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Teaching Styles and Learning Facilities Influencing Student Motivation in English Learning

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Abstract
This study investigates the influence of teaching styles and learning facilities on students' motivation in learning English at the junior high school level in Banggai Regency, Indonesia. Drawing on Deci and Ryan's (1985) Self-Determination Theory and Gardner's (2010) Socio-Educational Model, this research adopts a mixed-methods design involving 60 eighth-grade students. Quantitative data were collected using structured questionnaires, while qualitative insights were obtained through semi-structured interviews with a total of twelve purposively selected participants.The findings reveal a significant positive relationship between facilitative teaching approaches and students' intrinsic motivation. Classrooms equipped with adequate and functional learning facilities, such as audiovisual tools, digital learning media, and conducive physical environments, were also found to enhance students' engagement and motivation levels. Interview results further underscore how autonomy-supportive teaching, interactive activities, and access to relevant learning resources can minimize anxiety and increase willingness to participate in language learning. The study highlights the synergistic effect between pedagogical approaches and the learning environment, indicating that even effective teaching practices may fail to produce optimal motivational outcomes in under-resourced settings. Practical implications are provided for educators, school administrators, and policymakers to support the integration of student-centered pedagogy and investment in school infrastructure to improve language learning outcomes. Limitations of the study include its restricted sample size and geographic concentration, suggesting the need for broader and longitudinal research to assess the generalizability and long-term impact of teaching styles and learning facilities on student motivation.

Keywords: Educational Psychology, English Learning, Learning Facilities, Student Motivation, Teaching Style

INTRODUCTION

Motivation occupies a central position in second language acquisition, functioning as a pivotal psychological construct that influences whether learners initiate, sustain, and ultimately succeed in their language learning endeavors. In educational contexts, particularly in environments where English is taught as a foreign language (EFL), motivation frequently determines the extent of learners' engagement, persistence, and resilience when confronted with linguistic challenges. Unlike innate cognitive abilities or language aptitude, motivation is inherently dynamic; it can be cultivated or diminished by a range of internal and external factors, including the instructor's pedagogical approach and the overall quality of the learning environment. (Dörnyei & Ushioda, 2011)

In this regard, both teaching styles and the adequacy of learning facilities play a crucial role in shaping students' motivational trajectories, influencing not only their immediate classroom engagement but also their long-term language learning outcomes.

In Indonesia, English has long been integrated into the national curriculum and is taught across various educational levels. However, many students continue to struggle with maintaining consistent motivation in English classes. This may be due in part to instructional methods that do not support learner autonomy, and in part to under-resourced school environments that fail to provide students with adequate learning tools. As Lamb (2017) points out, in EFL contexts like Indonesia, where English is not used outside the classroom, classroom-based motivation becomes even more critical classroom-based motivation becomes even more critical because it is the primary source of language input and engagement.

Teaching style here refers to the consistent traits and behaviors that teachers display in the classroom across situations, including how they present material, interact with students, and manage tasks. (Yoshida et al., 2023)

A teacher's style can significantly shape the classroom climate and determine the extent to which students feel encouraged, supported, or inhibited in their learning. Research shows that facilitative teaching styles, which emphasize student participation, autonomy, and supportive teacher–student relationships, are positively associated with learner motivation, especially in language learning (Reeve & Cheon, 2024). In contrast, marked by high control and low student input authoritarian or rigid teaching stylestend to suppress motivation by limiting opportunities for self-expression and creativity.

Simultaneously, learning facilities represent the physical and technological resources available in a classroom or school, including audiovisual equipment, seating arrangements, classroom size, lighting, access to the internet, textbooks, and digital learning tools. These environmental factors play a crucial role in facilitating or impeding the learning process. According to Cognitive Load Theory, well-structured learning environments reduce extraneous cognitive load, enabling learners to allocate more mental resources to processing and understanding new information (Sweller et al., 2019). Poor physical conditions, such as overcrowded classrooms, malfunctioning equipment, or inadequate instructional materials can not only hinder comprehension but also lead to boredom and disengagement (Agustina, 2019).

Despite the importance of both teaching style and learning facilities, most studies in the Indonesian EFL context have tended to examine these factors in isolation. For example, Kusumawati and Wahyuni (2020) investigated the effect of school infrastructure on learning motivation but did not explore how teaching styles might moderate that relationship. Similarly, other studies focused exclusively on teaching strategies without accounting for the material realities of classrooms (Gilakjani, 2012). As such, there is limited empirical research examining the interaction between pedagogical approaches and environmental conditions in shaping student motivation in Indonesian junior high schools.

This study aims to fill that gap by exploring how teaching styles and learning facilities jointly influence students' motivation to learn English in junior high schools in Banggai Regency, Indonesia. The setting provides a valuable context for this inquiry, as it includes schools with varying degrees of infrastructure and a diversity of teaching practices shaped by teacher training, institutional resources, and local constraints. By considering both instructional and environmental variables, this study offers a

more holistic understanding of the motivational landscape in EFL classrooms. As Susanti et al. (2020) argue, "motivation is sustained when instructional approaches are reinforced by adequate resources, creating a cohesive learning ecology that nurtures both engagement and achievement."

The research is anchored in two primary theoretical frameworks: Self-Determination Theory (SDT) by Deci and Ryan (1985), and Gardner's Socio-Educational Model (2010). SDT posits that intrinsic motivation is supported when learners' psychological needs for autonomy, competence, and relatedness are fulfilled. Teachers who support student autonomy by providing choice, encouragement, and constructive feedback are more likely to nurture motivation. Gardner's model complements this perspective by emphasizing the importance of learner attitudes, motivation, and the classroom environment in second language learning. According to Gardner (2010), motivation is shaped not only by internal desire but also by external influences such as peer relationships, teacher behavior, and learning conditions.

By integrating these two frameworks, this study seeks to answer three key research questions: (1) How do different teaching styles affect students' motivation in learning English? (2) What is the role of learning facilities in supporting or constraining motivation? and (3) To what extent does the interaction between teaching styles and learning facilities influence students' engagement and motivation in the EFL classroom?

The findings of this study are expected to contribute to both theory and practice. On a theoretical level, the research deepens our understanding of how contextual variables interact with motivational processes in second language acquisition.

On a practical level, the study provides evidence-based recommendations for teachers, school leaders, and policymakers aiming to create more effective and motivating English learning environments. In line with Indonesia's broader educational reforms, which emphasize character development and 21st-century skills, understanding the motivational impact of classroom instruction and facilities is essential for fostering learners who are both competent and enthusiastic users of English.

LITERATURE REVIEW

A comprehensive understanding of student motivation in second language learning requires the integration of multiple theoretical and empirical perspectives. This section explores key concepts and previous research related to teaching styles, learning facilities, and their influence on learner motivation, particularly within the framework of Self-Determination Theory (SDT) and Gardner's Socio-Educational Model. These theoretical frameworks provide a basis for analyzing how pedagogical strategies and environmental conditions contribute to shaping students' engagement in English learning.

The Concept of Motivation in Second Language Learning

Motivation in second language acquisition is a central factor influencing learner success. It initiates language learning and sustains the effort needed to navigate challenges, shaping both the direction and intensity of behavior. Recent studies highlight that motivation interacts with personal goals, self-concept, and contextual factors, affecting whether learners engage or withdraw from tasks (Al-Hoorie & MacIntyre, 2019; Lamb, 2017).

Recent work in language motivation builds on Gardner's original framework, describing three components: attitudes toward the learning situation, integrative motivation (the desire to connect with the target language

community), and instrumental motivation (learning for practical goals such as career or academic success) (Papi & Hiver, 2020).

These dimensions remain influential in understanding how learners' goals and attitudes shape their engagement in language study.The socio-educational model highlights how classroom dynamics, peer influence, and the school environment shape students' motivation over time.

Another major contribution to the understanding of motivation comes from Deci and Ryan's (1985) Self-Determination Theory (SDT), which categorizes motivation into intrinsic and extrinsic forms. Intrinsic motivation refers to engaging in an activity for the inherent satisfaction it provides, while extrinsic motivation in driven by external rewards or pressures drive extrinsic motivation. According to SDT, the degree to which students feel autonomous, competent, and related to others determines whether they will be intrinsically motivated or not. Environments that support these three basic psychological needs are considered autonomy-supportive and are more likely to lead to sustained motivation.

In the context of English language learning, intrinsic motivation is particularly important. Students who enjoy the learning process are more likely to engage in communicative activities, seek out language exposure beyond the classroom, and persist despite difficulties. By contrast, extrinsically motivated students may only participate for grades or external validation, which often results in lower engagement over time.

Teaching Styles and Their Influence on Motivation

Teaching Teaching style can be defined as the habitual behavior patterns, attitudes, and strategies that teachers use to manage the learning environment. These behaviors are not simply delivery methods; they encompass classroom interaction, the degree of structure or flexibility, and the teacher's responsiveness to students' needs. Numerous models have been proposed, with a commonly accepted distinction including authoritative, facilitative, and delegative approaches (Grasha, 1996). More recent research extends this perspective by depicting teaching styles not as static categories, but as "persistent patterns of behavior and actions that subtly vary across contexts, reflecting a teacher's personal dispositions, beliefs, and pedagogical philosophy" (Keerthigha & Singh, 2023).

Among these, facilitative teaching, often associated with student-centered pedagogy, has shown the most promise in enhancing motivation. Facilitative teachers encourage collaboration, open communication, problem-solving, and reflection. They view students as active participants in their learning journey and provide autonomy-supportive environments. This aligns closely with SDT, as teachers who provide meaningful rationales, acknowledge students' perspectives, and offer choices foster a greater sense of autonomy and competence (Reeve, 2009).

Empirical evidence highlights the strong relationship between teaching style and learner motivation. Recent research indicates that student-centered and autonomy-supportive approaches can significantly enhance students' academic achievement and engagement (Jia & Hew, 2021). Similarly, teachers who foster low-anxiety, supportive classroom environments and demonstrate genuine enthusiasm positively influence learners' motivation and persistence in language learning (Mercer & Dörnyei, 2020). These findings underscore the importance of teaching styles as a key factor in shaping positive motivational trajectories in education.

Conversely, authoritarian or teacher-centered styles are often associated with lower motivation. These styles typically involve rigid lesson plans, minimal student interaction, and limited opportunities for autonomous learning. Students in such environments may feel disempowered, bored, or anxious, leading to disengagement from language learning tasks.

The Role of Learning Facilities in Supporting Motivation

Learning facilities play a pivotal role in shaping students' comfort, engagement, and learning outcomes. Research highlights that elements of the classroom physical environment—such as thermal comfort, ventilation, lighting, and spatial arrangement—are directly linked to the comfort levels experienced by teachers and students, which in turn influence the quality of teaching and learning (M. et al., 2015). Similarly, studies in secondary school settings have shown that well-structured classrooms with adequate facilities can significantly enhance academic achievement, improve knowledge retention, and boost student motivation compared to poorly equipped environments (Suleman et al., 2014). More recently, experimental research using virtual reality simulations revealed that both illuminance levels and correlated color temperature substantially affect cognitive performance, including memory retention and reaction time, underscoring the importance of optimizing lighting conditions to support effective learning (Mostafavi et al., 2024).

Cognitive Load Theory offers a useful framework for understanding the role of learning facilities in supporting learning. Poorly designed environments can increase extraneous cognitive load, hindering students' ability to process information (Sweller et al., 2019). For example, noise, overcrowding, or lack of visual aids can reduce focus and comprehension. Conversely, well-equipped classrooms with digital media and interactive tools can minimize distractions, optimize cognitive resources, and promote deeper engagement with learning tasks.

(Agustina, 2019), in an Indonesian-based study, found that students who perceived their school environment as well-equipped and comfortable reported higher levels of learning motivation. Furthermore, access to audiovisual tools, mobile-assisted language learning (MALL), and multimedia content has been shown to enhance vocabulary acquisition, listening comprehension, and student enthusiasm in EFL contexts (Rahimi & Yadollahi, 2011).

In rural or under-resourced schools, however, limited infrastructure continues to pose barriers. Large class sizes, malfunctioning audio systems, outdated textbooks, and lack of internet access all contribute to a demotivating atmosphere. This suggests that even the most effective teaching style may be compromised if it is not supported by adequate facilities.

In line with these findings, Wahyuni et al., (2020 emphasized that integrating technology, such as the use of online learning platforms, can facilitate meaningful learning and promote students' independent learning skills.

However, Ajiza et al., (2024) noted that EFL students often face challenges in using mobile learning applications, including limited accessibility and usability issues, which can hinder engagement and reduce motivation if not addressed effectively.

The Interaction Between Teaching Styles and Learning Facilities

While both teaching style and learning facilities independently contribute to student motivation, their interactional effects warrant closer examination. A facilitative teacher in a poorly equipped classroom may struggle to implement collaborative activities or integrate technology. Similarly, modern learning tools

may remain underutilized if the teaching approach is overly rigid or passive.

This interplay supports the need for a holistic approach in educational planning—one that considers both the pedagogical and infrastructural dimensions of learning. Schools that align teaching practices with resource investment are more likely to foster sustainable motivation and improved academic outcomes.

To date, limited empirical research has directly explored the combined influence of teaching style and learning facilities on motivation in Indonesian junior high schools. Most studies tend to isolate one variable, leaving a gap in understanding how these two dimensions may reinforce or negate each other. This study seeks to fill that void by examining both variables simultaneously through a mixed-methods framework.

METHODOLOGY

This study employed a convergent mixed-methods design, integrating both quantitative and qualitative approaches to comprehensively examine the influence of teaching styles and learning facilities on students' motivation to learn English. This methodological choice was informed by the complexity of the research problem, which involves both measurable relationships among variables and nuanced learner experiences that require in-depth exploration.

Research Design

The study followed a quantitative correlational design to determine the statistical relationships among the key variables—teaching styles, learning facilities, and student motivation. This was complemented by qualitative inquiry in the form of semi-structured interviews to gain deeper insights into students' perceptions, attitudes, and experiences. The combination of these approaches provided both breadth and depth, increasing the validity and richness of the findings.

The research questions guiding this study were:

1. To what extent do teaching styles influence students' motivation in learning English?
2. What is the role of learning facilities in shaping students' English learning motivation?
3. How do teaching styles and learning facilities interact to influence student motivation?

Setting and Participants

The study was conducted in three public junior high schools located in Banggai Regency, a rural district in Central Sulawesi, Indonesia. These schools were selected due to their varying levels of resources and diversity in teaching practices. The region represents a typical Indonesian educational context in which disparities in infrastructure and pedagogical quality coexist.

The sample consisted of 60 students (male and female), all of whom were in Grade VIII (eighth grade), with ages ranging between 13 and 15 years. The selection of participants was based on stratified random sampling, ensuring representation from different classrooms, gender, and socioeconomic backgrounds. Twelve students were then purposively selected for interviews based on their questionnaire responses, academic performance, and willingness to participate further.

The small sample size was chosen for manageability and depth of analysis but is acknowledged as a limitation in terms of generalizability.

Instruments and Measures

1. Questionnaire
   A structured questionnaire was developed and used to collect quantitative data. The instrument consisted of three sections:

Teaching Style Scale: Adapted from Grasha's Teaching Style Inventory (1996), with modifications based on Dörnyei's (2001) motivation framework. It assessed students' perceptions of their teachers' approaches (e.g., facilitative, authoritarian, delegative).

Learning Facilities Checklist: Evaluated students' access to and use of educational tools such as audiovisual aids, digital resources, classroom comfort, and material availability.

Student Motivation Scale: Based on the Intrinsic Motivation Inventory (Deci & Ryan, 1985), this section measured both intrinsic and extrinsic aspects of English learning motivation.

Each item was scored on a 5-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). A pilot study with 15 students was conducted to test the reliability of the instrument, resulting in a Cronbach's alpha of .87, indicating high internal consistency.

2. Interview Protocol

The qualitative component employed semi-structured interviews to allow for both consistency and flexibility in questioning. The interview guide included open-ended prompts such as:

1. "How do your teachers usually teach English in class?"
2. "What kind of classroom environment helps you learn best?"
3. "Can you describe a time when you felt especially motivated or demotivated in learning English?"

Interviews were conducted in the local language (*Bahasa Indonesia*) to ensure comfort and clarity, and each lasted approximately 20–30 minutes. The sessions were audio-recorded, transcribed verbatim, and translated into English for analysis.

Data Collection Procedures

Data were collected over a four-week period during the second semester of the academic year. After obtaining informed consent from school principals, teachers, parents, and students, the researchers distributed the questionnaires to all 60 participants during regular English classes. Instructions were read aloud, and students were encouraged to ask questions for clarification.

Following the completion of the questionnaires, researchers reviewed the results and identified twelve students for follow-up interviews. Participants were selected based on a variety of criteria to ensure variation in motivational levels, school performance, and demographic characteristics. All ethical protocols were adhered to throughout the process, including confidentiality, voluntary participation, and the right to withdraw at any time.

Data Analysis

1. Quantitative Analysis

The questionnaire data were coded and analyzed using SPSS (Statistical Package for the Social Sciences) version 25. Descriptive statistics (means, standard deviations) were computed to summarize participants' responses. Pearson correlation coefficients were calculated to examine the relationships among teaching styles, learning facilities, and student motivation. Statistical significance was determined at the $p < .05$ and $p < .01$ levels.

2. Qualitative Analysis

Interview transcripts were analyzed using thematic analysis. The process involved several stages:

1. Familiarization with the data by repeated reading of transcripts.
2. Coding of meaningful units related to teaching approaches, facility

conditions, emotional responses, and learning preferences.

3. Categorization of codes into broader themes such as "autonomy support," "technological access," "teacher-student interaction," and "motivational barriers."
4. Interpretation by comparing themes with theoretical constructs from SDT and Gardner's model.

Triangulation of data sources (questionnaire and interview) and methods (quantitative and qualitative) was used to ensure trustworthiness and validity of the findings.

Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional board, and all participants were treated in accordance with ethical standards for research involving minors. Parents or guardians signed consent forms on behalf of students under the age of 18. Participants' names were anonymized and data were securely stored to protect confidentiality.

The researchers maintained a neutral, non-evaluative stance during data collection to avoid introducing social desirability bias. All student participants were informed that their academic grades would not affect responses or participation.

Summary

In summary, the research design employed in this study provided both empirical rigor and interpretive depth. By combining statistical analysis with student narratives, the methodology aimed to uncover on only whether teaching styles and learning facilities influenced student motivation, but also how and why these effects occurred in the lived experiences of learners. The methodological triangulation enhances the reability of the conclusions' drawn and provides a robust foundation for subsequent discussion and interpretation of results.

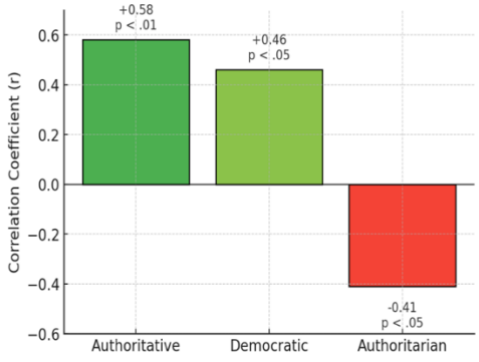
RESULT AND DISCUSSION

This section presents the findings from the quantitative and qualitative data collected in the study, organized around the three research questions. The results from the questionnaire data are presented first, followed by qualitative insights derived from the interviews. These findings are then discussed in light of the relevant theoretical frameworks, prior research, and the broader educational context

Influence of Teaching Styles on Motivation

Quantitative results revealed a strong positive correlation between facilitative teaching styles and students' intrinsic motivation to learn English ($r = .62$, $p < .01$). Students who perceived their English teachers as encouraging, interactive, and responsive to their needs were significantly more likely to express enjoyment in learning, confidence in their abilities, and a willingness to engage in class activities. Conversely, teaching styles characterized as authoritarian—marked by strict control, minimal student autonomy, and a lack of interaction—were negatively correlated with motivation levels ($r = –.41$, $p < .05$). This relationship is illustrated in Figure 1, which compares correlation coefficients for different teaching styles.

Figure 1 *Correlation between teaching styles and student motivation*



These results are consistent with Self-Determination Theory, which emphasizes the role of autonomy-supportive environments in enhancing intrinsic motivation (Deci & Ryan, 1985). Facilitative teachers create conditions that support students' needs for autonomy, competence, and relatedness—fostering a sense of ownership over the learning process. In contrast, authoritarian environments tend to suppress these psychological needs, resulting in decreased engagement and surface-level learning. Interview data supported the quantitative findings.

Many students described feeling more motivated in classes where teachers allowed participation, humor, creativity, and group activities. One student shared:

"When our teacher lets us do group discussions or speak freely in English, I feel excited. I want to try more, even when I make mistakes, because it feels fun and relaxed."

Another student stated:

"Teachers who smile and talk to us personally make English class feel safe. I'm not afraid of making errors when I know my teacher is supportive."

However, students also reported feeling discouraged when their teacher used monotonous methods or discouraged student input. A participant explained:

"Sometimes the teacher just reads from the book and writes on the board. We sit silently and copy. I lose interest because it's boring and stressful."

This contrast suggests that student-centered, interactive teaching styles not only boost engagement but also reduce anxiety—two critical components in effective language acquisition. These findings echo the work of Tella (2007) and Dörnyei & Ushioda (2011), who emphasized the motivational power of positive teacher-student interactions and active learning.

Impact of Learning Facilities on Motivation

Analysis of the questionnaire data also showed a statistically significant positive correlation between the availability of learning facilities and student motivation ($r = .57$, $p < .01$). Classrooms equipped with audiovisual tools, internet connectivity, digital English materials, and proper physical arrangements were perceived as more supportive of learning and more enjoyable to attend. Students who reported having access to such facilities also showed higher intrinsic motivation scores. (**See Figure 2**)

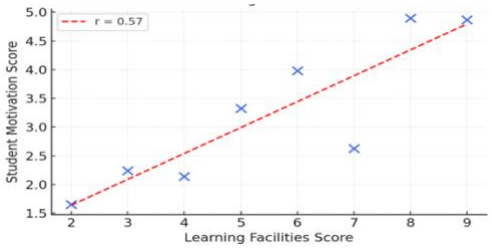


Figure 2 *Correlation between learning facilities and student motivation*

These findings align with Sweller's Cognitive Load Theory (1988), which posits that a well-designed environment reduces extraneous cognitive load, enabling students to focus more effectively on learning content. In contrast, disorganized, noisy, or resource-scarce classrooms create distractions and frustration, diminishing the student's ability to learn.

From the interviews, students repeatedly highlighted how access to multimedia and digital resources enhanced their motivation. One said:

"When we use projectors or watch English videos, learning becomes more interesting. I remember things better."

Another participant commented:

"We sometimes use the internet to do English games or quizzes. It's fun and helps me study without stress."

However, not all students had access to such environments. In some schools, the lack of working speakers, internet, or even adequate lighting created challenges. A student explained:

"Our class has no speakers. Sometimes we can't hear the teacher or listen to audio. It's hard to understand English that way."

Others mentioned overcrowded classrooms as a major issue:

"There are more than 40 students in one room. It's noisy and hot. I can't concentrate and feel sleepy."

These findings illustrate that even the most motivated students can lose focus and enthusiasm when the physical learning environment is inadequate. The results emphasize the need to view motivation not only as a psychological phenomenon but as one shaped by the broader ecology of the classroom.

Interplay Between Teaching Styles and Learning Facilities

While teaching styles and learning facilities each had an independent effect on motivation, the data suggest a synergistic relationship between the two. Students demonstrated the highest levels of motivation when both facilitative teaching and well-equipped classrooms were present. Conversely, motivation dropped when one element was lacking—even if the other was present.

For example, a few students reported that their teacher used engaging methods but struggled to deliver lessons effectively due to poor infrastructure. One student said:

"Our teacher is very good—she lets us speak and use English in fun ways. But our class doesn't have speakers or a projector. Sometimes we can't do the activities she plans."

In another case, a school had recently received new technological equipment, but students felt it was underutilized:

"We have new smart TVs in class, but the teacher just writes on the board. We don't use them often."

These examples demonstrate that neither pedagogy nor infrastructure alone is sufficient to support sustained motivation. Optimal learning conditions arise when student-centered teaching strategies are paired with functional, accessible learning tools.

This aligns with Gardner's (2010) emphasis on the importance of both attitudinal and environmental factors in sustaining motivation over time. It also highlights a gap in educational practice: resource investments in schools must be matched by pedagogical training for teachers to use these tools effectively.

Comparative Patterns Across Schools

Further analysis showed that schools with moderate resources but strong facilitative teaching outperformed those with better resources but rigid teaching styles. This suggests that teacher agency can partially compensate for infrastructural deficits, although not indefinitely. In contrast, schools with both limited resources and controlling pedagogies reported the lowest motivation levels.

This pattern supports Reeve's (2009) work on motivational climate, which stresses that teachers can be powerful mediators of motivation even in less-than-ideal conditions. However, without systemic improvements in school facilities, their efforts may have limited impact over time.

Practical and Policy Implications

The combined findings of this study offer several actionable insights:

1. **Teacher training programs** should emphasize not only content knowledge, but also motivational pedagogy and student-centered approaches. Teachers should be equipped to create autonomy-supportive environments, use humor, integrate group work, and allow students to express themselves without fear of failure.
2. **Investment in learning infrastructure** should be prioritized, especially in rural or under-resourced schools. This includes ensuring access to electricity, audiovisual devices, reliable internet, sufficient classroom space, and updated English learning materials.
3. **Professional development** should include modules on how to integrate how to integrate technology into English instruction effectively. Without adequate training, even well-funded technological interventions may go unused or be misappliedebe .
4. **Educational leadership** at the district and school levels should aim to align pedagogical goals with infrastructure development. Strategic planning must treat teaching methods and learning conditions as interdependent rather than isolated components.
5. **Learner voice** should be incorporated into educational planning. Students in this study offered insightful feedback about what motivates them, and involving them in school development decisions can increase their ownership and engagement.

Summary of Discussion

This study demonstrates that motivation in English language learning is shaped by both human and environmental factors. Facilitative, student-centered teaching styles significantly boost learners' intrinsic motivation by creating a supportive and enjoyable classroom atmosphere. Meanwhile, well-maintained and resource-equipped classrooms provide the tools and setting necessary for meaningful language engagement.

The interaction between these two elements is crucial: effective teaching requires a supportive environment, and good infrastructure is only valuable when used meaningfully by motivated educators.

CONCLUSION

This study examined the extent to which teaching styles and learning facilities influence junior high school students' motivation to learn English in Banggai Regency, Indonesia, drawing on Self-Determination Theory and Gardner's Socio-Educational Model. Employing a mixed-methods design, it combined quantitative analysis of student survey responses with qualitative insights from interviews. The findings revealed that both teaching styles and learning facilities are pivotal in shaping learners' motivation. Facilitative teaching—marked by student-centered instruction, autonomy support, and emotional responsiveness—was strongly associated with higher intrinsic motivation. Teachers who encouraged active participation, allowed room for mistakes, and cultivated a low-anxiety classroom climate fostered greater enjoyment of learning and persistence in language tasks.

Similarly, well-resourced learning environments, equipped with audiovisual aids, digital content, functional infrastructure, and manageable class sizes, enhanced cognitive engagement and reduced distractions. Students expressed greater enthusiasm and sustained attention when lessons incorporated multimedia tools, group

activities, and comfortable classroom conditions, whereas under-resourced settings often dampened motivation regardless of teacher effort. Importantly, the interaction between pedagogy and infrastructure created a synergistic effect: the highest levels of motivation occurred when students experienced both strong teaching and supportive facilities. Improvement in one domain alone proved insufficient for optimal outcomes, underscoring the need for integrated educational strategies.

The practical implications emphasize the importance of developing teachers' motivational strategies alongside investments in school infrastructure. Educational policies should address these areas simultaneously to generate sustainable improvements in learner engagement. Student feedback should also inform teaching evaluation, classroom design, and institutional planning to ensure that reforms are responsive to learners' needs.

Despite its contributions, the study's small and localized sample limits generalizability, suggesting the need for larger, more diverse, and longitudinal research. Overall, the evidence affirms that motivated learners emerge from the combination of motivated teachers and motivating environments.

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