THE INFLUENCE OF LANGUAGE ENVIRONMENT IN ISLAMIC BOARDING SCHOOL ON THE ACHIEVEMENT OF ENGLISH-SPEAKING SKILL

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ABSTRACT

The language environment is a crucial factor in enhancing the language acquisition process, or the language environment consists of everything that students may see and hear in their surroundings in order to acquire a new language spontaneously. In addition, the language environment contributes considerably to improving and developing students' English-speaking abilities. Moreover, there are three fundamental components to any successful language learning: the language, the learners, and the learning method. In order to achieve effective language acquisition, the learner, the language being learned, and the language learning process, which includes the language environment, must interact ideally. However, the primary objective of employing a language environment as a learning medium is to ensure that students as information receivers absorb as much knowledge as possible in the form of information and messages. Therefore enhancing their speaking abilities. On the other hand, macro and micro contextual factors must be used to create a language environment. This research aims to find out the influence of the language environment on the achievement of English speaking skills for students in one of the dormitories under the Nurul Jadid Islamic Boarding School, namely the Natural Sciences Major dormitory, which is then applied to foreign language development institutions to meet the macro and micro requirements of the language environment for the 2021/2022 academic year. In this case, the researcher used 20 students of elementary level as samples from the population, which was selected by purposive sampling. Meanwhile, the quantitative method with a pre-experimental model applies pre-test and post-test instruments. The researcher also used an oral test in conducting his research with a total of 10 questions. The results of this study indicate that there is an influence of the language environment in improving English speaking skills for Natural Sciences Major dormitory students.

Keywords: Influence, Language environment, English-speaking skill

ABSTRAK

Lingkungan bahasa merupakan faktor penting dalam meningkatkan proses pemerolehan bahasa atau lingkungan bahasa terdiri dari segala sesuatu yang mungkin dilihat dan didengar siswa di sekitarnya untuk memperoleh bahasa baru secara spontan. Selain itu, lingkungan bahasa memberikan kontribusi yang cukup besar terhadap peningkatan dan pertumbuhan kemampuan berbahasa Inggris siswa. Selain itu, ada tiga komponen mendasar untuk setiap pembelajaran bahasa yang sukses: bahasa, pembelajar, dan metode pembelajaran. Untuk mencapai pemerolehan bahasa yang efektif, pembelajar, bahasa yang dipelajari, dan proses belajar bahasa yang mencakup lingkungan bahasa harus berinteraksi secara ideal. Namun, tujuan utama penggunaan lingkungan bahasa sebagai media pembelajaran adalah untuk memastikan bahwa siswa sebagai penerima informasi menyerap sebanyak mungkin pengetahuan dalam bentuk informasi dan pesan. Oleh karena itu meningkatkan kemampuan berbicara mereka. Di sisi lain, faktor kontekstual makro dan mikro harus digunakan untuk menciptakan lingkungan bahasa. penelitian ini bertujuan untuk mengetahui pengaruh lingkungan bahasa terhadap pencapaian kemampuan berbahasa Inggris bagi santri di salah satu asrama yang berada di bawah naungan Pesantren Nurul Jadid yaitu Asrama Ilmu Pengetahuan Alam (IPA), yang kemudian diterapkan pada lingkungan lembaga pengembangan bahasa asing untuk memenuhi syarat makro dan mikro lingkungan bahasa bagi murid tahun ajaran 2021/2022. Dalam hal ini peneliti menggunakan 20 murid dari tingkat dasar sebagai sampel dari populasi yang dipilih secara purposive sampling. Sedangkan metode yang digunakan adalah kuantitatif dengan model pre- experimental yang menggunakan instrumen pre-test dan post-test. Peneliti juga menggunakan oral tes dalam melakukan penelitiannya dengan jumlah soal 10 butir soal. Hasil penelitian ini menunjukkan bahwa ada pengaruh lingkungan bahasa dalam meningkatkan kemampuan berbicara bahasa Inggris pada siswa.

Kata-Kata Kunci : Pengaruh, Lingkungan Bahasa, keterampilan berbicara Bahasa inggris

INTRODUCTION

The English language has become a component of the world language utilized in various circumstances, such as communication and education. The fact that all civilizations use the English language for communication and interaction proves that we cannot dispute this statement today. English is now a required foreign language course at all levels of education in Indonesia. Students are taught the four fundamental language abilities of writing, reading, listening, and speaking. However, speaking skill is much more critical than other essential talents. Through communication, speaking helps us to connect with people and their relationships.

In contrast, a key priority of the teaching-learning process in the classroom has little impact on speaking abilities in Indonesian education. The content and practical application of speaking instruction are insufficient to enhance students' speaking skills. As a consequence, the students are unable to develop improvements in

speaking skills for everyday use.

Based on this topic, the researcher is interested in speaking skills and overcoming difficulties that may impede students from acquiring strong speaking skills. Therefore, the English language acquisition process must include practical learning strategies and methodologies Muthmainnah & Annas (2020).

One of the earlier research revealed that effective strategies are required to enhance students' speaking skills. According to Shormani (2014), using a language environment system to grasp a language being studied as a communication tool is the best approach. Students' speaking skills develop due to the language environment's provision of a language practice space and activities designed to train and enhance students' speaking skills performance. Furthermore, The establishment of a language environment is also supported by one psychological theory called behaviourism Ahmad et al (2020). This theory highlights the link between stimulus and response factors, in which a stimulus may affect reactions or behaviour in response to a specific stimulus.

In the research named the English Environment Influence in Developing Student's English-Speaking Skills Imam Nur Aziz (2020), it is shown that the language environment as a medium for learning, such as the language dormitory, has a crucial role in developing English speaking skills. One of the variables that significantly impact speaking skills is the influence of the language environment system, which generates several supplementary activities implemented inside the student group. These activities fall under the heading of receptive skills. In addition, constant use of English as their primary communication language to connect with others in everyday activities brings the language they are learning to live.

METHOD

In this study, the pre-experimental research design was used. The researcher used one group pre-test and post-test technique with a single group (Sugiyono, 2012). In addition, this research was done using a pre-experimental design, which means that just one group received the treatment and was given pre-test and post-tests to establish the treatment's efficacy. Before and after the implementation of the language environment, the pre-test and post-test are administered to determine the level of the students' speaking skills. The research was confined to a single group of individuals.

For the first time, the researcher produced the 10-question oral test item as a tryout to establish whether or not the questions qualify as valid and reliable. The test is administered to another sample before being distributed to the research's primary sample. However, the 15 participants were assigned to the Foreign Language Development Institute before administrating to the primary students. On the other hand, the oral test questions are based on the elementary-level English textbook used in the Natural Sciences major's dormitory. Asking for and giving suggestions and

opinions are all elements of the topic of the inquiry. However, all the data will be assessed by a validity test and a reliability test using the SPSS 25.00 version in order to determine a definitive conclusion in the form of a final numeric result, and this study will take one month to complete.

In addition, after obtaining all of the tryout data and fulfilling all the requirements, the researcher administered an oral test of 10 questions to 20 students from the Science Major dormitory, who comprised the primary sample. It is essential to note that the first test is a pre-test, and the second is a post-test, with the students' grades being considered for both assessments. However, before giving the treatment to the language environment, it was determined to conduct the pre-test on this experimental group in order to measure their capability of speaking skills. On the other hand, in the process of applying the treatment, the researcher fulfilled all the requirements of the micro and macro factors of the language environment. Initially, the researcher used the language environment by recruiting 20 students living in the general area of the Foreign Language Development Institute in order to experience the atmosphere of the English language and acquire knowledge and information about the language being learned. In addition, the researcher will apply Language-based activities about essential aspects of the language environment to aid students in understanding the English language's objectives.

The post-test was performed to determine the student's speaking proficiency following the language environment treatment. During testing, the researcher exploited the smartphone's ability to record their spoken presentations either in pre- test or post-test. It aids the researcher in assessing the speaking performance of students. However, the performance of the students was judged purely on an objective basis. In addition, the researcher focused on assessing the speaking skills of students based on the speaking aspect. However, in assessing the students' scores on the pre- test and post-test findings, the researcher used two raters: himself and an English teacher from the Foreign Language Development Institute. Both raters utilized a grading rubric to assess the test results.

RESULTS AND DISCUSSION

The study was performed in the circle of the foreign language development institute, with elementary level students from the dormitory of the Natural Science major serving as the experimental class or primary sample. The collected data represent the outcomes of both the pre-test and post-test oral tests administered to students in the experimental class. In order to determine the degree of validity and consistency of the research instrument, the provided oral test questions have been subjected to validation and reliability tests. Based on the performed calculations, the research instrument is valid and trustworthy, allowing it to be employed.

1. The data on English speaking skills from the pre-test result

Table 1. The Pre-Test Result

CLASSIFICATION	SCORE	QUALIFICATION	FREQUENCY	PERCENTAGE
A	<40	Very Poor	0	0.00%
B	40-55	Poor	2	10.00%
C	55-65	Fair	12	60.00%
D	65-75	Good	6	30.00%
E	75-100	Very Good	0	0.00%
JUMLAH			20	100%

Source : The Processed Author

Table 1 10.00% percent of students in the experimental class had poor speaking skills in English, 60.00% percent had fair English-speaking skills, 30.00% percent had fair English-speaking skills, and 30.00% percent had good English-speaking skills.

Table 4. The Descriptive Statistic of Post-Test
Statistics

PRE-TEST

N	Valid	20
	Missing	0
Mean		62.45
Std. Error of Mean		1.343
Median		63.00
Mode		60
Std. Deviation		6.004
Variance		36.050
Range		25
Minimum		50
Maximum		75
Sum		1249

In the descriptive statistic of pre-test, the average score was 62.45 score the median score was determined to be 63.00, while the most often occurring number was 60. The standard deviation of the pre-test was 6,004, and the range of potential scores was 25. Furthermore, there was a minimum score of 50 and a maximum score of 75. 1249 is the overall score for the pre-test.

2. The data on English speaking skills from the post-test result

Table 3. The Post-Test Result

CLASSIFICATION	SCORE	QUALIFICATION	FREQUENCY	PERCENTAGE
A	<40	Very Poor	0	0.00%
B	40-55	Poor	0	0.00%
C	55-65	Fair	0	0.00%
D	65-75	Good	3	15%
E	75-100	Very Good	17	85%
JUMLAH			20	100%

Source : The Processed Author

Table 2 0.00%percent of students in the experimental class had poor speaking skills in English, 0.00%% percent had fair English-speaking skills, 15% percent had fair English-speaking skills, and 85% percent had good English-speaking skills.

Table 2. The Descriptive Statistic of Pre-Test

Statistics

POST-TEST

N	Valid	20
	Missing	0
Mean		81.80
Std. Error of Mean		1.609
Median		83.00
Mode		86
Std. Deviation		7.194
Variance		51.747
Range		24
Minimum		68
Maximum		92
Sum		1636

In the descriptive statistic of post-test, the average score was 81.80 score the median score was determined to be 63.00, while the most often occurring number was 86. The standard deviation of the pre-test was 7.194, and the range of potential scores

was 24. Furthermore, there was a minimum score of 68 and a maximum score of 92. 1636 is the overall score for the post-test. Hence, there is a significant difference between the scores of students after receiving treatment, as seen in the post-test results. It indicates that the language environment influences the students' English-speaking skills.

Prerequisite Test

A prerequisite test must be conducted before assessing the hypothesis. The purpose of the prerequisite test is to determine whether or not the study data falls within the category distributed "normal." In this study, the Researcher used just the precondition test for the normality test.

Normality Testing

The normality test was applied using the Kolmogorov-Smirnov test with a significance level of 0.05. The following factors are used to make decisions:

- If the probability value or significance level is ≥ 0.05, then the data are normally distributed.
- If the probability value or sig. value is ≤ 0.05, the data are not normally distributed.

Table 3. The Normality Test

One-Sample Kolmogorov-Smirnov Test

		PRE-TEST	POST-TEST
N		20	20
Normal Parameters[a,b]	Mean	61.70	81.80
	Std. Deviation	5.243	7.194
Most Extreme Differences	Absolute	.123	.151
	Positive	.077	.100
	Negative	-.123	-.151
Test Statistic		.123	.151
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

Table 4 shows the results of the normality test at a significant level of 0,05 obtained from the value of the data in the pre-test of the experimental group, which is 0.200, and from the value of the data on the post-test of the experimental group is 0.200. The significance level of the pre-test and the significance level of the post-test are more than 0.05, which means that the data from the experimental class's pre-test and post- test are normally distributed.

Hypothesis Testing

The first hypothesis testing was conducted to determine whether the research hypothesis was accepted or rejected. Hypothesis testing was carried out using the Paired Sample t-Test. The data used to test the hypothesis are the pre-test and post-test scores of the experimental class students. The researcher decided to conduct a t-test on the data since the data distribution was normal. Based on the tests that have been carried out, the results of the calculation of the hypothesis test with the help of SPSS 25.0 are known to be the value of Sig. 0.00. These results indicate that H0 is rejected and H1 is accepted, meaning that the language environment influences the achievement of English-speaking skills for elementary students level of Natural Science major dormitory for the material of asking for and giving suggestions and opinions Nurul Jadid Boarding School.

Table 4. Paired Sample Test

Paired Samples Test

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test and Post-Test	-20.100	5.637	1.261	-22.738	-17.462	-15.946	19	.000

Research Finding

This research demonstrates that the language environment significantly influences the English-speaking skills of elementary-level Natural Science dormitory students. The data analysis findings revealed that the impact of the environment and some activities related to the macro and micro aspects of the language environment affected the improvement of their speaking skills in the material of asking for and giving suggestions and opinions. This is obvious from the results of Paired Sample test, which yielded a value of 0.00. If the value is less than 0.05, then H 0 is rejected, and Ha is accepted. In other words, since Ha is accepted in this research, so there is a significant influence of the language environment on the achievement of English speaking skills for elementary level students of the Natural Science major Dormitory who receive

treatment at the foreign language development institution environment in Nurul Jadid Islamic boarding school.

In the process of this research, there were some phases, including the deployment of language environment treatment to improve English-speaking skills. However, to fulfil the requirements of the micro and macro factors of the language environment, the researcher applied the language environment by selecting a primary sample of 20 students living in the immediate area of the Foreign Language Development Institute for them to experience the atmosphere of the English language and acquire knowledge of the language being learned. In addition, the researcher applied Language-based activities pertaining to essential aspects of the language environment, such as dialogue activity, listening activity, native day activity, and reading. It aims to aid students in absorbing and obtaining a grasp of the English language's goals. However, since these activities were scheduled four times each month, these activities will occur once every week.

CONCLUSION

Based on the study mentioned above findings, it can be stated that the language environment has a significant influence on the achievement of English speaking skills among elementary-level natural science majors. As for the accomplishment in the discussion, it is the skill to ask for and give suggestions and opinions in English. In addition, the researcher's treatment consisted of one month of room-swapping between elementary-level students from the Natural Science Major and elementary-level students from the Foreign Language Development Institute. To fulfil the criteria of the language environment aspects, the researchers also provided a list of language-based activities to facilitate the process of acquiring English. Furthermore, teachers are advised to use a language environment as an alternative method for improving their students' English-speaking abilities. Teachers must assume the roles of mediator and facilitator for their students when applying the language environment to the language learning process. It is intended to guide them by offering feedback. For the next researcher, the study might provide inspiration and serve as a reference; for instance, they can develop a media or language environment based on the findings.

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