed-method approaches.

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## 1. INTRODUCTION

In English language education, sustaining learners' motivation to communicate remains one of the most enduring and complex challenges, particularly in English as a

Foreign Language (EFL) contexts. Despite English's global status as a major medium of academic discourse, professional communication, and intercultural interaction [1], [2], [1], [2], many EFL learners continue to experience difficulties in using the language confidently and spontaneously. Their communicative engagement depends not only on linguistic competence but also on the quality of their learning experiences. Factors such as classroom interaction, teacher feedback, peer collaboration, and opportunities to use English can shape learners' attitudes toward the language and influence their willingness to participate in communication [3], [4], [5]. When learning experiences are perceived as meaningful and supportive, learners are more likely to develop positive attitudes toward English and become actively engaged in language use.

Motivation has long been recognised as one of the key factors underlying successful second language learning. Dörnyei and Ryan [6] describe motivation as a driving force that sustains learners' effort, persistence, and engagement throughout the learning process. In EFL contexts, where opportunities for authentic communication are often limited, motivation becomes particularly important because it encourages learners to make use of available opportunities to practice the target language [7], [8], [9]. Within this context, motivation to communicate refers to learners' desire, confidence, and inclination to engage in communication using English. Although closely related to Willingness to Communicate (WTC), the two constructs are not identical. WTC generally refers to an individual's readiness to initiate communication at a particular moment, whereas motivation to communicate reflects a broader motivational disposition that encourages learners to participate in communicative activities [10], [11], [12], [13]. As a result, learners may demonstrate high motivation to communicate even when situational factors temporarily reduce their willingness to speak.

Another factor that may be associated with students' communicative motivation is their English learning experience. In the present study, English learning experiences refer to students' perceptions of the instructional, social, and experiential aspects of learning English, including classroom engagement, teacher support, feedback, peer interaction, and opportunities to use English both in and out of the classroom. Previous studies have shown that positive learning experiences can foster learners' confidence, reduce communication anxiety, and encourage greater participation in language learning activities [14], [15], [16]. Students who experience supportive classroom environments and meaningful communicative activities often report stronger engagement and more positive attitudes toward language learning.

Recent discussions in English language teaching have increasingly highlighted the importance of understanding how learning experiences and communicative motivation are connected. Studies grounded in the Willingness to Communicate framework [17] and the L2 Motivational Self System [18] have underscored how experiential and affective dimensions of learning shape learners' readiness to speak. Empirical findings from diverse contexts, such as those reported by Khajavy et al. [19] and Thohir [20], suggest that affective, social, and experiential dimensions of language learning play an important role in shaping learners' communicative orientations. Empirical findings from different educational contexts indicate that supportive learning environments and meaningful communicative activities are often

associated with higher levels of motivation and engagement in English use [5], [21]. Nevertheless, in the Indonesian EFL context, these constructs have frequently been investigated separately. Consequently, limited evidence is available regarding the relationship between students' English learning experiences and their motivation to communicate in English.

The present study was conducted in Yogyakarta, Indonesia, one of the country's major educational centres. Although students in Yogyakarta generally have broad access to formal English instruction, English remains a foreign language, and opportunities for authentic communication outside the classroom are relatively limited. As a result, classroom experiences may play an important role in shaping students' communicative motivation. Examining this relationship within the Yogyakarta context may therefore contribute to a better understanding of how students' learning experiences are associated with their motivation to communicate in English.

Addressing this gap, the present study examines the relationship between English learning experiences and students' motivation to communicate in English among eleventh-grade EFL students in Yogyakarta, Indonesia. Specifically, the study seeks to determine whether English learning experiences are significantly associated with students' motivation to communicate and to identify the dimensions of both constructs that receive the highest and lowest ratings. The findings are expected to contribute to the growing body of research on communicative motivation in EFL contexts and provide insights for teachers seeking to create learning environments that support students' engagement in English communication.

Accordingly, the study addresses the following research questions:

RQ1. Is there a significant relationship between English learning experiences and students' motivation to communicate in English?

RQ2. Which dimensions of English learning experiences receive the highest and lowest ratings among students?

RQ3. Which dimensions of motivation to communicate in English receive the highest and lowest ratings among students?

## 2. METHOD

This study employed a quantitative approach using a non-experimental, cross-sectional correlational design. The study examined the relationship between English learning experiences and students' motivation to communicate in English. A correlational design was selected because the study sought to investigate the association between the two variables without manipulating the research setting or introducing any form of intervention [22], [23]. As the data were collected at a single point in time, the findings were interpreted as evidence of statistical association rather than a causal relationship.

The participants were 72 eleventh-grade students enrolled in a secondary school in Yogyakarta, Indonesia, who were studying English as a foreign language. The sample consisted of 63 female students (87.5%) and 9 male students (12.5%). Participants were recruited through convenience sampling based on their availability and willingness to participate in the study [24]. Before completing the questionnaire, all participants were informed about the purpose of the study, the voluntary nature of participation, and the

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confidentiality of their responses. Participation was entirely voluntary, and all responses were treated anonymously. Although convenience sampling facilitated data collection, it may limit the generalizability of the findings beyond the present sample.

Data were gathered using two self-developed questionnaires: the English Learning Experiences Scale and the Motivation to Communicate in English Scale. Each instrument consisted of 10 items, measured on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The English Learning Experiences Scale was developed to measure students' perceptions of various aspects of their English learning experiences, including classroom engagement, teacher support, feedback, peer interaction, and opportunities to use English both in and out of the classroom. The Motivation to Communicate in English Scale was designed to measure students' motivation, confidence, and disposition to engage in English communication.

Before the instruments were administered, their content validity was established through expert judgment. Several experts in English language education reviewed the instruments to assess the relevance, clarity, and representativeness of each item relative to the intended constructs. Revisions were made based on the feedback received. A pilot study involving 32 students from a comparable educational context was subsequently conducted to examine the reliability of the instruments. The pilot study yielded a Cronbach's alpha coefficient of .612 for the English Learning Experiences Scale and .863 for the Motivation to Communicate in English Scale. While the latter indicated good internal consistency, the former reflected marginal internal consistency and was therefore interpreted with caution [25].

The Motivation to Communicate in English Scale included one negatively worded item, namely "I feel anxious when I have to speak English." This item was reverse-coded before the analysis so that higher scores consistently represented higher levels of motivation to communicate.

The questionnaires were distributed online through Google Forms during regular school hours and required approximately fifteen minutes to complete. Once the data had been collected, the responses were checked for completeness and prepared for statistical analysis using IBM SPSS Statistics Version 26.

Descriptive statistics were first calculated to summarise students' responses to both variables. Means and standard deviations were used to identify general patterns in students' English learning experiences and motivation to communicate in English. To examine the relationship between the two variables, a simple linear regression analysis was conducted. Prior to the analysis, the assumptions of normality, linearity, and homoscedasticity were examined and found to be satisfactory. The regression model was used to determine whether English learning experiences were significantly associated with students' motivation to communicate in English. Statistical significance was established at the .05 level [26].

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### *English Learning Experiences*

Table 1 presents the descriptive statistics of students' English learning experiences. The overall mean score ( $M = 3.41$ ,  $SD = 0.33$ ) indicates a moderately positive perception of English learning experiences among the participants. Among the ten items, E4 (*My teachers encourage me to use English frequently*) recorded the highest mean score ( $M = 4.15$ ,  $SD = 0.60$ ), followed by E2 (*I receive clear explanations from my teachers*,  $M = 4.08$ ,  $SD = 0.69$ ) and E6 (*I receive constructive feedback on my English use*,  $M = 3.94$ ,  $SD = 0.92$ ). These findings suggest that teacher-related support was perceived positively by the students. In contrast, the lowest mean scores were found for E8 (*I frequently use English in daily communication*,  $M = 2.35$ ,  $SD = 1.01$ ), E5 (*I get enough opportunities to practice speaking English*,  $M = 2.92$ ,  $SD = 1.06$ ), and E7 (*I often engage in English learning activities outside class*,  $M = 2.93$ ,  $SD = 1.30$ ). These results indicate that students experienced relatively limited opportunities to use English beyond classroom settings.

Table 1. Descriptive Statistics of Students' English Learning Experiences ( $N = 72$ )

| Code | Item(s) Statement                                            | Mean | SD    |
|------|--------------------------------------------------------------|------|-------|
| E1   | My English classes are engaging and enjoyable.               | 3.56 | 0.820 |
| E2   | I receive clear explanations from my teachers.               | 4.08 | 0.687 |
| E3   | The classroom atmosphere supports active learning.           | 3.64 | 0.844 |
| E4   | My teachers encourage me to use English frequently.          | 4.15 | 0.597 |
| E5   | I get enough opportunities to practice speaking English.     | 2.92 | 1.058 |
| E6   | I receive constructive feedback on my English use.           | 3.94 | 0.918 |
| E7   | I often engage in English learning activities outside class. | 2.93 | 1.304 |
| E8   | I frequently use English in daily communication.             | 2.35 | 1.009 |
| E9   | I feel supported by peers in learning English.               | 3.01 | 0.813 |
| E10  | My overall English learning experience is positive.          | 3.53 | 0.712 |

##### *Students' Motivation to Communicate in English*

Table 2 presents the descriptive statistics of students' motivation to communicate in English. The overall mean score ( $M = 3.93$ ,  $SD = 0.40$ ) suggests a relatively high level of motivation among the participants. The highest mean score was observed for MS3 (*I feel confident speaking English in class*,  $M = 4.63$ ,  $SD = 0.66$ ), followed closely by MS6 (*I feel proud when I can speak English well*,  $M = 4.62$ ,  $SD = 0.54$ ). High mean scores were also found for MS8 (*I try to use English whenever possible*,  $M = 4.29$ ,  $SD = 0.64$ ) and MS9 (*I like interacting with others in English*,  $M = 4.26$ ,  $SD = 0.75$ ). These findings indicate that students generally demonstrated positive attitudes and confidence toward communicating in English.

Conversely, the lowest mean score was found for MS10 (*I often initiate conversations in English*,  $M = 2.96$ ,  $SD = 0.85$ ), followed by MS7 (*I feel anxious when I have to speak English*,  $M = 3.22$ ,  $SD = 0.89$ ). The relatively low score for initiating conversations suggests that although students reported positive attitudes toward English communication, they were less likely to actively initiate communication. In addition, the

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mean score for anxiety indicates that some students still experienced apprehension when speaking English.

Table 2. Descriptive Statistics of Students' Motivation to Communicate in English (N = 72)

| Code | Item(s) Statement                                      | Mean | SD    |
|------|--------------------------------------------------------|------|-------|
| MS1  | I enjoy speaking English in front of others.           | 3.58 | 0.852 |
| MS2  | I feel excited when I can express ideas in English.    | 3.63 | 0.701 |
| MS3  | I feel confident speaking English in class.            | 4.63 | 0.659 |
| MS4  | I am motivated to improve my English-speaking ability. | 4.03 | 0.649 |
| MS5  | I want to communicate fluently with others in English. | 4.10 | 0.585 |
| MS6  | I feel proud when I can speak English well.            | 4.62 | 0.542 |
| MS7  | I feel anxious when I have to speak English.           | 3.22 | 0.892 |
| MS8  | I try to use English whenever possible.                | 4.29 | 0.638 |
| MS9  | I like interacting with others in English.             | 4.26 | 0.750 |
| MS10 | I often initiate conversations in English.             | 2.96 | 0.846 |

### Assumption Testing for Regression Analysis

Prior to conducting the regression analysis, the assumptions of normality and linearity were examined. The Shapiro–Wilk test indicated that both English Learning Experiences ( $W = .972$ ,  $p = .074$ ) and Motivation to Communicate ( $W = .958$ ,  $p = .056$ ) were normally distributed. In addition, the linearity test revealed a significant linear relationship between the variables ( $F = 18.605$ ,  $p < .001$ ). The deviation from linearity was not statistically significant ( $F = 1.377$ ,  $p = .199$ ), indicating that the relationship did not significantly depart from linearity.

The assumption of homoscedasticity was evaluated by visual inspection of the scatterplot of standardised residuals and standardised predicted values. The residuals appeared to be randomly distributed, without any discernible pattern, suggesting that their variance remained relatively constant across the range of predicted values. Overall, these results indicate that the assumptions underlying simple linear regression were met.

### Relationship between English Learning Experiences and Students' Motivation to Communicate

To address RQ1, a simple linear regression analysis was conducted to examine the relationship between English learning experiences and students' motivation to communicate in English. The analysis aimed to determine whether students' perceptions of their English learning experiences were statistically associated with their motivation to communicate in English.

Table 3 presents the model summary. The results revealed a moderate positive relationship between English learning experiences and students' motivation to communicate, as indicated by a correlation of  $R = .446$ . The coefficient of determination showed that English learning experiences accounted for 19.9% of the variance in students' motivation to communicate ( $R^2 = .199$ ). The adjusted  $R^2$  was .188, indicating that approximately 18.8% of the variance in motivation to communicate could be explained by English learning

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experiences, after adjusting for model complexity. The standard error of the estimate was .36804.

Table 3. Model Summary

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .446 <sup>a</sup> | .199     | .188              | .36804                     |

a. Predictors: (Constant), E\_Total

Table 4 presents the ANOVA results for the regression model. The model was statistically significant,  $F(1,70) = 17.386$ ,  $p < .001$ , indicating that the regression equation provided a significantly better fit than a model without predictors. These findings suggest a statistically significant relationship between English learning experiences and students' motivation to communicate in English.

Table 4 Anova<sup>a</sup>

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 2.355          | 1  | 2.355       | 17.386 | .000 <sup>b</sup> |
|       | Residual   | 9.482          | 70 | .135        |        |                   |
|       | Total      | 11.837         | 71 |             |        |                   |

a. Dependent Variable: MS\_Total

b. Predictors: (Constant), E\_Total

The coefficient analysis is presented in Table 5. English learning experiences were positively and significantly associated with students' motivation to communicate ( $B = .548$ ,  $SE = .132$ ,  $\beta = .446$ ,  $t = 4.170$ ,  $p < .001$ ). The 95% confidence interval ranged from .286 to .811, indicating that the association remained positive across the estimated interval. These findings suggest that students who reported more positive English learning experiences tended to report higher motivation to communicate in English.

Table 5. Coefficients<sup>a</sup>

**Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | 95.0% Confidence Interval for B |             |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|
|       |            | B                           | Std. Error | Beta                      |       |      | Lower Bound                     | Upper Bound |
| 1     | (Constant) | 2.061                       | .451       |                           | 4.574 | .000 | 1.162                           | 2.960       |
|       | E_Total    | .548                        | .132       | .446                      | 4.170 | .000 | .286                            | .811        |

a. Dependent Variable: MS\_Total

Although the relationship was statistically significant, the model's explanatory power should be interpreted cautiously. The  $R^2$  value indicates that English learning experiences explained 19.9% of the variance in students' motivation to communicate, leaving approximately 80.1% of the variance unexplained. This suggests that other factors, such as language anxiety, self-confidence, perceived communicative competence, peer support,

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classroom climate, and opportunities for authentic communication, may also be associated with students' motivation to communicate in English.

### 3.2. Discussion

#### *English Learning Experiences*

The findings indicate that students generally perceived their English learning experiences positively. The highest-rated aspects of English learning experiences were related to teacher encouragement, clear instructional explanations, and constructive feedback. These findings highlight the important role of teachers in shaping students' engagement with English learning. In many EFL contexts, particularly in Indonesia, classroom instruction remains the primary source of language exposure and communicative practice. As a result, students often rely heavily on teacher guidance and classroom interaction to develop their language competence and confidence. This finding supports previous research emphasising the role of interaction and guided participation in facilitating language learning development [7], [27].

At the same time, students reported relatively limited engagement in English communication beyond classroom settings. The lowest mean scores were associated with daily English communication and participation in English learning activities outside the classroom. This pattern reflects the sociolinguistic reality of English as a foreign language in Indonesia, where opportunities to use English in everyday interactions remain limited. Many Indonesian learners depend heavily on school-based experiences for language learning because English has limited functions in their immediate social environment [28]. Similarly, opportunities for meaningful language activation beyond the classroom remain a significant challenge for EFL learners [29].

From a sociocultural perspective, language learning develops through interaction, participation, and engagement within social environments [30], [31]. Positive classroom experiences therefore provide an important foundation for language development by creating opportunities for communication, feedback, and collaborative learning. However, when these experiences occur primarily within formal educational settings, students may struggle to transfer classroom learning into authentic communicative situations [3]. This finding suggests that English learning experiences should extend beyond classroom instruction and include opportunities for meaningful language use in broader social contexts.

#### *Students' Motivation to Communicate in English*

The data illustrate that while students demonstrate high motivation within classroom settings, their enthusiasm does not fully extend to authentic communication contexts. This discrepancy reflects the classic distinction between situated motivation, motivation tied to specific contexts, and enduring communicative motivation [32]. Although student express confidence and enthusiasm for classroom speaking, their reluctance to initiate conversations beyond the school environment implies a lack of communicative autonomy. This could be attributed to anxiety, linguistic insecurity, or a perceived lack of necessity for English use in daily life [33].

From a pedagogical standpoint, the findings imply that Indonesian EFL learners' motivation remains largely institutionally regulated. Their motivation is driven by structured academic demands and teacher expectations rather than by intrinsic or integrative factors [34], [35]. This is typical of learners in contexts where English is an academic subject rather than a lived language. Consequently, teachers must design classroom experiences that simulate authentic communication and provide opportunities for self-expression, risk-taking, and meaningful use of English beyond grades and assessment.

In theoretical terms, motivation can be understood as a dynamic and socially situated construct that develops through learners' ongoing interactions with their learning environment. Rather than emerging solely from individual characteristics, motivation evolves through repeated experiences with teachers, peers, classroom activities, and feedback processes [6]. The present findings support this claim, showing that students' self-efficacy and classroom confidence significantly contribute to motivation, but environmental limitations restrict its actualisation [36]. Hence, to foster sustained motivation, educators should emphasise learner agency and identity investment, integrating authentic tasks that connect classroom English with real communicative purposes [36], [37].

The findings revealed that students generally demonstrated a high level of motivation to communicate in English. Students reported strong confidence in speaking English, positive feelings about communicating in English, and a desire to improve their speaking ability. These findings are consistent with Dörnyei and Ryan's view that positive self-perceptions and confidence play an important role in sustaining language learning motivation [6]. Similarly, positive psychology perspectives suggest that enjoyment, confidence, and positive emotional experiences contribute to greater engagement in language learning activities [14].

An important finding emerged when comparing students' classroom confidence with their actual communicative initiative. Although students reported high confidence in speaking English and positive attitudes toward communication, they reported considerably lower levels of initiating conversations in English. This discrepancy suggests that motivation to communicate may operate differently across contexts. Students appeared highly motivated within classroom settings but were less likely to initiate communication independently outside instructional environments.

One possible explanation is the distinction between classroom motivation and authentic communicative motivation. Classroom motivation refers to learners' willingness and confidence to participate in communication activities within structured educational environments, whereas authentic communicative motivation refers to their tendency to initiate and sustain communication beyond institutional requirements. The present findings suggest that students possess relatively strong classroom motivation but more limited authentic communicative motivation.

This pattern can be understood through MacIntyre's Willingness to Communicate framework [17]. According to this framework, communication behaviour is influenced not only by motivation but also by situational variables such as confidence, anxiety, perceived communicative competence, and available communication opportunities. Students may therefore feel comfortable communicating during classroom activities where expectations,

topics, and interlocutors are familiar, while remaining hesitant to initiate communication in less structured situations. This interpretation is supported by previous research indicating that anxiety and communication-related concerns continue to influence learners' communicative behaviour even when motivation is relatively high [33].

The findings also reflect the characteristics of the Indonesian EFL context. English is often viewed as an academic subject rather than a language used for everyday communication. Consequently, students may actively participate in classroom activities while perceiving limited necessity to use English outside school. Similar observations have been reported in previous studies examining language learning motivation in Asian EFL contexts [34], [35].

### *Relationship between English Learning Experiences and Students' Motivation to Communicate*

The present study found a statistically significant positive relationship between English learning experiences and students' motivation to communicate in English. Students who reported more positive learning experiences also tended to report higher levels of motivation to communicate. While this finding aligns with previous research emphasising the importance of learning experiences in shaping learners' motivational development [18], [38], [39], its significance extends beyond the existence of a statistical relationship. The finding suggests that motivation to communicate may not be understood solely as an internal psychological disposition but also as a response to learners' accumulated experiences within educational environments.

From this perspective, motivation appears to emerge through repeated interactions with teachers, peers, classroom activities, and feedback processes. Students do not develop motivation in isolation. Rather, motivation is continuously shaped through participation in learning experiences that either encourage or discourage engagement with the target language. The positive association identified in this study therefore supports the view that communicative motivation is socially situated and context-dependent. When students experience supportive learning environments, they are more likely to perceive English as accessible, meaningful, and worth using. Conversely, limited opportunities for participation may weaken learners' motivation to engage in communication.

However, the descriptive findings reveal a more nuanced picture. Students reported relatively high levels of confidence, enjoyment, and motivation related to classroom communication, yet they reported considerably lower levels of initiating conversations in English. This pattern suggests that motivation to communicate should not be viewed as a single, uniform construct. Instead, the findings point to a distinction between classroom motivation and authentic communicative motivation. Classroom motivation refers to learners' willingness and confidence to participate in communication activities within structured instructional settings, whereas authentic communicative motivation refers to their readiness to initiate and sustain communication beyond institutional requirements.

This distinction offers an important insight into the nature of communicative motivation in EFL contexts. Students may become comfortable participating in teacher-directed activities, presentations, or classroom discussions without necessarily developing

the communicative agency required for spontaneous language use. In other words, communicative readiness developed in classroom environments does not automatically translate into communicative enactment in real-life situations. This finding challenges the common assumption that increased classroom participation will naturally lead to greater communication outside the classroom. The transition from instructional communication to authentic communication appears to require more than confidence alone; it also requires opportunities, necessity, and meaningful reasons to use the language.

The sociolinguistic realities of the Indonesian EFL context may also explain the discrepancy between confidence and communication initiation. English remains largely confined to educational settings and is rarely required for everyday communication. Consequently, students may recognise the value of English, feel confident in classroom tasks, and express strong motivation to improve their proficiency while simultaneously perceiving few opportunities to use English in their daily lives. Previous research has similarly highlighted the importance of communication opportunities and contextual support in transforming motivational dispositions into actual communicative behaviour [17], [29], [33]. Therefore, motivation alone may be insufficient when authentic communication opportunities remain limited.

The regression model's relatively modest explanatory power provides additional insight. Although the relationship between English learning experiences and motivation to communicate was statistically significant, English learning experiences explained only 19.9% of the variance in motivation to communicate. This finding indicates that a broader network of interacting factors likely influences communicative motivation. Variables such as language anxiety, self-efficacy, perceived communicative competence, peer support, identity investment, and opportunities for authentic communication may contribute substantially to learners' motivation [33], [36], [40]. Consequently, English learning experiences should be viewed as one important component within a more complex motivational system rather than as the sole source of communicative motivation.

These findings contribute to the existing literature by highlighting the importance of distinguishing between motivational readiness and communicative behaviour. While previous studies have often emphasised the role of positive learning experiences in supporting language-learning motivation, the present study demonstrates that positive learning experiences can coexist with limited communication initiation. This observation suggests that educational environments can successfully cultivate motivation without necessarily fostering authentic language use. As a result, future discussions of communicative motivation may benefit from greater attention to the conditions that enable learners to transform classroom-based motivation into real-world communication practices.

From a pedagogical perspective, the findings underscore the need to create learning experiences that bridge the gap between classroom communication and authentic communication. Teachers may incorporate role-play activities based on real-life situations, peer discussion tasks, English conversation clubs, digital speaking projects, video-based speaking assignments, and interaction with online English-speaking communities. Such activities may provide students with meaningful opportunities to use English for genuine communicative purposes rather than solely for academic requirements. Technology-

supported learning environments may be particularly valuable because they allow learners to engage with English beyond the physical classroom while maintaining a supportive learning context [41], [42].

Finally, the findings should be interpreted in light of the study's measurement characteristics. The English Learning Experiences scale demonstrated marginal internal consistency ( $\alpha = .612$ ) during the pilot study. Although this level of reliability was considered acceptable for exploratory educational research, it may have reduced measurement precision. Consequently, the strength of the observed relationship should be interpreted cautiously. Future studies should continue refining the instrument and employ additional methods, such as interviews, classroom observations, and longitudinal designs, to develop a more comprehensive understanding of the factors associated with students' motivation to communicate in English.

#### 4. CONCLUSION

This study examined the relationship between English learning experiences and students' motivation to communicate in English among secondary school students in Yogyakarta. The findings revealed that students generally reported positive English learning experiences and relatively high motivation to communicate. However, despite demonstrating confidence and positive attitudes toward English communication, students reported lower levels of communication initiation outside the classroom. The regression analysis indicated a significant positive predictive relationship between English learning experiences and motivation to communicate, suggesting that students with more positive learning experiences tended to report higher levels of communicative motivation. At the same time, the findings highlight that factors beyond learning experiences alone likely influence communicative motivation, as the model explained 19.9% of the variance in communicative motivation.

These findings underscore the importance of creating supportive, meaningful learning environments and providing opportunities for authentic communication beyond the classroom. Nevertheless, the findings should be interpreted in light of several limitations, including a relatively small convenience sample, a cross-sectional design, reliance on self-report questionnaires, and the marginal reliability of the English Learning Experiences scale. Future research is encouraged to employ larger and more diverse samples, longitudinal designs, classroom observations, interviews, and mixed-method approaches to develop a more comprehensive understanding of how learning experiences are associated with students' motivation to communicate in English across different educational contexts.

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