

The Language of Learning: Exploring How Family and Instructional Communication Drive English Education Context

Yetty Faridatul Ulfah *, Faruq Alhasbi, & Farchan Bachtiar

Islamic Institute of Mamba'ul 'Ulum, Surakarta, Indonesia

yettyfaridatululfah@iimsurakarta.ac.id *

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ABSTRACT

Existing studies insufficiently addresses the combined impact of family and instructional communication on English learning motivation among eleventh graders. This study aims to cover this overlooked area by looking into how these types of communication, along with what students intend to learn, impact their motivation to learn English. The study involved 130 participants who were eleventh-grade students at SMA AL Islam 1 Surakarta. Purposive sampling was utilized, with the use of the Slovin formula. The data were analysed by applying the Smart-PLS application to conduct variance-based structural equation modelling (SEM). The research findings indicate that family communication impacts students' interest in learning, shown by the p-value at a level below 0.05, and the t-statistic (4.527) with a coefficient of 0.284. However, family communication does not appear to have an effect on their English learning motivation shown by the failure to meet the p-value requirements of more than 0.05, and the t-statistics (0.676) is not greater than the t-table with a coefficient of only 0.042. These data showed family communication boosts learning interest but not directly English learning motivation. Teacher instruction increases interest without directly affecting motivation. Learning intention acts as a vital mediator, linking communication efforts to motivation enhancement. The study highlights the intricate roles family and teacher communications play in motivating English learning, primarily through the mediating effect of learning intentions. It suggests the need for holistic approaches to study and improve educational strategies for motivation.

1. Introduction

In today's globalized world, human connections transcend all barriers, making English proficiency crucial for effective reading, writing, speaking, and listening. [Suhendar \(2016\)](#) emphasizes the importance of English for clear communication across diverse contexts, as echoed by [Ushioda \(2017\)](#). English, ranking second to Indonesian, serves as a key medium in international arenas ([Prihatin, 2019](#)), necessitating a strong focus on enhancing English skills among students. Motivation plays a pivotal role in mastering English, acting as a significant driver for learning, as noted by [Khansir and Dehkordi \(2020\)](#). It's clear that a learner's motivation directly affects their educational outcomes, with highly motivated students achieving better results in English learning ([Mustafa et al., 2018](#)). Thus, fostering motivation in education is essential for successful language acquisition.

Education is crucial for improving human resources, deeply intertwined with the communication process. Communication facilitates knowledge acquisition and educational success ([Alhasbi et al., 2023](#)). It acts as a bridge in education and training, crucial for delivering educational content. Communication within families and schools plays a key role in student learning success, influencing students' learning interests, especially in English ([Alhasbi et al., 2023](#); [Jefri & Nurjanah, 2022](#); [Thadi, 2019](#); [Usman & Nafliyon, 2021](#)).

Effective communication between parents and children significantly boosts English learning motivation ([Kamuh, 2016](#); [Surti & Parni, 2018](#); [Syafrina, 2022](#)). Positive family dynamics encourage a love for learning ([Surti & Parni, 2018](#); [Ulfah et al., 2022](#)), highlighting the need for parents to understand educational goals and prepare their children adequately. Strong family bonds improve English learning motivation ([Turner & West, 2018](#)), yet many struggle with effective communication ([Alhasbi et al., 2023](#)).

Quality communication, including one-on-one discussions, fosters understanding, respect, and emotional connections, enhancing family dynamics (Ruscher, 2017).

Similarly, teacher-student instructional communication influences English learning motivation. Effective teaching goes beyond instruction to include motivating and facilitating learning, requiring communication skills to convey material clearly (Thadi, 2019; Firdausi, 2018; Usman & Nafliyon, 2021). Teachers' expertise and pedagogical skills significantly impact learning outcomes, necessitating strategies to overcome instructional communication challenges. According to Sopian (2016), the role of a teacher holds great importance in the learning process. Teachers must prepare students to the best of their abilities to be ready to accept and traverse the learning process successfully, striving to achieve the designated learning goals (Jagtap, 2016). Consequently, the teaching and learning activities undertaken by teachers should captivate students' interest and enthusiasm, promoting active participation throughout the learning journey (Zhi & Wang, 2023). This necessitates the use of unique teaching abilities, such as teaching variations. Thus, teaching and learning involve both the teacher and the students. Objective evaluation is key to understanding the material. Teachers who provide exercises for students produce better results than teachers who only explain without providing continuous follow-up.

Motivation is vital in education, acting as the catalyst for effort and action towards achieving goals (Yahya, et al., 2019). It plays a crucial role in guiding and sustaining students' learning activities, propelling them towards academic success (Borah, 2021). Learning interest, defined by Slameto (2019) as a sustained focus and enjoyment in a subject, is closely tied to academic achievement, with a strong interest often leading to better performance (Herawati et al., 2022).

Previous research in the last decade has shown a significant link between communication and English learning motivation. Studies by Simanjuntak and Nainggolan (2018) and Pumhiran and Thanavisuth (2022) highlight the positive impact of good interpersonal communication on students' motivation. (Zarrinabadi, 2014) found that instructional communication by English teachers positively affects students' attitudes towards English classes, it can directly affect students' willingness to communicate in English. Factors such as the teacher's wait time, error correction strategies, topic selection, and support play crucial roles in either encouraging or inhibiting students' engagement and communication in class. Similarly, Bahri (2019) demonstrated that parental support and motivation are crucial for students' English achievements, while Butler (2015) noted the varying effects of parental influence based on socio-economic status and grade level.

Echoing the previous research, this study, focusing on eleventh graders at SMA Al Islam 1 Surakarta, identifies a significant issue: suboptimal motivation for learning English, attributed to both internal perceptions of learning as an unpleasant experience and external factors like insufficient support and recognition. The investigation reveals a crucial gap: the need for updated and varied teaching methods to engage students effectively and the imperative for educators to evolve alongside educational advancements. This study aims to bridge this gap by exploring the interplay between family and instructional communication, student motivation, and the mediating role of learning intention. By analyzing these dynamics through seven targeted hypotheses; 1) the effect of family communication on learning intention, 2) the effect family communication on learning motivation, 3) the impact of instructional communication on learning intention, 4) the impact of instructional communication on learning motivation, 5) the effect of learning intention on learning motivation, 6) the mediating role of learning intention between family communication and learning motivation, and 7) the mediating role of learning intention between instructional communication and learning motivation. This present study seeks to offer insights into enhancing student motivation for English learning. This approach underscores the study's significance in informing educational strategies to foster a more engaging and supportive learning environment.

2. Literature Review

2.1. Learning Motivation

Learning motivation is crucially driven by goals and the activities directed towards achieving them, requiring both the intent and the persistence to maintain these efforts over time (Narca & Caballes, 2021). Syafrina (2022) further elaborates that learning motivation is characterized by students' desire to engage in learning activities to achieve optimal outcomes. Research highlights the influence of teacher-led activities, fair assessment of academic performance, and the cultivation of a positive learning atmosphere on student motivation (Anužienė et al., 2020). Conversely, student demotivation can stem from excessive challenges, lack of instructor support, and unclear or unengaging content delivery.

The complexity of learning English motivation encompasses various intrinsic and extrinsic factors, suggesting the necessity to understand diverse motivators behind students' engagement with language learning (Ryan & Deci, 2000). Indicators of motivation in the educational context include persistence through difficulties, learning independence, achievement, focused attention, and ongoing perseverance (Rahman & Rochayati, 2015). Uno (2016) adds to this by identifying key motivational indicators such as the desire for success, the urge to learn, future aspirations, appreciation for learning, engaging in interesting learning activities, and the importance of a supportive

learning environment. These insights collectively underline the multifaceted nature of learning motivation, emphasizing the importance of addressing various motivational drivers to enhance educational outcomes.

2.2. Family Communication

Family communication serves as a pivotal means for interaction within the household, playing a key role in the development of values and life perspectives (Syafriana, 2022; Yustika & Pribadi, 2021b). It encompasses two primary styles: conversation orientation, promoting open dialogue, and conformity orientation, which emphasizes alignment with parental authority (Littlejohn et al., 2017). This interaction is crucial in shaping an individual's self-perception and societal role, with family relationships being among the most enduring (Wang et al., 2019). Key attributes of effective family communication include openness, empathy, support, positivity, and equality (Rahman & Rochayati, 2015; Surti & Parni, 2018; Syafriana, 2022).

Research underscores the significant impact of family communication on fostering students' learning interest. Engaging in supportive activities like study reminders and accompanying students during study time has proven beneficial for engagement. It highlights that educational engagement requires more than just providing materials; it needs active family involvement offering attention, care, guidance, and empathy (Yustika & Pribadi, 2021). Such communication patterns are crucial in enhancing students' learning intentions, making them more inclined towards academic pursuits (H1).

Further studies affirm the influence of family communication on learning interest, pointing out the importance of parental encouragement and support in fostering a conducive learning environment (Rahman & Rochayati, 2015; Surti & Parni, 2018; Syafriana, 2022). Positive parental engagement has been linked to improved student achievement and development, while a lack of support may hinder these outcomes. Consequently, students who experience constructive family communication patterns are more likely to exhibit higher motivation towards learning (H2).

2.3. Instructional Communication

Instructional communication plays a crucial role in education, aiming to inform, teach, motivate, and shape attitudes and behaviors through both verbal and non-verbal interactions within the teaching context (Jefri & Nurjanah, 2022; Joko, 2018; Shintiyana, 2020). It involves guiding and directing the learning process, with its effectiveness heavily reliant on the teacher's ability to communicate clearly and competently.

Research in instructional communication focuses on enhancing teaching methods that positively affect students' learning emotionally, behaviorally, and intellectually. It emphasizes the importance of understanding messages in face-to-face interactions

between teachers and students, impacting various educational aspects from group work and pedagogy to lifelong communication skills (Mutiah & Utami, 2020). Instructional communication is fundamental for nurturing a learning environment that supports cognitive, affective, and behavioral development (Sellnow et al., 2015).

Effective instructional communication has been shown to significantly influence students' interest in learning and motivation. Studies highlight that teacher-student interactions during lessons can boost students' motivation, leading to improved behaviors and academic outcomes (Joko, 2018; Duta et al., 2015). Teachers who employ effective communication techniques can create a more engaging and supportive classroom atmosphere, enhancing students' learning experiences and outcomes. Consequently, instructional communication is pivotal in influencing both students' interest in learning (H3) and their overall motivation to learn (H4).

2.4. Learning Intention

Learning intention is defined as the combination of positive feelings, like enjoyment and curiosity, towards academic subjects, which significantly influences academic achievement and engagement in specific learning domains (Mutiarah & Sobandi, 2018). This concept underscores that a learner's engagement and motivation are directly linked to the perceived value and interest in the subject matter.

Students who show a high level of interest in their studies tend to exhibit more positive attitudes and behaviors towards learning compared to those with less interest (Nurhasanah & Sobandi, 2016). Interest in learning can be gauged through four key indicators: the degree of interest in the subject, the level of attention given to learning, the motivation behind the learning effort, and the experiences gained from engaging with the subject matter. Characteristics of highly interested learners include sustained focus, finding joy in learning, deriving pride from their interests, showing a preference for engaging in topics they find intriguing, and actively participating in related activities and events (Zulkifli & Setiawan, 2020). This engagement is not just about academic performance but extends to how learners identify with their interests, influencing their educational journey and personal development.

3. Method

3.1. Type of Research

This study employed quantitative methods with explanatory designs to explore the influence of communication factors, specifically family communication and instructional communication, on students' motivation in English learning with learning intention as a mediator. The researcher hypothesizes a causal correlation between family communication (X1), instructional communication (X2), learning motivation

(Y), and interest in learning English (Z). Thus, this consistency enables researchers to formulate multiple hypotheses. Explanatory research was utilized to establish the causal relationship among the investigated variables (Stockemer, 2018).

3.2. Research Setting

This research was conducted on the first semester of 2023/2024 academic year in July 2023 at SMA AL Islam 1 Surakarta.

3.3. Research Subject

The population of this research was all eleventh-grade students at SMA Al-Islam 1 Surakarta. The sample size, determined using the Slovin formula with a 5% error tolerance, consisted of 130 students.

3.4. Technique of Data Collection

Data collection employed a questionnaire with a 1-4 Likert scale consisting of options encompassing strongly agree (4), agree (3), disagree (2), and strongly disagree (1) to gather the respondents' viewpoints. The questionnaires of each variable were displayed to the students in Google form. This research consisted of four variables; Learning Motivation, Learning Interest, Family Communication and Instructional Communication.

The learning motivation questionnaire has six indicators consisted of 14 questions as can be seen in table 1.

Table 1. Grid of Learning Motivation Instrument

No.	Indicator	Number of Items
1.	The existence of desire and need to succeed	1, 2, 3
2.	The encouragement and need to learn	4, 5
3.	The hopes and aspirations for the future	6, 7
4.	The appreciation for learning	8, 9
5.	Interesting activities in learning	10, 11
6.	A conducive learning environment	12, 13, 14

Meanwhile, the learning interest questionnaire has five indicators consisted of 12 questions as displayed in table 2.

Table 2. Grid of Learning Interest Instrument

No.	Indicator	Number of Items
1.	Consistent attention and retention of knowledge	1, 2, 3
2.	Like and pleasure	4, 5, 6
3.	Pride and satisfaction	7, 8
4.	Interest	9, 10
5.	Participation	11, 12

The questionnaire of family communication contains five indicators encompassing 27 questions shown in table 3.

Table 3. Grid of Family Communication Instrument

No.	Indicator	Number of Items
1.	Openness	1, 2, 3, 4, 5, 6, 7
2.	Empathy	8, 9, 10, 11, 12, 13
3.	Supportiveness	14, 15, 16, 17, 18, 19, 20
4.	Positiveness	21, 22, 23
5.	Equality	24, 25, 26, 27

The instructional communication questionnaire consists of four indicators encompassing six questions as can be seen in table 4.

Table 4. Grid of Instructional Communication Instrument

No.	Indicator	Number of Items
1.	Content specifications and instructional objectives	1
2.	Initial behavioral assessment	2, 3
3.	Strategy setting	4, 5
4.	Feedback	6

3.5. Technique of Data Analysis

After collecting the data, we utilized the Smart-PLS (Partial Least Square) application to conduct variance-based structural equation modeling (SEM) for data analysis. This method allowed us to carry out measurement model tests and structural model tests simultaneously. The outer model measurement tests helped ascertain the variables validity and reliability. Structural model testing is conducted using inner model measurements to predict causal relationships between latent variables. Hypothesis testing is determined by the probability value (p) and t-statistics, which is 5% of the t-table value (Anto et al., 2023). Acceptance of the hypothesis requires H_a to be accepted and H_o to be rejected when the t-statistics

value is greater than the t-table with a probability less than 5% ($p < 0.05$).

4. Result

This research aims to explore how family and instructional interactions drive English Education context in relation to influencing motivation to learn English with learning interest as a mediator. In this section, an overview of the data analysis results using SmartPLS will be provided.

4.1. Measurement Model

Measurement model analysis is conducted to assess the relationship between constructs and their corresponding indicators. This analysis evaluates the influence of latent variables and their indicators, otherwise known as how the indicators correspond to each latent variable (Hair et al., 2020). The PLS outer model is beneficial in studying measurement models in research.

The analysis of the PLS Algorithm reveals that 26 out of the 57 indicators have an outer loading value of less than 60% (< 0.6), with 8 of them having a value exceeding 50%. Although tolerable, loading values between 0.5-0.6 (Darwin et al., 2021), are not used in this study as a threshold of 0.6 is preferred for obtaining suitable fit data. To this end, a recalculation of the relevant indicators is performed using the PLS Algorithm to obtain an appropriate outer loading value.

Table 5. Learning Intention variable's Composite

Indicators	Outer Loading	T-Statistics	Indicators	Outer Loading	T-Statistics
FC01	0,666	10,017	IC03	0,825	25,059
FC03	0,633	7,439	IC05	0,798	20,552
FC04	0,648	8,124	IC06	0,842	27,341
FC06	0,740	12,358	IC08	0,818	17,716
FC08	0,764	13,009	IC09	0,735	15,812
FC09	0,805	15,624	Int01	0,753	19,105
FC10	0,731	19,216	Int03	0,655	10,941
FC11	0,812	29,554	Int06	0,714	15,920
FC12	0,828	24,385	Int07	0,755	18,593
FC13	0,740	12,278	Int08	0,648	10,533
FC15	0,747	20,141	Int11	0,636	10,427
FC16	0,713	17,668	Mot01	0,782	22,752
FC18	0,770	13,013	Mot03	0,704	11,455
FC19	0,743	17,243	Mot05	0,859	36,650
IC01	0,664	12,483	Mot07	0,806	20,938
IC02	0,773	13,847			

Therefore, every indicator in the study has a loading value exceeding 0.6 and a t-statistics value exceeding 2.0. This suggests that each indicator utilized in the study could have an impact greater than 60%. Therefore, the indicators employed in the research display strong convergent validity.

Variable validity was assessed based on the average variance extracted (AVE) value. Three variables displayed AVE values exceeding 0.5: Family Communication (0.549), Instructional Communication

(0.610), and Learning Motivation (0.624). Nevertheless, the Learning Intention variable only indicates an AVE value of 0.483. However, a value of AVE below 0.5 but above 0.4 can be deemed acceptable provided that the variable value possesses a Composite Reliability value exceeding 0.6 and exhibits convergent validity that meets the requirements. Consequently, this study shall proceed, as the Learning Intention variable's Composite Reliability value stands at 0.848.

Table 6. Construct validity and reliability

Constructs	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Family Communication (FC)	0,939	0,951	0,944	0,549
Instructional Communication (IC)	0,893	0,896	0,916	0,610
Learning Intention (Int)	0,785	0,789	0,848	0,483
Learning Motivation (Mot)	0,798	0,811	0,868	0,624

Based on the analyzed AVE value, it can be inferred that the utilized variables exhibit excellent convergent validity, which is backed by strong composite reliability values.

Good discriminant validity is indicated if the indicator measuring the construct surpasses the correlation between constructs. In SmartPLS calculations, this is evident from the cross-loading results and the AVE root value.

Table 7. Indicator's Cross Loading

Indicators	Cross Loading				Description
	FC	IC	Int	Mot	
FC01	0,666	0,200	0,314	0,175	Good
FC03	0,633	0,130	0,248	0,166	Good
FC04	0,648	0,123	0,157	0,112	Good
FC06	0,740	0,268	0,341	0,269	Good
FC08	0,764	0,333	0,349	0,324	Good
FC09	0,805	0,253	0,305	0,261	Good
FC10	0,731	0,385	0,488	0,450	Good
FC11	0,812	0,512	0,513	0,489	Good
FC12	0,828	0,441	0,416	0,424	Good
FC13	0,740	0,212	0,267	0,284	Good
FC15	0,747	0,487	0,484	0,493	Good
FC16	0,713	0,369	0,458	0,353	Good
FC18	0,770	0,282	0,253	0,222	Good
FC19	0,743	0,378	0,402	0,457	Good
IC01	0,390	0,664	0,620	0,561	Good
IC02	0,336	0,773	0,381	0,306	Good
IC03	0,319	0,825	0,458	0,438	Good

Indicators	Cross Loading				Description
	FC	IC	Int	Mot	
IC05	0,446	0,798	0,496	0,462	Good
IC06	0,304	0,842	0,508	0,412	Good
IC08	0,333	0,818	0,437	0,394	Good
IC09	0,376	0,735	0,490	0,428	Good
Int01	0,444	0,464	0,753	0,718	Good
Int03	0,440	0,527	0,655	0,475	Good
Int06	0,261	0,453	0,714	0,584	Good
Int07	0,252	0,449	0,755	0,633	Good
Int08	0,307	0,334	0,648	0,611	Good
Int11	0,456	0,436	0,636	0,523	Good
Mot01	0,458	0,518	0,645	0,782	Good
Mot03	0,256	0,298	0,578	0,704	Good
Mot05	0,406	0,441	0,785	0,859	Good
Mot07	0,381	0,525	0,675	0,806	Good

Based on the [table 7](#), it suggests that the indicators measuring the same construct have a higher correlation in cross loading values than with other constructs.

From this, it can be inferred that the indicators exhibit good discriminant validity.

Table 8. AVE and latent variable correlations

Constructs	AVE	Squared AVE	Latent variable correlations			
			FC	IC	Int	Mot
Family Comm. (FC)	0,549	0,741	1,000	0,324	0,361	0,333
Instructional Comm. (IC)	0,610	0,781	0,324	1,000	0,444	0,394
Learn. Intention (Int)	0,483	0,695	0,361	0,444	1,000	0,594
Learn. Motivation (Mot)	0,624	0,790	0,333	0,394	0,594	1,000

[Table 4](#) demonstrates that all constructs possess squared AVE values greater than their correlation values with other constructs. Hence, it can be inferred that the research constructs demonstrate strong discriminant validity.

Construct reliability can be assessed by analyzing the Cronbach's alpha value, deemed optimal when falling between 0.8 and 0.9, with a minimum threshold of 0.7. Table 2 displays the Cronbach's alpha value, indicating that Family Communication construct has high reliability (0.93), Instructional Communication has ideal reliability (0.89), while Learning Motivation

and Learning Intention have low reliability values (0.785 and 0.798). The reliability of the variable construct employed in the research can be deemed good. Accordingly, the research instrument displays good consistency, and the measurements are reliable.

4.2. Structural Model

The following image depicts the inner model that has been normalized. The structural model can be evaluated by considering the R-squared value (R²) and examining the path coefficient.

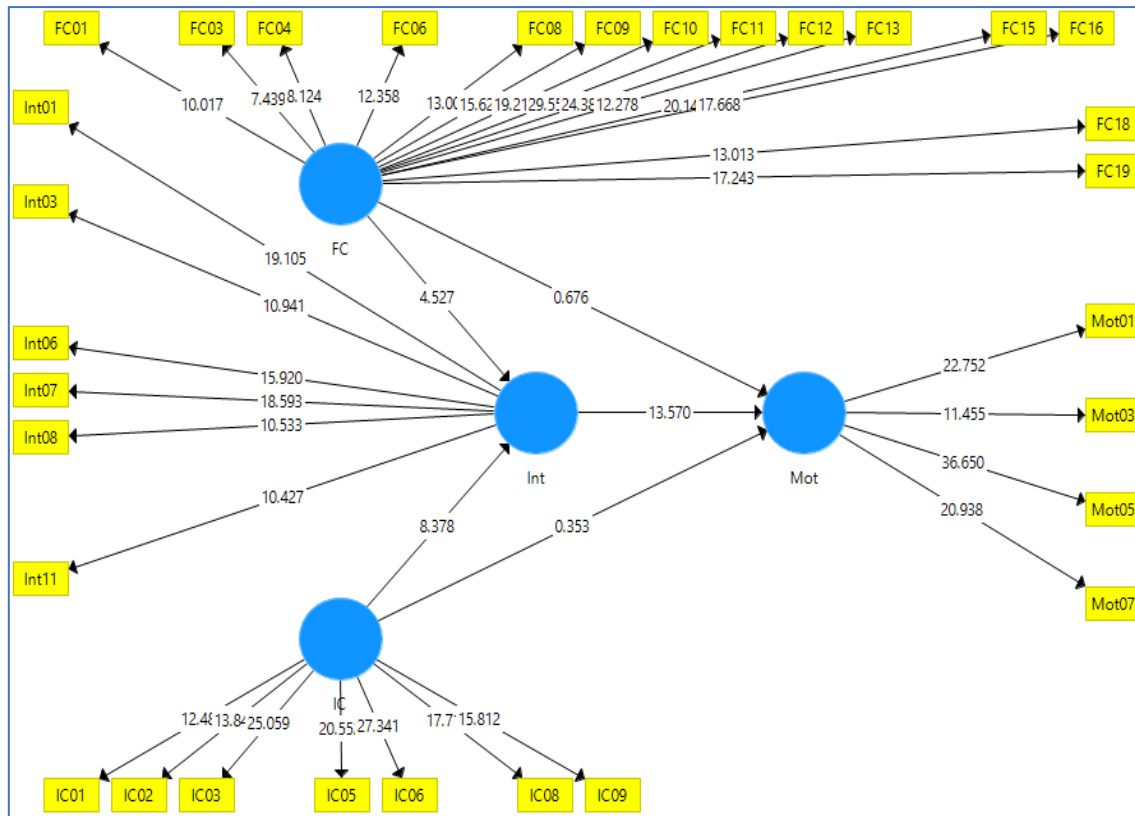


Figure 1. Inner Model Calculation

The study conducts a goodness-of-fit test utilizing R-square to measure the effect of exogenous variables in explaining endogenous variables. As per the findings reported by (Hair et al., 2018), an R-square value is categorized as strong when it exceeds 0.75, moderate at 0.5, and weak around 0.25.

Learning Intention has a moderate criterion with an r-square value of 0.471. This denotes that Family Communication and Instructional Communication constructs influence Learning Intention by 47.1%, and the 52.9% is affected by other variables beyond the research's scope. Learning Motivation possesses a strong criterion, r-square value of 0.733. The constructs of

Family Communication, Instructional Communication, and Learning Intention can influence Learning Motivation by 73.3%. The remaining 26.7% is subject to influence by other variables outside of the study.

A significance test was conducted to analyze the studied path coefficient for both direct and indirect effects. The test utilized 118 degrees of freedom with a significance level of 5%, two-sided 2.5%, resulting in a t-table value of 1.980. In order to accept H_a and reject H_o , the path test must have a t-table value greater than 1.980. Similarly, if it has a value less than 1.980, H_o is accepted and H_a is rejected.

Table 9. Path Coefficient

	Original Sample	Sample Mean	Standard Deviation	T-statistics	P Values
FC > Int	0,284	0,294	0,063	4,527	0,000
FC > Mot	0,042	0,037	0,062	0,676	0,500
IC > Int	0,506	0,503	0,060	8,378	0,000
IC > Mot	0,026	0,030	0,074	0,353	0,724
Int > Mot	0,817	0,819	0,060	13,570	0,000
FC > Int > Mot	0,232	0,242	0,059	3,959	0,000
IC > Int > Mot	0,414	0,412	0,059	7,062	0,000

The [table 5](#) indicates that three out of the five direct effect covariants display significant values with t-statistic values exceeding 1.980 and p-values below 0.05. The covariants identified are Family Communication on Learning Intention (FC > Int), Instructional Communication on Learning Intention (IC > Int) and Learning Intention on Learning Motivation (Int > Mot). The two indirect effect covariates show insignificance due to their p-values exceeding 0.05 and t-statistics being less than 1.980. These covariates are Family Communication on Learning Motivation (FC > Mot) and Instructional Communication on Learning Motivation (IC > Mot).

5. Discussion

This research has yielded several findings aligned with the problem statement outlined in the introduction. The explanation of these findings is provided in the following discussion section.

5.1.1. Family Communication Effect on Learning Intention

In the initial analysis, which examines the influence of family communication effect on learning intention, it shows that family communication plays a significant role in shaping students' interest in learning English, because the p-value indicates statistical significance at a level below 0.05, and the t-statistic (4.527) surpasses the t-test with a coefficient of 0.284. This confirms that family communication influences students' interest in learning, as supported by studies by [Watuliu \(2015\)](#) and [Yustika & Pribadi \(2021\)](#). Positive and open communication given by parents can have a significant impact on children's interest in learning. Communication that involves discussing interesting topics, providing encouragement, and providing emotional support can stimulate children's interest in learning ([Mohibu, 2015](#)). Thus, when family members are actively involved in stimulating and supportive conversations, it often boosts children's inclination to learn. Communication that respects children's opinions, provides praise for their achievements, and demonstrates curiosity about their educational pursuits can likewise enhance children's enthusiasm for learning.

Although relatively low, effective family communication positively influences students' enthusiasm for learning ([Yustika & Pribadi, 2021](#)). Furthermore, high communication intensity correlates with an increase in interest in learning ([Watuliu, 2015](#)). Models provided by family members can also influence children's interest in learning. When children see parents or other family members showing a strong interest in learning and self-development, they tend to imitate that behavior and develop a similar interest in learning.

Therefore, positive, open and encouraging communication within the family can provide a strong foundation for the development of children's interest in

learning. Parents and other family members have an important role in creating an environment that supports and stimulates their children's interest in learning.

5.1.2. Family Communication Effect on Learning Motivation

The second analysis, focusing on the influence of the family communication effect on learning motivation, indicates that family communication does not directly impact students' motivation to learn English. This is shown with the data analysis result that fail to meet the p-value requirements of more than 0.05, and the t-statistics (0.676) is not greater than the t-table with a coefficient of only 0.042.

Family communication does not always have a direct influence on children's learning motivation because learning motivation is influenced by complex and varied factors. Every child has unique characteristics, interests and learning needs. Although family communication can play an important role, a child's learning motivation can also be influenced by internal factors such as personality, self-confidence, and personal interests ([Sihabudin, 2019](#)). In addition, ways of communication within families can vary, and their influence on children's learning motivation can depend on the quality of that communication. Communication that is less supportive or less stimulating may not have a significant impact on children's learning motivation.

The intensity of communication is shallow in the family, where communication is not accompanied by honesty, openness, trustworthiness, cooperation and providing support and simply exchanging information, not opening up to each other between parents and children ([Dharmawan et al., 2023](#)). This only causes children to be less responsible for the tasks they have to do, not work hard enough, not like feedback, and not be challenged to complete tasks as quickly as possible, and less able to set realistic goals that match their abilities.

These results contradict the research conducted by [Amin et al., \(2021\)](#), [Surti & Parni \(2018\)](#) and [Syafriana \(2022\)](#). Effective family communication can impact children's learning motivation and determine its level ([Amin et al., 2021](#); [Surti & Parni, 2018](#)). Nonetheless, students' motivation may weaken, necessitating other factors to keep them engaged in learning ([Syafriana, 2022](#)).

5.1.3. Instructional Communication Effect on Learning Intention

According to the third analysis, which examines the instructional communication effect on learning intention, it is evident that instructional communication significantly influences students' interest in learning English. This is based on data analysis result showing that it fulfills the criteria of having p-values lower than 0.05 and a t-statistic of 8.378, surpassing the t-table with a coefficient of 0.506. This demonstrates that

educators' instructional communication significantly influences students' curiosity in learning. Clear and structured teacher instructional communication can help students understand lesson material better. This is in line with a research conducted by [Moyi et al. \(2020\)](#) suggest that the teacher should be clear when defining concepts, providing examples, and reviewing main points to inspire student cognitive and emotional interest in learning. Providing informational support is one way to demonstrate clarity, which could involve behaviors such as giving students advice, analyzing and offering options, or helping them understand why they do or do not do something correctly.

Therefore, when instructions are delivered in a way that is easy to understand and given with relevant examples, students tend to feel more interested in learning because they feel capable of understanding and mastering the material.

This is evident in the research by [Nadia and Delliana \(2020\)](#), but diverges from the findings of [Jefri and Nurjanah \(2022\)](#). Instructional communication relies on the proficient capabilities of the instructor in teaching materials, which can have a direct or indirect influence on students' enthusiasm to learn English ([Nadia & Delliana, 2020](#)). In assessing future individual attitudes, contend that the emergence of student interest is a significant predictor ([Jefri & Nurjanah, 2022](#)).

Instructional communication also involves providing constructive feedback on a student's learning efforts ([Amiruddin et al., 2021](#)). When the students receive praise and support for their efforts, they tend to feel more motivated to continue learning and improving their abilities. Thus, effective instructional communication can play an important role in influencing children's interest in learning by providing learning experiences that are motivating, relevant, and meaningful for them.

5.1.4. Instructional Communication Effect on Learning Motivation

In the fourth analysis, which delves into the instructional communication effect on learning motivation, it is revealed that instructional communication does not exert a direct influence on students' motivation to learn English. This is shown by data analysis result showing that it does not meet the requirement of the p-value exceeds 0.05. Furthermore, the t-statistics (0.353) is not higher than the t-table with a coefficient of only 0.026. Instructional communication from a teacher does not always have a direct influence on student learning motivation for several reasons, including different teaching styles. [Rahmat and Jannatin \(2018\)](#) suggest that teachers are expected to be able to provide teaching variations in each learning process.

By implementing variations in teaching, teachers can overcome boredom in students, can provide enthusiasm and can arouse students' learning motivation so that the desired learning goals will be achieved. What is effective for one student may not be effective for another. If a teacher's teaching style does not match students' learning styles or interests, their instructional communication may not directly influence students' learning motivation.

These results contradict previous research conducted by ([Joko, 2018](#); [M. A. Suhendar, 2023](#)). Instructional communication by teachers affects student motivation to learn ([Suhendar, 2023](#)) intertwined with the instructional process, objective delivery, material presentation, and learning strategies ([Joko, 2018](#)). Instructional strategies refer to the processes and actions that are consciously deployed by the teachers to assist students in learning ([Gan & Yang, 2018](#)). If teachers are not emotionally involved or connected with students, their instructional messages may not have a significant impact on students' learning motivation. A lack of positive interpersonal interactions between teachers and students can reduce the impact of instructional communication.

Thus, although teacher instructional communication has great potential to influence student learning motivation, there are various factors that can hinder its direct influence. It is important for teachers to pay attention to these factors and strive to create stimulating and motivating learning experiences for students.

5.1.5. Learning Intention Effect on Learning Motivation

Based on the results of the fifth analysis, which explores the learning intention effect on learning motivation, it indicates that instructional communication significantly impacts students' motivation to learn English as it satisfies the p-value criteria of less than 0.05 and the t-statistics (13.570) surpasses the t-table with a coefficient of 0.817. These outcomes are consistent with the studies of [Darmawan \(2018\)](#), and [Putri & Rifai \(2019\)](#). Interest in learning is essential to enhancing motivation for learning ([Darmawan, 2018](#)). A strong interest in learning can trigger high emotional involvement in the learning process. Students tend to be more motivated to learn when they have a deep interest in a particular topic or subject because they feel emotionally connected to the subject matter.

Moreover, learning interest serves as a primary tool for stimulating students' enthusiasm for learning within a specific time period. Students who have a high interest in English learning tend to be more active in seeking information and exploring topics that interest them. A strong interest in a subject can encourage them to engage in more independent learning activities, such as reading English books, watching English videos, or looking for additional information. If students have a

high level of interest in a particular lesson, their concentration naturally improves, thereby increasing the likelihood of achieving success in learning (Putri & Rifai, 2019). A strong interest in learning can help them direct their future planning. They have a deep interest in a field and strong intrinsic motivation to pursue a career or educational path related to their interests.

Thus, interest in learning has been proven to be an important factor in influencing children's learning motivation because deep interest in a subject or topic can trigger high emotional involvement, encourage active involvement in learning, and direct future planning.

5.1.6 Mediation of Learning Intention in Communication and Motivation

The final analysis investigates two mediation pathways: the mediation of Learning Intention between Family Communication and Learning Motivation, and the mediation of Learning Intention between Instructional Communication and Learning Motivation. The findings indicate statistically significant results, with Learning Intention affecting the correlation between Family Communication and Learning Motivation (FC > Int > Mot) and Instructional Communication and Learning Motivation (IC > Int > Mot). Based on the statistical analysis conducted, the covariates have a p-value of less than 0.05 and the t-statistic is greater than the t-table (>1.980). As a result, we can declare that H6, which proposes that Family Communication can influence Learning Motivation through Learning Intention, is significant. Family communication that supports children's interest in learning can help grow, motivate, maintain and strengthen the relationship between children's interest in learning and motivation to learn.

Similarly, H7, which proposes that Instructional Communication influences Learning Motivation through Learning Intention, can also be declared significant based on the findings. Instructional communications that stimulate interest in learning can help motivate, encourage engagement, provide relevance, and maintain students' interest in learning, which in turn will increase their overall learning motivation. This research presents a novel contribution as there is limited literature exploring Learning Intention as a mediating variable.

These findings demonstrate that Learning Intention, operating as Mediating (M) variable, can function as an intervening variable with significant coefficients for X (independent variable) on M and M on Y (dependent variable) (Hayes, 2022). The intervening variable takes the form of full mediation, as evidenced by the non-significant coefficient for X against Y (Darwin et al., 2021). Furthermore, the M variable can produce inconsistent suppression effects due to its nature, wherein the direct effect is not significant, while the indirect effect reveals significant outcomes (Priyanda et al., 2022).

6. Conclusions

This study uncovers the significant role of communication in bolstering students' interest and motivation to learn English, emphasizing the effect of both family and instructional communication, with learning intention acting as a crucial mediator. Unlike prior research that typically explored one-dimensional relationships, this work expands the scope by investigating how these two types of communication, alongside learning intention, jointly influence English learning motivation among eleventh graders. The results of this research indicates that 1) Family communication influences students' interest in English learning. The communication process within the family can impact students' interest in learning, which in turn can significantly promote their desire to learn the language, 2) Family communication does not have a direct influence on student's learning motivation in English due to several factors, including the shallow intensity of communication in the family, 3) Instructional communication impacts students' interest in English learning showing that educators' instructional communication significantly influences students' curiosity in learning, 4) Instructional communication does not have a direct influence on students' motivation to learn English due to several reasons, including different teaching styles, 5) Interest in English learning impacts motivation to learn English because interest in learning is essential to enhancing motivation for learning, 6) Learning Intention mediates Family Communication on learning motivation, and learning intention mediates instructional communication on learning motivation.

The findings highlight that while family communication boosts interest in English, it doesn't directly enhance learning motivation due to factors like low communication depth. Instructional communication, though impactful on interest, similarly doesn't directly boost motivation, affected by varying teaching methods. Yet, learning intention emerges as a key mediator, linking both family and instructional communication with motivation, underlining its significance in the educational dynamic. This research fills existing gaps by providing a more nuanced understanding of these relationships and suggests fostering supportive communication environments and nurturing learning intentions to elevate students' motivation for English learning.

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