

**The Concept of Language Environment:  
A Descriptive Study at Madrasah Aliah Keagamaan Gresik**

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**Abstract :** *Learners' success in acquiring a new language is very much affected and conditioned by the environment. The factor of environment establishes students' interest and student motivation to improve students speaking skill. Even though English has been taught for at least six years in school levels in Indonesia, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking. the researcher conducted a research to answer the research questions. (1) How does the implementation of Language Environment on students' speaking skill at Madrasah Aliah Keagamaan (Islamic Senior High/MAK) Mambaus Sholihin Gresik. (2) What are the accurate method, strategy and system to learn English at Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik. The subject of the research was the students of MAK Mambaus Sholihin Gresik. There were 34 students' in Elementary Level and 26 students' in Intermediate level. The research used Ethnographic research and the techniques are Observation, Interview and Documentation. The factors of language environment are learning process and students activities, materials used based on students' need, and intents guidedance.*

**Keywords:** *Language Environment, Speaking Skill, and Second Language Acquisition (SLA).*

## Introduction

English has become a global language that is used or required as a medium of learning and communication in so many contexts worldwide. The widespread use of English in the world society, the roles and functions of English as a tool for communication and interaction are not doubted<sup>1</sup>. The student's objective to learn English is for its practical value, such as to find a job, to go abroad for higher studies, and to complete graduation successfully. In general, most of the English language learners in Indonesia share the same integrative motivation when they continue their studying, whether in secondary or at the tertiary level.

The primary purpose of language learning is how to communicate in the language<sup>2</sup>. Thus, speaking skill is a significant factor in achieving the ability to communicate. However, the portion of teaching speaking in class is not a considerable focus compared to other talents. As a result, many students cannot produce language in a classroom activity and conducive learning environment, protecting the school does not only need to improve the physical building, asking for more priority is the development of an intellectual student environment<sup>3</sup>. Harjali explains that the learning environment is everything around, emotional conditions, and changes in the culture around<sup>4</sup>. Because a conducive learning environment that can make students comfortable in receiving knowledge, social interaction also develops their personality.

Besides that, the learning environment depends on environmental conditions that prepare the future of students in the long run<sup>5</sup>. So, the role of teachers and students is vital in the development of a conducive learning environment. The factor of the environment establishes students' interest and student motivation to improve students speaking skills. In Islamic boarding school, from

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<sup>1</sup> Imam Nur Aziz, "Curriculum Development of KKNI at English Education Department of INKAFA Gresik," *Jalie* 2 (2017): 3, [Jalie.com](http://Jalie.com).

<sup>2</sup> Aziz.

<sup>3</sup> M. J Pieters, Breuer K, and Simons J. R. P, *Learning Environments (Contributions from Dutch and German Research)* (Netherlands: Springer Netherlands, 1990), <https://doi.org/10.1007/978-3-642-84256-6>.

<sup>4</sup> Harjali, "Strategi Guru Dalam Menata Lingkungan Belajar Yang Kondusif" (2015).

<sup>5</sup> Fatih Ozgul et al., "Evaluation of the Constructivist Learning Environments of Physical Education Teacher Candidates," *European Journal of Educational Research* 7, no. 3 (2018): 19-22, <https://doi.org/10.12973/eu-jer.7.3.653>.

morning to afternoon, all students studied informal institutions, and after that, they joined several programs in their dormitories. The dormitories also function as informal institutions; thus the activities in each dormitory are different. The events in each dormitory are varied and categorized based on the students' needs and interests. The Foreign Language Development Institute offers one of the most exciting programs. They are obliged to communicate using the target language with their friends and teacher every day<sup>6</sup>. The researcher notes that exposure in the language environment helps students' acquire the target language and reduces students' anxiety. Students would speak by foreign language all day; they use that language to become their communication language to interact with another.

### **Research Methodology**

This current study used Ethnographic research on qualitative methods to obtain the data needed. It found the answer of questions and to test a hypothesis concerning the current situation of the subject of the study when there is a specific phenomenon or situation that happened. The description of the language environment on students' speaking skills was explored using this method. There are some terms use in qualitative research, they are naturalistic inquiry or natural research, ethnographic, symbolic interactionism, ethnomethodology, phenomenology, case study, interpretative, ecology, and descriptive. Ethnographic fieldwork entails the extended residence of the researcher in a field setting (e.g., community, village, and institution), participating and observing the daily activities and behavior of the people where research is carried out.

### **Setting and Subjects of the Research**

This research was conducted at Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik. The subject of this research was all of the students of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik in Elementary and Intermediate Level. Elementary level, there were 34 students, and 26 students were in Intermediate Level. This research did not include Advance students because they have been graduated from senior high school and become passive

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<sup>6</sup> Kelly Bridges and Erika Hoff, "Older Sibling Influences on the Language Environment and Language Development of Toddlers in Bilingual Homes," *Applied Psycholinguistics* 35, no. 2014 (2012): 1-17, <https://doi.org/10.1017/S0142716412000379>.

students in this dormitory. The MAK students come from for Senior High School Students.

### Source of data

The sources of data in this study were the chief of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik, the teacher of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik, the manager of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik, and the student of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik. The chief of MAK provided information about the background of Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik, the teacher provided information about the system, strategy, and mattery at Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik, the manager explained about the activity, obligation at MAK and the students' commented about the organization and the scheduled activity at Madrasah Aliah Keagamaan (MAK) Mambaus Sholihin Gresik. The following chart summarizes the sources of data

No	Data	Sources	Instrument	Role of Researcher
1.	Background of MAK Mambaus Sholihin Gresik	Chief of MAK	Interview	Interviewer
2.	System, Strategy, and Mattery at MAK	Teacher of MAK	Interview, Observation	Interviewer & Observer
3.	Activity, Role at MAK	Manager of MAK	Interview, Observation & Documentation	Interviewer & Observer
4.	Organization and schedule activities at MAK	Student of MAK	Interview, Observation & Documentation	Interviewer & Observer

Table 1.1 Data Sources And Data Collection Instruments

### Research instruments

#### 1) Observation

Observational data are attractive as they allow the researcher to gather live data from the live situations. Observation measure such traits as self-control, cooperativeness, truthness, and honesty. Researcher means to understand the

contexts of program, to be open-ended and inductive, to see things that might otherwise be unconsciously missed. And observation Hand-out:

- 1) Scientific inquiry using observational methods requires disciplined training and rigorous preparation.
- 2) People don't 'naturally' know how to do systematic research observations.
- 3) Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the chosen setting.

The observation's subject was teacher and students' activities in teaching-learning process at MAK Mambaus Sholihin Gresik; in other words, this observation knew how the students practice English in Language Environment, knew the material and method used by the teacher and the way of the teacher to assess the students'.

The researcher used non-participatory observation; it means that the researcher only observed what the teacher and student did. The researcher also would not teach or be students there.

## 2) Interview

The researcher has been an interview by the Chief of MAK Mambaus Sholihin Gresik, teacher, Manager and also students of MAK Mambaus Sholihin Gresik. It consisted of 37 questions in the form of semi-structured questions. It enables the interview to answer the questions based on their point of view. There were 37 questions in the interview section for chief of MAK, teacher of speaking at MAK, manager of MAK, and student of MAK. The interview guide for the head of MAK consists 8 questions about background and structure organization at MAK. There were 7 questions were asked to the teacher of MAK about strategy, system and material in teaching-learning English in the class, the manager of MAK about activity and schedule at MAK that included 7 questions and the last 15 questions to find out students' opinion about the role of MAK and role of language environment for them.

### 3) Documentation

It was conducted to obtain the written data, such as notes, transcripts, roles, activities, agenda, etc. The researcher used this technique to get a document related to this research.

### Data Collection

The data collection was carried out on April 16<sup>th</sup> - 23<sup>rd</sup>, 2019, when the activities were implemented at LPBA. The observations were conducted every day with different activities to promote students' speaking capability.

### Data analysis

The researcher analyzed the data collected by using Miles and Huberman's data analyzed method. There were some activities in this analysis technique; there were data reduction, data display, and conclusion drawing/verification. After collecting the data, the researcher made data reduction by making the main summary, choosing the main points, and deleting the useless one. By data reduction, the data that finished from cutback would give more explicit description and eased for the researcher to collect the further data. After reducing the data displayed in form of short explanation, charts, relation among categories, etc. The last step of data analysis was conclusion/verifying.

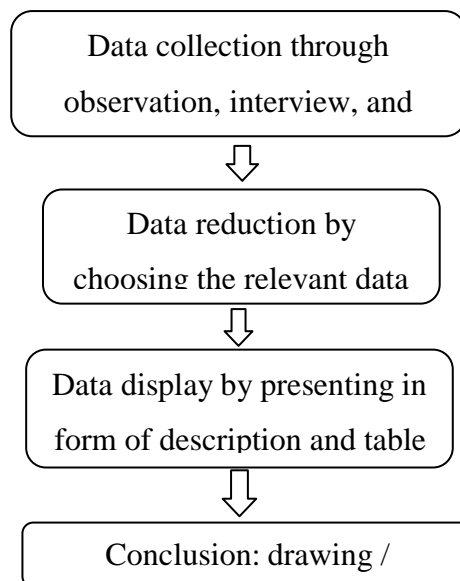


Figure 1.1 the data analysis

The first step was collecting the data from observation, interview, and documentation. The second step was data reduction. In compiling the data, the researcher might have obtained something which not relevant data to the study, so the data was selected and remained only the relevant data. The applicable data were the data that could be used to support the research. The next step was data display. After reducing the data, the relevant data was presented in a brief description and tables of data categories. After displaying the data, they were analyzed based on the theories related to the research. Finally, conclusions were drawn to answer the research questions in the form of propositions that sum the analysis up.

## **Review of Related Literature**

### **Language Environment**

One of the purposes of learning English is to be able to use it for communication. In general, the role of English is for global communication tools due to the globalization era. English is used widely and easily, for it is called international language. The language environment covers everything the language learners heard and sees in the new language<sup>7</sup>. It may include a wide variety of situations. Various characteristics of the learning environment have been found to influence learning outcomes<sup>8</sup>. English classroom in elementary level can be considered as a language environment as the students get language exposures from the teacher as well as the books.

In Indonesia, students learn English as a foreign language (EFL). It means that the language is only used minimal situation. EFL learners are expected to be competent not only on linguistic knowledge but also in language use. We may speculate that young Indonesia's' access to available learning resources will also be the product of a subtle interaction between their attributes and their positioning within their families, their institutions, and the wider community.

These are some terms in studying the language. The following are distinctions commonly made in the literature: A second language is typically an official or societal dominant language needed for

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<sup>7</sup> Carole Urzuá, "A Language-Learning Environment for All Children," *Language Art* 57, no. 1 (2018): 38-44.

<sup>8</sup> Muhammad Athar Hussain, "Relationship of Classroom Environment with Anxiety and Attitude of Secondary School Students towards the Learning of English" (INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD, 2011).

education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. A library language is one which functions primarily as a tool for further learning through reading, especially when books or journals in a desired field of study are not commonly published in the learners' native tongue. An auxiliary language is one which learners need to know for some official functions in their immediate political setting, or will need for purposes of wider communication, although their first language serves most other needs in their lives<sup>9</sup>.

The language uses not only as a means of communication but also as a means to relate and build a relationship with other people. And social interaction is another crucial element for learning a new language. It can motivate students to pay more attention to communicative classroom activities because they have a target to use it outside the classroom. On the other hand, learning English in EFL settings, students lack the motivation to communicate because they have less chance to use it outside the school<sup>10</sup>. Human is a social creature that will never separate from interaction relations with another, either in family scope or society around it. Dulay, et al. also note that to develop language learners' speaking ability, natural communication (emphasizing the ideas discussed rather than paying attention to the correctness of the form of the language) is essential<sup>11</sup>. It is proved that humans always bound with their circumstances. Like a child who always exists in their family, students who always interact with the school environment and also students of the university who still have a relation with their environment on the campus. The learning environment has great impact on attitudes of students and it plays a more vital role in minimizing language anxiety when a teacher

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<sup>9</sup> Diane Larsen-Freeman and Michael H Long, *An Introduction to Second Language Acquisition Research* (Routledge, 2014).

<sup>10</sup> Hongkham Vongxay, "The Implementation of Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution: A Case Study," 2013.

<sup>11</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, *The Modern Language Journal*, vol. 67, 1982, <https://doi.org/10.2307/328293>.

organizes and controls it. The students are facilitated in learning and attaining their goals with the flexible and interactive nature of the classroom environment<sup>12</sup>. The most beneficial language environment is one where language is used naturally for communication.

While some aspects of language may need conscious study, the acquisition of the basics of a word is best accomplished in contexts where the learner is focused on understanding or expressing an idea, message, or other thought in the new language<sup>13</sup>. Primary language Environment is all of the thing which in about human development. Look at this phenomenon; Environment can influence the character of someone. Closely, the Environment becomes a nature inside or individual. Primarily, the Environment involves all of the material and stimulus inside or outside of individual physiologies, psychologies, or social creatures. In physiologies, the Environment includes the condition of someone. In psychologies, the Environment consists of all of something which accepted by an individual, starts from history about confession, birth, and death. Learners' success in acquiring a new language is very much affected and conditioned by the environment, either it is set informal learning environment or informal (nature) learning environment. Dulay et al. says that what language learner hear and see in their language environment are very important for the success of learning a new language<sup>14</sup>.

Environments that are comfortable and conducive to the process of recovery must be created. It is well established that environment is an essential regulator of behavior<sup>15</sup>. Dulay et al. classify the environment into macro-environmental factors and micro environmental factors<sup>16</sup>. The macro-environmental factors affect the rate and the quality of L2 acquisition in communication, the availability of concrete referents to clarify the meaning, and who the language models are. The naturalness of the language heard relates to the focus of the speaker; whether it is on the form of the communication (formal language environment) it is on the language

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<sup>12</sup> Mohammad Imam Farisi, "Penataan Lingkungan Kelas Pembelajaran Di Sekolah Dasar," *Didaktika* 1, no. 1 (2006).

<sup>13</sup> Farisi.

<sup>14</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982).

<sup>15</sup> Martha Hodge and Wilma Townsend, "The Impact Of Language and Environment on Recovery," n.d.

<sup>16</sup> Dulay, Burt, and Krashen, *Language Two*.

environment seems to enhance the development of language skills in an L2. Social-interactions posits that language learning from the interaction of the learners' innate ability and their language environment, especially the feedback they receive from fluent speakers of L2 to monitor and improve their language output. It emphasizes the importance of the learners' environments and their opportunities to produce language and receive feedback<sup>17</sup>. These factors would be correlated with language learners. The success one in language is when they hear a new language; they understand and respond to it orally.

Students more spent their time in informal Environments rather than informal Environments (Classroom). Informal Environment better promote students' acquisition and learning about Language. Krashen also supports it argues that informal environments, when they encourage real language use (communication) are conducive to acquisition, while the formal environment has the potential for encouraging both acquisition and learning<sup>18</sup>. The second macro-environmental feature facility L2 acquisition is the learner's role in communication, whether they are involved in one way, restricted two ways, or full two-way communication. The third is the availability of concrete referents or the subjects and events that can be seen, heard, or felt while the language is being used. Three model preferences are available in this feature: peers versus teacher, peer versus parents, own ethnic group members over non-members.

The technical definition of environment is the aggregate of social and cultural conditions that influence the life of an individual<sup>19</sup>. In addition to the macro-environment factor, the micro-environmental element comprises three features: salience, feedback, and frequency. Salience refers to the ease in which a structure is seen or heard. Feedback refers to the listener's or reader's response to the learner's

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<sup>17</sup> Jessica Ball, *Enhancing Learning of Children from Diverse Language Backgrounds: Mother Tongue-Based Bilingual or Multilingual Education in Early Childhood and Early Primary School Years* (Early Childhood Development Intercultural Partnerships, University of ..., 2010).

<sup>18</sup> Stephen D Krashen, *Second Language Acquisition and Second Language Learning, Pidginization and Creolization as Language Acquisition*, 1981, <https://doi.org/10.1111/j.1467-9922.2009.00554.x>.

<sup>19</sup> Andrew Wilson and Wonsun Kim, "The Effects of Concept Mapping and Academic Self-Efficacy on Mastery Goals and Reading Comprehension Achievement," *International Education Studies* 9, no. 3 (2016), <https://doi.org/10.5539/ies.v9n3p12>.

speech or writing. Frequency means the number of times the learner hears or sees a given structure.

The environment includes the entire stimulus, interaction, and behavior of humans. Sha Zongyuan expressed in Liu and Wang that concern the extra-curricular language environment plays an essential role in the students' acquisition of Chinese. He divided the extra-curricular language environment into a communicative language environment and a non-communicative language environment, with both positive factors and negative factors for students' language acquisition<sup>20</sup>. So that, environment influence students' capability about English especially in speaking skill.

Speaking skill is one of the powers which became the evidence as long as students' knowledge to apply the English Language. It is because when students learn the language; the important thing in language learning is practice about language itself. Therefore, the success one of the education in acquiring the language depends on very much they practice that language.

### **Second Language Acquisition (SLA )**

Language acquisition is a complicated business. It covers not only language socialization in which internal structures are used in its appropriate contexts. Additionally, it involves the addition of discourse, a concept underlying all use of language, both oral and written<sup>21</sup>. Language acquisition very similar to the process children use in acquiring first and second languages. It requires meaningful interaction for target language in which speakers concern with the form of utterances that conveying and understanding<sup>22</sup>.

Everyone has to learn a new language in a new setting for the first time. Communities and families were all affected due to the increase in non-English speaking families and children. Communication is part of a stance that also concerns the classroom in which learners begin to understand the relationship between the languages of their learning. A behaviorist approach to second language

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<sup>20</sup> Michael H Long, "A Role for Instruction in Second Language Acquisition: Task-Based Language Teaching," *Modelling and Assessing Second Language Acquisition* 18 (1985): 77-99.

<sup>21</sup> Peter D MacIntyre, "Willingness to Communicate in the Second Language: Understanding the Decision to Speak as a Volitional Process," *The Modern Language Journal* 91, no. 4 (2007): 564-76.

<sup>22</sup> Krashen, *Second Language Acquisition and Second Language Learning*.

learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional one(s)<sup>23</sup>. This approach is seen now to offer an insufficient explanation of the complexity of language learning.

The linguist Noam Chomsky says in provided a major critique of behaviorism and its view of second language learning as imitation and habit formation<sup>24</sup>. He developed a theory of first language learning that suggests that language learning is an innate capacity that children are programmed to acquire language thanks to their in-built knowledge of a Universal Grammar. He called this knowledge 'competence', to distinguish it from what might actually be said on a particular occasion. Second language acquisition and learning theories need to account for language learning by learners from (1) diverse life-worlds, learning with diverse needs, interests, motivations and desires in diverse contexts. (2) Intercultural language teaching and learning focuses on the relationship between language, culture and learning. (3) Using languages, hence learning languages, is: an intrapersonal and interpersonal process of meaning-making interactional, developmental/dynamic and interpretive, imaginative, and creative<sup>25</sup>. Language learners have to make sure what the language function is and how they can practice it.

In order to acquire linguistic proficiency in a second language, learners must be persistent in seeking language learning opportunities. This persistence can be viewed as a function of the learner's level of motivation to acquire the target language. Indeed, early studies of individual variation in proficiency outcomes such as that of Rubin stress the role of the learner's motivation to use the L2 in the attainment of L2 proficiency. Rubin suggested that a primary difference between successful language learners and less successful learners is that the successful learners were motivated to communicate in the target language and thus created opportunities to interact with L2 speakers<sup>26</sup>.

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<sup>23</sup> Angela Scarino and Anthony Liddicoat, *Teaching and Learning Languages: A Guide* (Curriculum Corporation Melbourne, 2009).

<sup>24</sup> Noam Chomsky, "Review of Verbal Behavior by BF Skinner.," 2003.

<sup>25</sup> Chomsky.

<sup>26</sup> Laura F Blumenthal, "Self-Efficacy in Low-Level English Language Learners," 2014.

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any communication that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 education that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances<sup>27</sup>. Like the explanation for first language acquisition, some second language acquisition theories give primary importance to learners' innate capacity for language acquisition. Others emphasize the role of the environment, especially opportunities to interact with the speaker who adapts their language and interaction pattern to meet learners' needs<sup>28</sup>. It still different focuses on learners' engagement with the broader social context. Interactions between language learners and more proficient speakers are an essential part of the process of language acquisition. Long reviewed research on the role of communication in SLA; he concludes that was some debate whether interactions are necessary as a component of L2 development; they have been shown to facilitate language learning<sup>29</sup>. Second language acquisition and knowledge have been the topic of interest for many years. More and more people are becoming bilinguals for various purposes such as personal, academic or economic reasons. Therefore, to initiate and maintain communication with other people, there is a need to learn a second language.

### **Findings and Discussion**

The researcher describes the data which had been gotten from some of the kinds the data collection techniques. Concerning the implementation of the language environment on students' speaking skills, the researcher has done three data collection techniques in order to get more completing data. They were observation, interview, and documentation. While doing this research, the researcher

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<sup>27</sup> Larsen-Freeman and Long, *An Introduction to Second Language Acquisition Research*.

<sup>28</sup> Patsy M Lightbown and Nina Spada, *How Languages Are Learned 4th Edition-Oxford Handbooks for Language Teachers* (Oxford university press, 2013).

<sup>29</sup> Blumenthal, "Self-Efficacy in Low-Level English Language Learners."

observed, interviewed and documented all activities in MAK Mambaus Sholihin Gresik. After that, the researcher analyzed the data which has been gotten in the field.

The researcher interviewed teacher, manager and some students' of MAK Mambaus Sholihin Gresik that are related with the implementation of language environment on students' speaking skill at MAK Mambaus Sholihin Gresik. In fact, the researcher interviewed teacher to know more about teaching learning process at MAK that were include method, strategy and system to learn English at MAK Mambaus Sholihin Gresik, the researcher interviewed MAK manager to know about the activities to support students' speaking skill which has been implemented at MAK Mambaus Sholihin Gresik. And the last the researcher interviewed MAK students to find the result data of students' responses to the implementation of language environment on speaking skills at MAK Mambaus Sholihin Gresik. The researcher interviewed some of the students by giving some questions on the paper; the researcher was able to gain more information about students' responses in the implementation of the language environment at MAK Mambaus Sholihin Gresik.

The researcher presented the results of the data in detailed information. The data consist of three discussions relating to this research. They are the implementation of language environment on students' speaking skills at MAK Mambaus Sholihin Gresik, the accurate method, strategy, and system to teach English at MAK Mambaus Sholihin Gresik and the students' responses about the implementation of language environment on speaking skill at MAK Mambaus Sholihin Gresik.

After conducting observation and interviewing the students, they are explanations of the result. The researcher presented the result of the data in detailed information. The data consist of three discussions relating to this research. They are (1) How is the implementation of the language environment on students' speaking skill at MAK Mambaus Sholihin Gresik? (2) What are the accurate method, strategy and systems to learn English at MAK Mambaus Sholihin Gresik? (3) What are the students' responses to the implementation of the language environment on speaking skills at MAK Mambaus Sholihin Gresik? The following section presents details finding of the study.

**Implementation of language environment on students' speaking skill at MAK Mambaus Sholihin Gresik**

*New language surrounding and the support of students' organizations*

Based on observation at April 16<sup>th</sup>- 23<sup>th</sup> 2016, the researcher found that MAK students came from various areas in Indonesia. Absolutely, their mother tongue is not English. But they have been joined at MAK, English became their language communication to interact with another even English became students' daily language in the dormitory. It can be concluded that although English is not student's mother tongue, at MAK students practice English Language fluently. It was because at MAK obligated for all students to use English in their daily activities. And supporting some activities, make them easier to mastering English.

Actually English is a foreign Language for Indonesian, but was not labeled for all society at MAK. The environment becomes an important factor in students' development. For the first time, everyone would feel awkward to communicate if they use a new language. But by the time it would not become their problem if they practice it very often. Students spent many activities in the dormitory. Of course, it needs an organization that manages all of the activities there. At MAK, there is a student organization that would handle all of the events in the dormitory. The organization called FBI (Federasi Bahasa International) for male students, NATO (Nahdhotut Tholabah) for female students and organization, especially manage the foreign Language Magazine, includes male and female students called BPMA (Badan Penerbitan Majalah Asing).

According to the chief of NATO, in the dormitory, NATO has a function to give rewards and punishment for all students. Bonuses are given to the students, which have the purpose of motivating students to practice English and develop their capability in English. Discipline would provide to the students who became the breaker regulation one. Students' who did not speak English in the dormitory, NATO would provide them with a sentence such as memorizing some vocabularies, speech in front of public, presentation, etc. These punishments would motivate students to always speak by the English language in their daily activities.

The researcher would describe more about NATO. In NATO, there was a structure organization. Three divisions in NATO have a specific purpose and function. There were Language division, Insist

division and Art division. In every division there were a chief. And the chief had taken from student in Intermediate level.

Every division would have certain activities, and would be displayed in the table below:

**Table 2.1 NATO division activities**

No.	Division	Activities
1.	Language Division	Speech
		Conversation
		Quiz
		Native Day
		Students Punishment
2.	Insist division	Debate
		Discussion
		Translation
3.	Art division	Story Telling
		News reading
		Master of ceremony
		Composition
		Mind contest

These activities created in the dormitory, which has a function, students' capability in English especially speaking would be developing.

This organization has big role for students' progress, because all the activities would be managing by them. NATO would decide the theme and the performance schedule in every student activity. Actually from the advance level are the controller but in second semester advance level has been passed their study in senior high school so that advance level had not been join in students' activity. Intermediate level as the upper level in that time becomes the changer of this organization.

### ***Students' activities in MAK dormitory***

MAK has a significant role in its development capability in English. MAK helps students to learn English deeply. Start from practice English as their Language in daily activity, and supported by many activities that hold in the dormitory and also some materials, strategy to learn English, which given by teachers in class, it would improve their capability in English. Based on the result of the

interview it has many activities at a dormitory. In his opinion, a Classroom is only a small place for students to practice English, the essential factors on students speaking development caused by their usage to practice English and doing some activities in the dormitory. It called the Language Environment for MAK students.

The language environment would promote student speaking skills. It also supported some activities which have been joined by students' in the dormitory. Start from early morning; they had a morning talk until before going to sleep; they had talking night with their mentor. Mentor was taken from students' in Intermediate Level. Mentor has a job to maneuver elementary level be better than before in mastering English. Every morning, students had gotten ten until fifteen vocabularies which have to memorize by them. And in talking night activity, students would learn these vocabularies to their specific mentor.

The researcher would not have described every activity, but the researcher would display the data which has been taken in the field. The researcher concluded that from these activities students' would have been increase students' skill especially in speaking ability.

In morning talk, the intermediate level becomes the elementary tutor in explaining the material. It would train them become the good teacher also. Debate, speech, storytelling, news reading, Conversation, Discussion, Master of ceremony training, Quiz, and etc., the researcher underlined that these activities had given good impact for students to promote their speaking skill. Which had been seen by researcher in the field, students' have no at all anxiety to perform. Start from their usage to always practice English in daily activity, students' had easy way to present their presentation and perform good performance in every activity. The researcher had been seen that students' of MAK always speak by English fluently.

Beside debate, MAK students' had a discussion that holds once in a week precisely on every Friday. The students' have to present a specific theme that had been decided by NATO. There were three speakers; each speaker has particular material which has to explain in front of the class. The next section for these speakers after they had been finished their presentation were the Question answer section. All of the audience had been allowed to ask some question in this section. After all the questions had been answered by these speaker, the last section in this activity, the teacher who had been invited by NATO to

became the commentator would give their perception and comment about the presentation. The researcher mean, this activity has big role to increase student's knowledge and Student's English Speaking capability.

At dormitory, students' also had a special day to practice English. It Is called by native day. This day had purpose that all of the MAK students would spoke English like a native. This day hold two days in a week, it was located on Saturday and Sunday. These days were chosen by students' become the native day because in afternoon, students' had reading day.

Reading a day in which students would read the ex-newspaper and understand it. And in talking night time, they had to explain to their mentor what contains the newspaper is. Because that day was a Native day, so they had to explain it by native dialect.

From these activities, which had been explained above, the researcher underlined these activities supported students' speaking capability because all of these activities had been obligate students to use the English Language to present.

### ***The accurate method, strategy, and system to learn English at MAK Mambaus Sholihin Gresik***

Lessons are scheduled for almost every evening for every level of students of MAK Mambaus Sholihin Gresik. The subjects given are matters of English proficiency. Speaking, Listening, Writing, Reading, and Grammar are common examples of them. Every level has its priority in developing students' English skills. It is revealed that the Elementary level is focused on speaking ability. Meanwhile, Intermediate and Advanced levels are focused on reading and writing, respectively.

Classroom as one of the vital language environments plays an essential role in developing the students' language skills. In class, teachers come face to face with students and deliver knowledge based on the curriculum. Although its effect may be less effective compared to that from natural conditions, the classroom is still believed to have a significant influence on the development of one's language proficiency. From the observation, it is found that at MAK, students are given standardized textbooks in every lesson or subject. The books are selected based on the curriculum made for each level. Usually, teachers start their classes referring to the relevant chapter of the

book. At the end of the course, teachers allow the students to deliver questions based on the subjects given.

Another example of teachers' creativity at developing students' speaking skills at MAK Mambaus Sholihin Gresik is media utilization to help students speak more fluently. Music from native English singers is played at one part of the teaching-learning process, and students are asked to copy what the song says. In this case, students will get many vocabulary and proper pronunciation from a native English singer/speaker. In short, English teaching at MAK Mambaus Sholihin Gresik is made as enjoyable as possible. Then it is expected that students will be more comfortable to speak and express their ideas on the given material.

From these descriptions, we may conclude that the classroom becomes one of the factors for MAK students to promote students' speaking skills. But according to one of the speaking teachers at MAK, the Classroom is only a small place for students to practice English, the important factors on students speaking development caused by their usage to practice English in the dormitory. It called Language Environment for MAK students.

The teacher of MAK especially speaking describes that in the classroom they did have certain method or strategy to be implemented. Teacher would give materials what students need. Be guided on English is fun make students easy to learn English in the classroom.

## Discussion

### *Implementation of language environment on students' speaking skill at MAK Mambaus Sholihin Gresik*

Which has been explained by the researcher above that the environment has a significant role in students' capability, especially in speaking ability. Students' used the English language as students' communication tools to interact with another. The position of English in Indonesia as a foreign language, but this did not label for MAK students. English used them whenever and wherever they are.

Interaction between students is one of the factors in students speaking development. MAK students have to use English as a student's communication language. It has a purpose; students would not have anything obstacles to practice English in all activities, and students would speak by a new language fluently. It can motivate

students to pay more attention to communicative classroom activities because they have a target to use it outside the classroom.

### ***New language surrounding and the support of students' organization***

The background Language of MAK students was not English. But they join at MAK; they have to speak English every day. English is as new language for them. But by the time, they have done it easily, and students practice English well. It was because students' Environment which helps them to practice and learn English Seriously. MAK students came from varieties areas in Indonesia. Many cultures and Languages go on them. The rule in this institution is only English Language, which has been allowed for students'. And supporting some activities which have been held in the dormitory, students' felt it become the factors in their Language Development.

To support some activities in the dormitories, I need an organization that would control and manage all activities which have been held. It called students organization or NATO at MAK Mambaus Sholihin Gresik. MAK students would have some organization structure. Begin from FBI, NATO and BPMA. These organizations have important role in student development at MAK. All of the performance schedule of students, role and interesting agenda hold by them. The researcher explained above that FBI is for male students, NATO for female students and BPMA for both students exactly focus on MAK journalistic students.

### **Conclusion**

The conclusions are presented in three parts: (1) implementation of language environment on students' speaking skills, (2) the method, strategy, and system to learn English at MAK Mambaus Sholihin Gresik. First, the position of English for Indonesia students is a foreign Language. English is a new language for them. At MAK, start with the regulation of this institution, students' have to practice English in every activity; students' would practice English fluently. Because the Environment which helps students to practice and learn English Seriously. And supporting some activities which have been managed by students' organization make this institution become the perfect place to master English. Reward and punishment, which have been given by NATO also offered a good impact on MAK

students' speaking development. Some activities which have been joined by students' in the dormitory become one of the factors in students' speaking development. Especially in speaking events, such as debate, discussion, speech, storytelling, etc. Those became the training place for students always to practice and try to speak up. It also would reduce students' anxiety in speaking.

Second, the Classroom as one of the vital language environments plays an essential role in developing the students' language skills. The teachers explain the material in front of the class. It would be two meetings there. The first meeting was pure for the teacher to describe the content. And for the second meeting, the students would discuss or present the previous content, which has been described by the teacher during the last session. Therefore, the supportive and relaxing classroom atmosphere is needed to be created by the English teacher by being more as a facilitator than an absolute educator, giving new insight and information on language learning, encouraging students more confident and giving suited error corrections. It would give good impact for students to increase their capability especially in speaking.

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