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

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

To Compile Thesis in Undergraduate Program English Education Department

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2022

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

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Assalamu'alaikumWr.Wb
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MOTTO

"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."

DEDICATION

First, the writer sincerely thanks his beloved parents Mr. Romly Sholeh and Mrs. Lilik Hidayatul Husnah for the endless prayers and supports, to his older brother Mr. Ali Vickry and elder sister Mrs. Nanda Ismi Silvia Romly for precious moral and financial supports during his study and also, to all of his beloved friends for all the never-ending supports and prayers. In addition, not to forget the English Education lecturers who have provided extraordinary knowledge in my every process of learning.

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Malang, June 14th, 2022
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LATIN TRANSLITERATION GUIDE

The following Arabic-Latin transliteration is guided by the Decrees of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/u/1987 as follows:

Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

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ABSTRACT

Hidayatullah, Iqbal (2022) The Influence of Language Environment in Islamic Boarding School on The Achievement of English-Speaking skill. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Influence, Language Environment, English-Speaking Skills

The goal of teaching speaking English is to purpose students develop their English speaking skills. However, a variety of facts demonstrated that individuals face a variety of challenges during learning a new foreign language, particularly when speaking English in both a material and practical sense, which is insufficient to develop their English speaking skills. As a result, practical learning approaches and methods must be used in the learning process to attain English language acquisition. Therefore, to determine whether or not the implementation of the language environment has an influence on the attainment of English skills in the material, asking and giving suggestions and opinions to elementary students level of the Natural Science major in the academic year 2021/2022.

(1) How is the students' English-speaking skill achievement before and after applying the language environment, according to the formulation of the issue in this study? The purpose of this study, according to the problem formulation above, is to determine students' English speaking skills in the material of asking and giving suggestions and opinions in the experimental class before and after applying the language environment, and (2) Does the language environment implementation influence students' English-speaking skills achievement? This research's goal is to find out whether or not the language environment influenced students' English speaking skills when it came to asking for and giving suggestions and opinions. The experimental design technique is used in this study using a quantitative approach. The population of this study includes all primary elementary students level at the Natural Science Major dormitory, with a total of 30 students who were treated in the locations of Foreign Language Development Institute. A purposive sample is applied in this research to determine the sample, and 20-student as primary sampling from the natural Science major was chosen. However, An oral test is utilized as the instrument of the research. In addition, the Researchers applied through three stages: pre-test, treatment, and post-test. The data was gathered and analyzed using SPSS 25.0.

The findings of this research show a considerable difference between the pre-test and post-test outcomes. The average post-test score is 81.80, greater than the 61.70 pre-test score. The value of Sign. (2-tailed) was accepted, while the Null hypothesis (H0) was rejected, according to the findings of statistical computations. It may be inferred that the use of the language environment to improve English speaking skill has an influence on Nurul Jadid Islamic Boarding School's natural science major students.

مستخلص البحث

هداية الله ، إقبال (2022). تأثير بيئة اللغة على تحقيق مهارات التحدث باللغة الإنجليزية في المدارس الداخلية الإسلامية .أطروحة ، قسم اللغة الإنجليزية تادريس ، كلية التربية وتدريب المعلمين ، مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج.

المشرف : الدكتور الحاج مثل راسكوفا أوكتابيرلينا.

الكلمات المفتاحية : التأثير ، بيئة اللغة ، مهارات التحدث باللغة الإنجليزية

الطلبة تطوير لغرض هو الإنجليزية باللغة الكلام مهارة تعلم من الأهداف أن المختلفة الحقائق تظهر ،ذلك ومع .الإنجليزية باللغة الكلام في لمهاراتهم الكلام عند خاصة ،جديدة أجنبية لغة تعلم أثناء مختلفة تحديات يواجهون الأفراد باللغة الكلام في مهاراتهم لتطوير يكفي لا ما وهو ،وعمليا ماديا الإنجليزية باللغة عملية في العملية التعلم وأساليب مناهج استخدام يجب ،لذلك نتيجة .الإنجليزية كان إذا ما معرفة إلى الباحث بادر لذلك .الإنجليزية اللغة إتقان لتحقيق التعلم باللغة الكلام في الطلبة مهارات تحقيق على اللغوية البيئة لتطبيق تأثير هناك المرحلة لطلبة والآراء المشورة وتقدم تطلب التي المادة على الإنجليزية (1) .2021/2022 الدراسي للعام الطبيعية العلوم في المتخصصين اللأساسية البيئة تطبيق وبعد قبل الطلبة لدى الإنجليزية اللغة مهارات تحصيل يتم كيف وفقا هذا من الأهداف الحث؟ هذا في المشكلة لصياغة وفقا ،اللغوية باللغة الكلام لمهارة الطلبة تحصيل مدى معرفة هو أعلاه المشكلة لصياغة قبل التجريبية الفصول في والآراء الاقتراحات وتقديم طرح مادة على الإنجليزية تحصيل على اللغوية البيئة تطبيق يؤثر هل 2 و ،اللغوية البيئة تطبيق وبعد هو البحث هذا من الأهداف كان الإنجليزية؟ باللغة الكلام في الطلبة مهارات الكلام في الطلبة مهارات تحصيل على أثرت قد اللغوية البيئة كانت إذا ما معرفة يعني البحث مجتمع .والآراء الاقتراحات وتقديم طرح حيث من الإنجليزية باللغة مجموعه ما مع ،الطبيعية العلوم قسم مهجع في اللأساسية المرحلة طلبة جميع هم العينة كانت .الأجنبية اللغات تنمية معهد موقع إلى بطلب تقدموا طالبا 30 وطالبة طالبا 20 اختيار وتم ،العينة لتحديد هادفة عينة البحث هذا في المستخدمة الشفوية الاختبارات استخدام يتم ، شيء كل بعد .العلوم قسم من رئيسية كعينة :مراحل ثلاث خلال من الباحث قدمت، ذلك إلى بالإضافة .بحثية كأدوات باستخدام وتحليلها البيانات جمع تم .الاختبار بعد وما والعلاج المسبق الاختبار SPSS 25.0.

والبعدي القبلي الاختبار نتائج بين كبيرا اختلافا هناك هو البحث هذا من نتائج. الاختبار قبل ما درجة من أكبر ، 81.80 هو الاختبار بعد ما درجة متوسط العدم فرضية رفض تم حين في ، (ذيل-2) قبول تم. التوقيع قيمة 61.70. البالغة البيئة استخدام أن الاستنتاج يمكن. الإحصائية الحسابات لنتائج وفقا ، (H0) العلوم مهجع طلبة على يؤثر الإنجليزية باللغة التحدث مهارات لتحسين اللغوية جديد نورول بيسانترين في.

ABSTRAK

Hidayatullah, Iqbal (2022) Pengaruh Lingkungan Bahasa Terhadap Pencapain Keterampilan Berbicara Bahasa Inggris di Pondok Pesantren. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata Kunci: Pengaruh, Lingkungan Bahasa, Keterampilan Berbicara Bahasa inggris

Tujuan pengajaran berbicara bahasa Inggris adalah untuk tujuan siswa mengembangkan keterampilan berbicara bahasa Inggris mereka. Namun, berbagai fakta menunjukkan bahwa individu menghadapi berbagai tantangan selama belajar bahasa asing baru, terutama ketika berbicara bahasa Inggris baik secara materi maupun praktis, yang tidak cukup untuk mengembangkan keterampilan berbicara bahasa Inggris mereka di dalam kelas. Akibatnya, pendekatan dan metode pembelajaran praktis harus digunakan dalam proses pembelajaran untuk mencapai penguasaan bahasa Inggris. Oleh karena itu, peneliti berinisiatif untuk mengetahui ada tidaknya pengaruh penerapan lingkungan bahasa terhadap pencapaian keterampilan berbicara bahasa Inggris murid pada materi meminta dan memberikan saran dan pendapat kepada siswa tingkat dasar jurusan IPA tahun ajaran 2021/2022.

(1) Bagaimana pencapaian keterampilan berbahasa Inggris siswa sebelum dan sesudah menerapkan lingkungan bahasa, sesuai dengan rumusan masalah dalam penelitian ini? Tujuan penelitian ini, sesuai dengan rumusan masalah di atas, adalah untuk mengetahui pencapain keterampilan berbicara bahasa Inggris siswa pada materi meminta dan memberi saran dan pendapat di kelas eksperimen sebelum dan sesudah menerapkan lingkungan bahasa, dan (2) Apakah penerapan lingkungan bahasa berpengaruh terhadap pencapaian keterampilan berbicara Inggris siswa? Tujuan penelitian ini adalah untuk mengetahui apakah lingkungan bahasa mempengaruhi pencapain keterampilan berbicara bahasa Inggris siswa dalam hal meminta dan memberi saran dan pendapat. Teknik desain eksperimen yang digunakan dalam penelitian ini menggunakan pendekatan kuantitatif. Populasi penelitian ini adalah seluruh siswa tingkat dasar di Asrama Jurusan Ilmu Pengetahuan Alam, dengan jumlah 30 siswa yang diterapkan perlakunnya di lokasi Lembaga Pengembangan Bahasa Asing. Sampel yang digunakan dalam penelitian ini adalah purposive sample untuk menentukan sampel, dan dipilih 20 siswa sebagai sampel utama dari jurusan IPA. Bagaimanapun, tes lisan digunakan sebagai instrumen penelitian. Selain itu, peneliti menerapkan melalui tiga tahap: pre-test, treatment, dan post-test. Data dikumpulkan dan dianalisis menggunakan SPSS 25.0.

Temuan penelitian ini menunjukkan perbedaan yang cukup besar antara hasil pre-test dan post-test. Rata-rata skor post-test adalah 81,80, lebih besar dari skor pre-test 61,70. Nilai Tanda. (2-tailed) diterima, sedangkan hipotesis Null (H0) ditolak, menurut temuan perhitungan statistik. Dapat disimpulkan bahwa penggunaan lingkungan bahasa untuk meningkatkan keterampilan berbicara bahasa Inggris berpengaruh terhadap santri asrama IPA Pesantren Nurul Jadid.

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the background of study, identification of the problem, the objective of study, the significance of study, the limitation of study, and the definition of term.

1.1 Background of the study

The English language has become part of the international language used in so many contexts such as communication and the medium of needs or learning globally. It is proven by the widespread English language used by all societies for communication and interaction that we cannot deny nowadays. In Indonesia, the English language has become a compulsory foreign language subject for every level of education. In language teaching, the students are taught the four basic skills that involve writing, reading, listening, and speaking. However, speaking skill is much more essential than other basic skills since we have used speaking in our daily activities. Speaking allows us to connect with others and their relationship through communication.

On the other hand, as stated in the Holy Qur'an's Q.S. Toha: 26-27, speaking ability puts an important role in many aspects of life, particularly for Muslim people. The Holy Qur'an states as follows in the context of speaking ability:

<div dir="rtl">

وَاحْلُلْ عُقْدَةً مِنْ لِسَانِ

</div>

(7) And release the power from my tongue……

It is revealed in this verse that the ability to communicate clearly and fluently is required for effective conversation to take place.

Furthermore, the primary purpose of teaching the English language is to provide the skill to use English effectively and correctly in communicating (Mart, 2012). In the crucial global needs, English skill has become a central issue to acquire its practical value to prepare such as finding a job or continuing for higher education abroad. However, it will be almost impossible to reach without speaking skills because it will significantly ease us to communicate and influence other people.

On the other hand, In Indonesia education, a primary concern of the teaching-learning process in the classroom does not significantly improve speaking skills. The implementation of speaking learning materially and practically is inadequate for students' speaking skill improvement. As a result, the learners cannot perform better speaking skills to practice in daily life (Marlius et al., 2021).

Based on this issue, the researcher is interested in learning about speaking skills and overcoming obstacles that may prevent students from developing good speaking skills. Hence, practical learning techniques and methods must be employed in the learning process to achieve an English language acquisition. (Muthmainnah & Annas, 2020).

In relation to this, previous studies have concluded that the effective methods become necessary to improve students' speaking skills. According to Shormani (2014), applying a language environment system is the right method to achieve mastery of a language being studied as a communication tool. The language environment as a medium learning leads students to improve the quality

of speaking skills because it gives a language practice area with some activities implementation to train and increase the speaking skill performance for students. Moreover, the implementation of language environment is justified by one psychological theory, namely the theory of behaviorism. This theory has pointed out the relationship between stimulus and response factors, where a stimulus can determine responses or behavior based on the given stimulus.

According to Peri Syaprizal (2019), in the concept of the behaviorism theory, stimulus and response establish an important aspect in language acquisition. It explained how the language environment could be used as a stimulus that can trigger the development of a particular language being learned for students. The language environment roles as a stimulus that can affect the achievement of English-Speaking skills as a response through some language-based activities application.

In line with language learning, the language environment is a major area of raising the learning process of a certain language. In other words, the language environment is everything that can be seen and heard in its surroundings to learn a particular new language naturally for students (Effendy, 2012:222). In addition, the language environment significantly aids in boosting and developing the performance of English-speaking skills for students. According to Harutyunyan (2015), there are three essential elements in any successful language learning, those are language, learners, and the process of learning. In reaching successful language learning, the three elements must collaborate optimally, whether from

the learner, the language that the learner learns, and the language learning process that includes the language environment.

Furthermore, a growing body of literature recognizes the importance of language environment for speaking skills in the study entitled *The English Environment Role in Developing Student's English-Speaking Skills* (Islamiati, Rena, 2019), the study shows that the language environment as a medium learning, such as the language dormitory, plays an essential role in developing English speaking skills. One of the factors that significantly affect speaking skills is the influence of the language environment system, which produces some supporting activities applied in the circle of students. In addition, as speaking skill issues are still being discussed in order to figure out students' speaking performance, one of the theories regarding language environment in the research (Juhan, 2020) that have been demonstrated by study has no any influence on the development of English-speaking skills. Furthermore, one of the theories of language environment that plays an important role as essential as micro and macro factors on the language environment requires further discussion (Purba, 2013).

On the other hand, in achieving each stage of speaking skills, it needs to have very significant habits or activities that can facilitate and encourage students' learning process. According to Purba (2013), the language environment is a particular area where a language grows and develops in which it is used as a communication area in daily life. It includes various things such as something that we can see, hear that influence the communication used.

However, the language environment does not just exist, but it needs to be created to help the acquisition process in mastering a particular language. Nurul Jadid Islamic Boarding School is one of the modern boarding schools that has been established since 1948. This Islamic Boarding School has several dormitories that have their respective focus goals in exploring a scientific field, including in the field of languages such as English, Arabic, and Chinese. Furthermore, one of the dormitories that focuses on language development is The Foreign Language Development Institute as an informal institution that engaged in developing foreign languages (English language and Arabic language) under the auspices of Nurul Jadid Islamic boarding school. This informal institution is a dormitory where student of senior high school live. It provided teaching learning process activities for students' foreign language development. However, to create an environment by its objectives, this informal institution has prepared adequate facilities and activities to actualize a conducive language learning system for students. In addition, the programs are related to language development by implementing the language environment that produces some language-based activities and teaching-learning process.

Considering the explanation above, the researcher performs this research using other dormitories as a sample that is from the Natural Sciences Major students' dormitory at Nurul Jadid Islamic Boarding School to implement and find out the influence of language environment on the achievement of English-speaking skills in Foreign Language Development Institute.

1.2 Identification of The Problem

Based on the background of the study above, the statement of this study problem is as follow:

1. How is the students' English-speaking skill achievement before and after implementing the language environment?

2. Does the language environment implementation influence on the students' achievement of English-speaking skills?

1.3 Objective of The Study

The research of this study is purposed to:

1. To know about the speaking skill achievement before and after implementing the language environment.

2. To find out the influence of language environment on the achievement of English-speaking skills of the students from other dormitories that is Natural Sciences Major in Foreign Language Development Institute.

1.4 Significant of The Study

From this study, it is expected that:

1. Practically, teachers can assess the significant influence of language environment for students as a supporting aspect on the performance of students' English-speaking skills.

2. Practically, students can enrich and improve their insight on their English-speaking skills through the influence of a language environment that can encourage their English skill performance by communicating through the English language.

3. Theoretically, this study can be a reference for the next researcher that related to the influence of language environment on English-speaking skills.

1.5 Limitation of The Study

The researcher only focuses on the influence of language environment toward the achievement of English-speaking skills of the Natural Sciences Major dormitory's students at Nurul Jadid Islamic boarding school.

1.6 Definition of Term

It is necessary to clarify what language environment and speaking skills mean. Therefore, the researcher defines the terms that used in the study. The meaning of the terms is as follow:

1. Language environment

    It refers to the students' dormitory in the foreign language development institute of Nurul Jadid Islamic boarding school.

2. Achievement

    It refers to English speaking skill mastery of Elementary-level students at the Natural Sciences Major dormitory.

3. Speaking Skill

    The skill to communicate effectively is one of the numerous fundamental talents in the language (H.Douglas Brown, 2000). Speaking skill comes under receptive skills, or the talents we employ to interact with people, express our thoughts, or share an idea. A person's speaking skills enable them to generate articulation sounds.

CHAPTER II

REVIEW AND RELATED LITERATURE

In this chapter, the researcher shows theories related to the literature, such as the theory of influence definition, language environment, and English-speaking skills and the previous study.

2.1 The Definition of Influence

Influence is the power that exists or arises from something (person or another object) that affects to person's character, beliefs, or actions (Nurfitria, 2008). In other words, influence means something that has power or strength created from something, whether from humans, animals, or even nature, that can affect everything around it.

2.2 Language Environment

The environment is defined as an area that includes all the things that can affect the growth and development of humans or animals (Kiatkheeree, 2018). The environment is everything around you, such as the buildings you use, the people you live with, and your situations.

Furthermore, the environment is everything that involves the five senses of humans, primarily through vision and hearing (Tengaran, 2020). Thus, it can conclude that an environment is a place for an individual to grow and develop, which can influence several important imperative aspects of life, such as the language skills used to interact and communicate with each other.

On the other hand, language is a system of sound and symbols used by people to interact and communicate with other people (Rusu et al., 2016).

Supposing the two aspects between environment and language are combined, a situation or artificial state is formed to create a process of a particular language learning for people that affect their communication and network. In other words, the language environment is everything that can be seen and heard in its surroundings to learn a particular new language naturally for students (Effendy, 2012:222). There are two primary aspects that influence the language environment, they are classified as macro and micro environmental influences (Dulay, Burt, 1982).

A. Macro Factor

The Macro factors have a direct effect on the rate and quality of second language acquisition, specifically:

1. Environmental naturalness

It means an environmental condition that can raise a sense of audacity to actively communicate through the use of a particular language rather than the regulation of linguistic form. When the speaker's attention is focused on the substance of the conversation, the speaker is said to be in the natural language environment. However, students can perform more effectively and fluently in a language environment than in a formal one, which is a significant advantage. While the lack of friends who are native speakers of the target language, incoherent communication, and a lack of periods of silence (when a person can absorb a new language but does not need to produce it), which are the restrictions. In addition, there are several advantages to using natural

language. First and foremost, speakers may adjust their usage of their new language by applying some of the lower-level principles that they are already familiar with. Second, it may satiate a person's interest in a new language as well as their want to be aware of what they are learning as they go through the language. The language used for communication every day in which the students are free to speak and listen to the language they are learning is an example.

2. The role of the learner in communication

    In terms of learning a language, there are three types of student roles in communication: one-way communication, in which students listen or read but do not respond verbally; limited two-way communication, in which students listen and respond but do not respond verbally; and fully two-way communication, in which students listen and respond verbally. However, when some students' performance is limited to responding to other speakers verbally, they are allowed to incorporate the foreign language being learned with their mother tongue several times to help them communicate. For the example discourse activities which applied between students and teachers, students and students, and others.

3. The availability of reference

    In the context of language learning, concrete references are any topic or event that can be seen, heard, or felt in relation to the language being learned. They assist language learners in deciphering the

meaning of the language that has been used. A language teacher should be aware of the necessity of providing specific references while teaching a new language. This may be accomplished by providing visual aids, exercises, and topics that allow the learner to comprehend the majority of what is being said in the new language. For the example the availability of language words at a specific location that they might observe in order to obtain a better knowledge of the language being studied.

4. The target language model

students have the freedom to determine their partner in improving their speaking skills with a friend or a teacher, so it can assist them to adjust to their skills. For the example we choose an appropriate partner in our language environment in order to increase the quality and acquisition of the language learned through conversation, etc. Thus, students may be confident to communicate with the people they choose.

B. Micro Factor

Micro factors relate to the language's unique structural qualities that the learner hears. They are classified as:

1. Salience

Salience is a term that refers to certain traits that seem to provide one object with a visual or aural advantage over another. The qualities include the quantity of phonetic content (whether the item is a syllable

or not), the item's stress level (how much emphasis is put on it), and the item's location in the phrase.

2. Feedback

The term "feedback" refers to the way a listener or reader reacts to a student's acts. There are three sorts of feedback: correction, approval (positive feedback), and extension (expanding or modifying the learner's speech without drawing attention to it). However, correction and expansion are the two forms of feedback that are the subject of inquiry.

3. Frequency

The number of times the learner hears a given structure is called frequency. Most people believe that the more times a student hears about a structure, the more quickly they will be able to master it. When students hear structures that they are ready to understand, the frequency may be utilized to boost the possibility that they will be able to pay attention and process those structures.

2.2.1 The Purpose of Language Environment

On the other hand, the primary purpose of using a language environment as a learning medium is to strive the knowledge in the form of information and messages given can be received as much as possible by students as recipients of the information. Because with the language environment as a learning medium, students can receive information and messages well and quickly through the language environment as learning process to improve the students' speaking

skills. Hence, it makes the process of language learning through the application of communication and activities can improve students' speaking skills as their second language.

2.2.3 The Type of Environment

The environment is divided into 2 types: formal and informal (Jayendran et al., 2021). This type of environment underlays each English language performance for students.

1. Formal Environment

The formal environment is a second language acquisition activity that tends to limit and focus on particular rules and forms of learning (Artini, 2017). It creates the potential in developing students' speaking skills to be restricted from exploring their skills in communication due to the dependence on the type and teaching methods applied within the teaching and learning process. Most language learning activities are carried out in the classroom or the laboratory. However, the formal environment refers to the official education system such as schools, colleges, Etc.

According to Dulay, Burt (1982), there are three characteristics of a formal environment: 1). The teacher is directly concerned with assisting the learning process and providing directions for learners in the learning process. 2). Students are instructed to perform a language activity through the knowledge learned. Meanwhile, the role of the teacher is to provide improvements and corrections for students in the

activities carried out. 3). The environment is also a part of language learning in schools.

2. Informal environment

The informal environment dominantly provides activities that may carry out outside the classroom (Bahrani & Sim, 2012). The informal environment connects to the natural condition and communication, which extremely influence the use of linguistic discourse rather than the linguistic code for learners. Although there are no rules that apply in any communication, they can have the freedom to explore what they have learned.

In learning, the informal environment only provides the necessary input for the language acquisition process. In contrast, the formal environment becomes a place for students to improve the knowledge and competencies learned. Therefore, Dulay, Burt (1982), to reach the result of a language being studied, it needs an informal environment that intensively involves the learner's role to create effectiveness to practice the knowledge learned in a formal environment.

The informal environment has a wider scope that is used rather than the formal environment. Most students spend more time in an informal environment that allows language to be more integrated. Through several supporting activities in dormitory or home, it strengthens students' skills and knowledge of the English language.

Hence, it makes the informal environment provides more natural opportunities to improve speaking skills than a formal environment.

2.2.4 Environment as a learning subsystem

The theory of behaviorism provides a valuable account of how one of the success factors in the language learning process comes from the environment, including the English language environment. According to (DASTPAK, 2017), everything related to behavior including responses can be generated by a given stimulus. When a stimulus has been controlled and observed, the reaction rate as a response can be predicted. Based on the research on behaviorism theory (Watson, 2007), the behaviorism theory puts a significant influence on language aspects experienced through the relationship between stimulus and response in foreign language acquisition.

In line with the language environment, a language learner who uses behaviorism theory will not completely achieve good speaking skills without any encouragement from applying the language environment as a stimulus (Ahmad et al., 2020). Additionally, the behaviorism theory reveals the similarities of two-factor relationships between the same stimulus and response to the context of the implementation of language environment in which the language environment as stimulus and the achievement of speaking skill as the response. The language environment as a stimulus that has been observed through language-based activities, an atmosphere of learning, and a stimulus given it can stimulate and repeat the language learning process for students. Thus, it can acquire a foreign

language being learned as a response because the more conducive the language environment, the more conducive the learning process.

2.2.5 The Implementation of Language-Based Activities

In achieving the set goal of speaking skills for students through language environment, some Language-based activities are employed to assist students in absorbing and acquiring an understanding of the new language's objectives. However, these activities are aimed to fulfill the language environment factor. The material provided follows the objectives by relating several essential aspects of the English language. Here are some of the activities:

1. Dialogue Activity

   This activity is a form of training process and adaptation to foreign languages in daily communication that requires each student to interact with other people using English. This dialogue activity aims to achieve proficiency and fluency in a foreign language learned by conceptualizing an environment that seems to be the daily native speaker. Thus, the dialogue and language style are used to form a native speaking atmosphere to obtain motivation and interest in learning.

2. Native day

   The Native English Day activity is a multi-day activity for students to practice their speaking skills. It imitates the accent of a native English speaker such the intonation and expressions of a native English speaker. Through this activity, students are encouraged to learn more by practicing their speaking skills with friends and teachers in their environment. They

have excellent prospects to become fluent in a foreign language as a second language.

3. Listening Activity

The listening activity allows students to acquire and assimilate all knowledge through what they hear, which is included in the receptive skills component of the lesson (H.Douglas Brown, 2000). This activity has the capacity to affect the ability of productive skills such as speaking skills. This listening activity is carried out which includes dialogue or a monologue discussion as the contents.

4. Reading Activity

According to Sucipto & Cahyo (2019) reading activity is the process of deriving meaning from written or printed material. Reading is also a communication skill. It describes reading as the capacity to extract meaning from written text and accurately interpret it. Understanding the message is a process that is impacted by one's expertise.

2.2.6 The Advantage and Disadvantage of Language Environment

Implementing the language environment as a learning medium offers flexibility that allows one to increase their potential in English language skills. This learning media supports the development of the language learned through the language environment system. However, implementing this language environment has the following advantages, those are:

1. Students will be more motivated to learn through various activities carried out. As a result, the learning outcomes will be maximally effective in achieving the target language being studied.

2. Students can understand the nature of learning because they experience and deal directly with the conditions of the language environment that can encourage them to practice their English.

3. Students will receive a variety of sources of information about the language knowledge learned in their environment.

4. The application of the language environment produces a more realistic understanding so that the learning process becomes more concrete. Hence, their foreign language learning is more comprehensive and active for students.

5. The language environment allows for more communicative interaction as students study and live in the same environment. Therefore, the use of the same language leads them to further explore skills in the language.

On the other hand, the implementation of language environment also has weaknesses, that is:

The lack of teachers' views on language learning activities that can be implemented outside the classroom, such as the language environment. in contrast, all the information and knowledge students learn in the school can be fully used and practiced through the language environment.

2.3   Achievement

The term achievement is always connected with the correlation efforts and output either in education or work. In other words, (Ii, 2013) stated that achievement is an output produced through works or activities to obtain a willingness. However, it requires a lot of encouragement, consistency, and tenacity, either individually or as a group.

The achievement here refers to the English-speaking skill mastery of Elementary students at the Natural Sciences Major dormitory.

2.4   Speaking Skill

Generally, speaking can be interpreted as an interactive activity among humans to share their (ideas, hearts, and thoughts) by using spoken language to convey it, making people easily understand what they mean. However, speaking is the ability to speak fluently and process information and language. (Hedge, 2003).

According to Effendy et al (2004), speaking skill is a communicative activity in a dialogue between two or more people. One person speaks, and the others have to listen, thus exchanging roles. It means that speaking is a productive language skill to share people's ideas or information with people they communicate with.

Speaking is ranked as the most essential skill among other skills since students are more intended to improve their language through mastering the speaking skill (Luoma et al., 2009). Speaking is not entirely requiring someone who can produce linguistic competence such as Grammar, Vocabulary, and so on,

but also understanding, why, when, how, and in what way someone can produce language or apply sociolinguistic competence in communication.

2.4.1 The Function of Speaking

According to H.Douglas Brown (2000), he has categorized the speaking functions for interaction among people, speaking has three functions: talk as interaction, talk as a transaction, and talk as performance. However, each function of speaking requires different activities and teaching approaches.

1. Talk as interaction

   Talk as interaction functions as daily communication in which people talk with two or more people to exchange ideas and information. As a result, speaking skills are required to convey our message to others. In other words, talk in interaction refers to establishing a social relationship that focuses on how others can receive a message.

2. Talk as a transaction

   Talk as a transaction is primarily focused on ideas or information that people present to others to make them accurately and clearly understand. For example, students and teachers frequently focus on comprehending of their discourse rather than interacting socially with others.

3. Talk as performance

   In this case, the speaking function focuses on monologue activities rather than dialogue activities such as speech, news reading, etc.

2.4.2 The Type of Speaking

Based on Drachsler & Kirschner (2012), language teaching specializes in the development and mastery of conversation in a language. He divided the speaking into two types those are:

1. Monologue

    The monologue is defined as a speaking activity that only involves one person's role. This speaking type is carried out by one speaker who does not need any reply from other speakers, such as presentation, speech, and others. The monologue is also divided into two parts, namely planned monologue, and unplanned monologue. A planned monologue is a speaking activity prepared with assistance, such as notes or texts that are needed during the monologue activity. Meanwhile, the unplanned monologue is a speaking activity that does not need text or notes, but someone speaks naturally.

2. Dialogue

    The dialogue involves more than one speaker to carry out everyday activities. The dialogue is divided into two types based on its function: interpersonal and tractional. Interpersonal dialogue focuses on social relationships, while transactional focuses on conveying information or ideas to others. In this case, the researcher focuses on interpersonal dialogue, following the purpose of this research.

However, to determine whether speaking refers to the category of good speaking and bad speaking, some speaking aspects must be fulfilled (Hariani, 2018). The aspects are:

1. **Pronunciation** is how a word is pronounced correctly. English learners must be able to use good pronunciation so that others can understand the pronunciation of each word.

2. **Grammar** is a way or a system of rules for arranging a certain language pattern so that it becomes a good sentence structure.

3. **Vocabulary** is a collection of words that are known by certain groups and become part of a particular language.

4. **Fluency** is a measure of a person's ability to speak. Usually, someone who has good fluency in a language, then they quickly and easily communicate appropriately.

5. **Comprehension** is a person's ability to understand a purpose and meaning in a conversation. The more a person has a high understanding then this can affect his speaking ability.

2.5 Previous Study

There are relatively several previous studies in the area of this research that are related those are the Concept of Language Environment: A Descriptive Study at Islamic Senior High School of Gresik Islamic, The Influence of The Language Environment In MA AL-IRSYAD TENGARAN, The English Environment Role in Developing Students' English speaking ability, The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A

Study of Phenomenology, and The Role of the Language Environment in Second Language Acquisition.

From the first previous study by Imam Nur Aziz (2020), the researcher attempted to determine the influence of language environment on English-speaking skills of Islamic Senior High School of Gresik Islamic. Qualitative research was applied in this study. However, the data collection was acquired from observations, interviews, and documentation. The result indicated that the influence of language environment on English-speaking skills improved the English-speaking skill for learners.

Furthermore, the next researcher investigated the language environment In MA AL-IRSYAD TENGARAN that can improve the speaking ability (Tengaran, 2020). Here, the researcher has found the classification of environment, these are formal environment and informal environment. The quantitative method was applied to this study. However, the previous researcher could not find any significant influence of applying the language environment that influence to the students' speaking ability in this study.

In the study conducted at Ushuluddin Islamic Boarding School Belambangan, the researcher found that the role of language environment has a strong influence on acquiring speaking skills (Rina Islamiati, 2019). It is supported by several activities implementation to increase their language knowledge and speaking skills in Ushuluddin Islamic Boarding School Belambangan. This previous study used a qualitative method to collect the data by applying observations, interviews, and documentation. Therefore, the role of

practice activities can be an important aspect that can help students in their learning process in both formal and informal settings. As a result, students at Ushuluddin Belambangan Islamic Boarding School can achieve optimal results in honing their speaking skills.

In the study of the Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation by (Marlius et al., 2021), it shows that with several language environment activations applied in the study of The Efforts to Improve Students' Arabic Speaking Skill Through Language Activation: A Study on Phenomenology at Muhammadiyah University, West Sumatra. Several activation activities for language acquisition are applied, such as making pamphlets as reminders to use foreign languages in communication and vocabulary. These are steps that allow students to improve their language skills. However, this strategy can also increase the motivation of learning for students. This previous study used the qualitative method to collect data and information in their research.

On the other hand, The Role of the Language Environment in Second Language Acquisition by, the researcher found that the informal environment was more conducive to second language acquisition (Purba, 2013). The informational environment provides better spaces and opportunities for students to deepen and master their learning language. Through various activities, an informal environment is a better place to achieve English-speaking skills. Therefore, it makes the informal environment look more efficient in improving their second language skills, especially speaking skills.

CHAPTER III

RESEARCH METHOD

This chapter describes the procedures of the method applied to find out the answer to the identification problems. However, it covers research design, source of data, research instrument, data collection, data analysis.

3.1 Research Design

The research design is the starting point and the foundation for the procedure that must be followed in order to do research. The use of a quantitative technique is well-established in this field of study. It is highly beneficial in studying to learn more about information in this research by collecting numerical data and instruments, which is especially useful in studying. (Kusumastuti & Ahmad Mustamil Khoiron, 2019). In other words, it refers to a systematic analysis of the components and phenomenon, and the chronology of their interactions that constitutes a quantitative approach. Hence, quantitative analysis is the process of measuring something and recording the findings in numerical form.

Prior to doing research, the researcher selected the type of study to be conducted and developed a strategy for doing so. The pre-experimental research design was adopted in this study. The researcher utilized a one-group pre-test and post-test strategy for their research (Sugiyono, 2012). Furthermore, this particular study was conducted utilizing a pre-experimental design, which means that just one group was given the treatment, with the group receiving both a pre-and a post-test to determine the treatment outcome. The pre-test and post-test are provided to assess the achievement of the students' speaking skills before and after

implementing the language environment. The study was limited to just one set of people as the study.

Due to the limitation of the technique that must follow and adjust to the Islamic Boarding School and dormitory policy and the limited space to be used as a residence for the research process and sample total, all elementary students' level from the Foreign Language Development Institute have to change places of living with another dormitory, namely the Science Major dormitory for research purposes. Thus, the researcher conducted the research using one population sample. Furthermore, the number of students must also adjust to the room size, which can only accommodate 20 students. As a result, the researcher only studied one group or class, administering a pre-and post-test to determine the treatment outcome in this study. since it was not practicable to do a random assignment to establish the sample for the study, pre-experimental research was conducted in this study. As a result, the researcher only studied one group or class, administering a pre-and post-test to determine the outcome of the treatment in this study.

Table 3.1 the research design illustration of One Group Pre-test and Post-Test

Pre-test	Treatment	Post-test
Y1	X	Y2

The following two variables are discussed in the preceding table:

X: Independent Variable (Language Environment)

Y1: Dependent Variable (Students' achievement in speaking skills before implementing the language environment)

Y2: Dependent Variable (Students' achievement in speaking skills after implementing the language environment)

The Procedure for experimental research that uses a one-group pre-test and post-test design are detailed as follows:

1. Administering Pre-test (Y1) to measure students' achievement in speaking skills before implementing the language environment.

2. Applying experimental treatment to achieve English-speaking skills by implementing the language environment.

3. Administering post-test (Y2) to measure Students' achievement in speaking skills after implementing the language environment.

The purpose of this study was to investigate whether students' English-speaking skills may be improved by using a language environment system. The treatment was utilized to determine whether using a language environment influenced the rise in speaking skills achieved by the students or not. Thus, the effect of the treatment is known by comparing the pre-test and post-test scores of students by applying a language environment.

The researcher had three sessions with the students in order to apply the treatment to them through the language environment implementation. During the first meeting, the researcher conducted a pre-test to determine the extent of students' mastery of English-speaking skills had progressed. Following the completion of the pre-test, the researcher applied the language environment as a

treatment sequentially and systematically for students over the course of a month in order to improve their speaking capabilities. Furthermore, During the most recent meeting, the researcher administered a post-test to see if the quality of students' speaking skills had increased as a result of the implementation of language environment learning process.

3.2   Population and Sample

Numerous theories will be offered in this part that are connected to the population and sample used in the research. It will also provide the subjects that will be addressed.

3.2.1 Population

In research, the population is treated as a generalized area with particular qualities and numbers as objects to be studied by researcher, and then conclusions are derived from the findings. Furthermore, the term "population" refers to the whole population of the subject of the research being conducted (Sugiyono, 2012).

According to the subject of the study, to make sure the theory of language environment whether it can influence to the English-speaking skill or not, so the population will be taken from other dormitory in Nurul Jadid Islamic Boarding School that is from Sciences Major dormitory. However, this dormitory has three level class those are elementary level which means 10th grade in formal school, intermediate level which means 11th grade in formal school, and advanced level which means 12th grade in formal school. In this study, the researcher chooses the elementary level which consists of 30 students in the academic year 2021/2022.

3.2.2 Sample

Sample is representative of the population to be studied. In other words, if some of the numbers and characteristics are used to conduct research, it can be concluded that the research sample is used in the process of doing the study (Arikunto S., 2006). A sample is a small group of people who have been observed. Meanwhile, a population is a larger group of people whose generalizations have been formed. A sample is a subset of a larger population. It indicates that a good sample should be representative of the total population to the greatest extent feasible. The generalization of the sample is as accurate as of the population's generalization. In this study, the researcher employs the purposive sampling to determine the sample from the population.

On the other hand, since the students of elementary level at Natural Sciences Major dormitory have a basic understanding about English language and they also learn the English language as foreign language, so they are historically and mature inadequate to be sampled in this study, hence this option can be conducted in a deeper level. In addition, the researcher chooses elementary-level students with comparable abilities for the study. Hence, a group of Elementary-level students at Natural Sciences Major dormitory serves as the study's primary focus which consists of 20 participants.

3.3 Research Instruments

Initially, the researcher created the oral test item questions as tryout to determine whether or not the question is categorized as valid and reliable, the researcher employs the test in the form of questions created for the elementary

level class in Foreign Language Development Institute and administered to the 15 participants. The researcher created 10 oral questions for use in both the pre-test and post-test. On the other hand, the topic of both tests is based on the material book of English learning used in Natural Sciences Major dormitory at the elementary level. Furthermore, asking and giving opinions, asking and giving suggestions are all aspects of the subject matter of the queries. The validity of this question will be analyzed and corrected using Pearson product-moment under the validity of the items. In addition, the results of this validity item will be analyzed through a reliability instrument by using the alpha Cronbach formula.

In this research, the data was gathered through the form of a speaking test as an instrument for this investigation. There were two types of tests offered to the students. It is important to note that the first test is a pre-test, and the second test is a post-test with the students' grades being taken into consideration for both assessments. Thus, it was decided to employ the pre-test to this experimental group in order to assess their skill before administering the treatment by the language environment. On the other hand, to completely fulfill the requirements of the micro and macro factors of the language environment, the researcher applied the language environment by making the primary sample which consist of 20 students to live in the circle of Foreign Language Development Institute to feel the atmosphere of English language and acquire knowledge and information of the language being learned. In addition, the researcher will implement some Language-based activities concerning essential aspects of the language environment to assist students in absorbing and acquiring an understanding of the

English language's objectives. However, these activities were applied four times in a month, it means that each activity will be held once in a week.

Furthermore, a post-test was administered to find out the student's speaking achievement after they had the treatment through language environment. In the process of testing, the researcher also utilized the smartphone's role to record their speaking presentations. It assists the researcher in analyzing students' speaking performance. However, the students' performance was evaluated on a strictly objective basis. In addition, the researcher concentrated on assessing students' speaking skills based on the speaking element. The subject of each test was different in order to minimize bias since they might remember the previous topic that had been presented and know the outcome of the tests.

A grading rubric was implemented in this research including aspects: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 3.2 Oral Proficiency Test Scoring Categories Based on Brown 2001 :406 (Hariani, 2018).

No	Criteria	Rating Score	Description
1	Pronunciation	1-4	Mistakes in pronunciation are often, but a native speaker might understand it.
		5-8	The accent is understandable, albeit it is often rather incorrect.
		9-12	Errors seldom impede comprehension and very rarely cause discomfort to the natural speaker.
		13-16	Mistakes in pronunciation are quite infrequent.

		17-20	Identical to and entirely accepted by native speakers who have had formal education.
2	Grammar	1-4	Mistakes in grammar are often, but a native speaker might understand it.
		5-8	Can typically handle simple formulations with adequate accuracy but does not have full or confident mastery of the grammar as he should.
		9-12	The mastery of grammar is good. The ability to talk with sufficient has structural precision for the speaker to engage successfully in most formal and informal dialogues.
		13-16	Capable of using grammar in the language correctly at all levels that are typically relevant to professional requirements. Grammar mistakes are quite infrequent.
		17-20	The grammar mastery is the same as that of a native speaker who has had formal education.
3	Vocabulary	1-4	Speaking vocabulary is insufficient for expressing anything other than the most basic necessities.
		5-8	Has an adequate spoken vocabulary to be able to communicate himself merely by using certain circumlocutions.
		9-12	Being able to communicate effectively in the language with a sufficient vocabulary to take part in most formal and informal situations.
		13-16	Can comprehend and engage in any discourse that falls within his range of experience while maintaining a high level of accuracy in his vocabulary.
		17-20	Every aspect of speech on all levels is completely accepted by educated native

				speakers, including the variety of vocabulary and phrases, idiomatic expressions, etc.
4	Fluency	1-4		There is no exact definition of fluency. It refers to the other four language categories to indicate inferred fluency.
		5-8		Can handle most social settings with confidence but not ease, including introductions and informal talks.
		9-12		capable of discussing certain competency interests in a decent amount of detail. It Almost seldom has to fumble for words.
		13-16		Capable of communicating fluently in the language on all levels that are often required for professional purposes. Can engage fluently in any discussion within the scope of this encounter.
		17-20		Has great fluency in the language, to the point that his speech is accepted without reservation by educated native speakers.
5	Comprehension	1-4		In the concern of limited linguistic experience scope, they are able to comprehend basic inquiries and assertions when provided with slower speech, repeats, or paraphrasing.
		5-8		Can comprehend the substance of the majority of non-technical talks.
		9-12		At a regular velocity of speech, comprehension is pretty complete.
		13-16		Can comprehend any discourse that falls within his experience range.
		17-20		Equivalent to that of a native speaker who is educated.

Maximal score:

Pronunciation   : 20

Grammar : 20

Vocabulary : 20

Fluency : 20

Comprehension : 20

Total score : 100

3.3 Assessment of Students' English-speaking Skills

Score	Category
0-20	Very poor
21-40	Poor
41-60	Fair
61-80	Good
81-100	Very good

Source : (Arikunto S., 2006)

3.4 Trustworthy of Data

The study data is trustworthy since it was acquired through the use of a responsible instrument, which was categorized as a good test. Several factors are taken into consideration while constructing a test, and these factors comprise the criteria for an effective test. When it comes to excellent tests, one of the most significant aspects is that they are suitable for the capacity of the test chosen, which is referred to as Validity. Furthermore, the consistency of the test is referred to as Reliability, and it becomes the second most essential attribute.

There were several efforts taken in this study to guarantee that the instrument (test) was valid and reliable, as described by the author. To demonstrate that the test as an instrument is valid and reliable, it is necessary to

examine the validity and reliability of this research in order to find out the feasibility of the instrument used in collecting research data as well.

3.4.1 Validity

Validity is intended to determine the degree to which the quality and accuracy of a measuring instrument in its role as part of the research are sufficient to support the findings (Arikunto S., 2006). Furthermore, it is essential for assessing feasibility since it serves as a benchmark for the validity and precision of the instrument being utilized.

Furthermore, to examine whether the test has excellent validity or not, the researcher analyzes the test through two aspects validity. There are two types of validity: content validity and construct validity.

1. Content Validity

There are several tests of validity to verify the quality of data or findings and the application of the statistical test to determine the influence of an outcome on a population of interest (Zalu, 2020). The researcher employed content validity in this research. Content validity measures the degree to which the material will be utilized in the study being conducted. Furthermore, since the Natural Sciences Major dormitory does have any core competence and basic competence, so the researcher will connect the school's competence standard with the material book of English learning used for the elementary level that in line with the level of speaking skill for the test in the research to equal the quality of material order to guarantee the quality of material employed research subject. However, the book of English learning materials utilized at the elementary level does not match the

school's competence standard for tenth grade. But the contents were comparable to the standard for eleventh grade. Therefore, the researcher used the school's eighth-grade competency standard as a guideline for the created materials.

Table 3.4 The content of Validity

Core Competence	Basic Competence
4. Processing, reasoning, and presentation intangible and abstract domains connected to the autonomous growth of what is learned in school, as well as the ability to employ scientific techniques.	4.1 Create spoken and written texts to express, inquire about, and answer to expressions of making suggestions and opinion, consedering social functions, text structure, and accurate and contextual language features. 4.2 Create spoken and written texts to express and reply to ideas and thoughts considering social functions, text structures, and accurate and contextual language features.

2. Construct Validity

Validity construct refers to the extent to which test items are capable of measuring what they purport to assess in accordance with a predefined concept or conceptual definition (Otaya et al., 2020). Hence, the relationship between a test and a certain concept of language refers to the context of construct validity. Construct validity is a tool used to determine whether or not there is a correlation between variables. So that the measurement is consistent with the measuring of the speaking test applied. Hence, construct validity refers to the dependent variable, speaking skills. The researcher administered an oral test consisting of 10 questions based on the following table throughout this research.

Table 3.5 The content of Construct

No	Standard Competence	Number Item
1.	Expressing Suggestion	5 items
2.	Expressing an Opinion	5 items

3. Item Validity

The validity of item is a method of determining the validity of an instrument (Rovinelli & Hambleton, 1977), Because the researcher created an instrument in the form of oral test questions, the validity analysis approach that is most appropriate to apply is Pearson Product Moment. This approach is used to determine if each item or question item in a test can reveal the factor being measured or the internal consistency of each measuring instrument item when it comes to assessing a factor.

In order to test the validity of the question items given, the Pearson product moment technique can be used to determine the validity of the items with a significance of a = 5%. In this research, since the result of the Pearson Product Moment in the try-out of the pretest is higher than the r-table value of 0.514, which can be shown by referring to the table result, it can be interpreted that the validity test of each question is valid to be used in this research.

3.4.2 Reliability Instrument

The concept of reliability is used to determine the degree to which the findings of a measurement can be trusted. Reliability is used to demonstrate whether or not an instrument can be trusted as a data collecting tool and thus whether or not it should be employed in research (Arikunto S., 2006). In other

words, the consistency with which an instrument produces the same score on various testing occasions or with different raters is referred to as reliability.

The word "reliability" refers to a metric used to assess the degree to which the findings of a measurement may be relied upon. The Alpha Cronbach formula is employed in this reliability test, and the results of the reliability calculation will be evaluated using the requirements of the Alpha Cronbach formula as follows:

Table 3.6 Test Reliability Criteria

Coefficient Reliability	Criteria
0,00 - 0,19	Correlation between variables X and Y exists but it is very low
0,20 - 0,39	Correlation between variables X and Y exists but it is weak
0,40 - 0,59	Correlation between variables X and Y but it is sufficient
0,60 - 0,79	Correlation between variables X and Y exists but it is good
0,80 - 1,00	Correlation between variables X and Y exists but it is very good

Table 3.7 The Alpha Cronbach Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.889	10

Since the result of the Alpha Cronbach score in the try-out test of the pretest is 0.889, which can be shown by referring to the table above, it can be interpreted

that there is very good positive relationship between the two variables. According to the result shown above, the instrument is reliable upon taking the test.

3.5 Data Collection Procedures

The data collection procedures demonstrate how the researcher applies for the process in acquiring the data in this investigation. Hence, there are some following data collection procedures that were used:

1. The Researcher carried out an observational study at the Foreign Language Developments Institute. During this stage, the Researcher collects secondary data in a curriculum, students' condition, the teaching learning process, their interest in English learning, etc.

2. The Researcher uses the purposive sampling technique to choose a sample from the target population.

3. In elementary students' level of Foreign Language Development Institute, the Researcher conducts a tryout to ensure the test is trustworthy.

4. After acquiring the tryout results, the Researcher conducted a validity test and reliability test on the test items before it administered a pre-test to the primary sample.

5. The researcher administers a pre-test to the primary sample to determine their degree of proficiency in speaking before implementing the language environment.

6. The language environment and some language-based activities such as dialogue activity, native day activity, listening activity, and reading activity that include to the receptive skills are included in the treatments.

The implementation of this language environment will take place in a month.

7. After the treatment is completed, the researcher administers a post-test to the primary sample (Elementary students' level of the Natural Science dormitory) to determine their degree of proficiency in speaking after implementing the language environment.

8. The researcher carried out the Normality Test.

9. The researcher then includes them all in the t-test calculation. The T-test formula was employed to determine if there is an influence on English-speaking skills.

10. The findings of the researches were checked by the Researcher using the SPSS 25.00.

3.6 Data Analysis

In implementing data analysis, the researcher analyzed the students' scores on aspects of speaking presented by Brown (Hariani, 2018).in which each component of speaking was classified into some band scales. Furthermore, the researcher records students' speaking performance throughout each of the tests. It makes the researcher easily analyze their performance on English-speaking skills.

During the process of statistical computation, the researcher analyzes the data in the following ways:

1. The researcher incorporated the data into a scoring assessment table.

Table 3.8 The experimental score

Name of Student	Experimental Class

	Y	X

Described as:

Y: Class experimental score of pre-test

X: Class experimental score of post-test

2. After putting the data from the score table into a frequency distribution table, the researcher uses the following formulas to find the mean, standard deviation, and standard error:

A. The mean of experimental group

$$M_x = \frac{\sum x}{N}$$

Equation 3.1 Mean of The Score

Described as:

M_x : *Mean score of experimental group*

$\sum x$: The score SUM of experimental group

N: The total of respondents

B. Calculating the SUM of standard deviation (Sugiyono, 2012)

$$SD = \frac{\sum fx^2{}_1}{N} - \frac{(\sum fx_1)^2}{N}$$

Described as:

Equation 3.2 SUM of Standard Deviation

SD: Standard Deviation

(i): *Interval of Class*

$\sum FX^2$: *The square deviation SUM of experimental group*

C. Calculating the standard Error

$$SE_m = \frac{SD}{\sqrt{N-1}}$$

Equation 3.3 Standard Error of The Mean

SE$_m$: The Mean Standard Error

SD   : Standard Deviation

N   : Student Numbers

1   : Constant Number

3. The researcher used the normality test to determine whether or not the data from the variables are regularly distributed. In this study, the one-sample Kolmogorov-Smirnov test (1-sample K-S) is used to determine normality. Additionally, decision-making is facilitated by this normality test, such that if the significant value exceeds 0.05, it can be confidently said that the distribution is operating normally. SPSS 25.00 is a tool that was utilized to assist in determining normality in this investigation.

4. On the other hand, in the hypothesis testing, the statistical formula proposed by Arikunto (2010, p. 349) is applied by the researcher to analyze the data. T-test (t) is the main statistic used to find out whether pre-test and post-test have a significant difference or not.

$$T_{test} = \frac{x - \mu}{SD / \sqrt{N}}$$

Equation 3.4 The T-test formula

Described as:

x: Mean of post-test

μ: The population mean

SD: Standard Deviation N: Number of cases

Finally, after computing and determining the final t-test result, the researcher compared the data to see any discrepancies. The researcher used both the alternative hypothesis (Ha) and the null hypothesis (Ho) in this case. According to Bungie (2005, p. 186), there are two criteria for comparing the t-score:

A.   The null hypothesis is rejected if the t-score is higher than the critical t-table, so the alternative hypothesis is accepted.

B.   The alternative hypothesis is rejected If the t-score is less than the t-table, so the null hypothesis is accepted.

5. Calculating the degree of freedom (df) as the following formula:

$$df = N\text{-}1$$

After obtaining data from the formula, the researcher examined the level of significance. If the t-test is higher than the t-table, it indicates there is an influence of language environment implementation on English-speaking skill achievement, so the researcher's hypothesis is accepted. On the other hand, if the t-test value is lower than the t-table, the researcher's hypothesis is not accepted. For significance, the researcher applied a value 5% (a = 0,05). In this study, the alternative hypothesis (Ha) is accepted, it means there is an influence of language environment implementation on English-speaking skill achievement for students.

6. In this study, the researcher analyzes the data by using SPSS 25.00 software in this investigation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter addresses three issues pertaining to the results and discussion of the research. These include the data description, testing for normality, data analysis, testing for the hypothesis, and discussion.

4.1 Finding

In acquiring the data, the researcher employed a research instrument in this research. Then, the researcher correctly and methodically analyzed the data. The data were analyzed in order to form conclusions on the study's purpose. In this chapter, the researcher explained the results in some parts. They are characterized as follows:

4.2 The Students' Speaking Skill Achievement Before and After Implementing the Language Environment

4.2.1 The Data Analysis of Pre-Test

In this test section, the researcher gave the participant a test in the form of an oral test. The test consisted of 10 questions, each question involved material of asking and giving suggestions and opinions in which the participant was asked to speak and provide ideas and information. Following then, it would be up to each student to respond to the given question. The sample for this study consisted of 20 different students who were selected for this research. Before the students were exposed to a language environment as the treatment in this research, a pre-test was provided to determine their English-speaking skill achievement level. This was done so that the appropriate treatment could be administered. As a result, the

researcher used a rubric to grade the work that the students submitted. In addition, the students' work was graded by two different raters. The first rater is the writer of this research, while the second is an English teacher of Foreign Lnaguage Development Institute at a school in Nurul Jadid Islamic Boarding School. Those are the results of the pre-test, which can be seen in Table 4.1, the histogram chart of the pre-test, which can be seen in figure 4.1, and the descriptive statistic of the pre-test score, which consists of the mean, which can be seen in Table 4.2.

Table 4.1 The students' score in pre-test

NO	INITIAL OF NAME	P		G		V		F		C		SCORE		TOTAL		RESULT
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	ASV	4	3	3	4	4	3	3	2	3	3	17x4	15x4	68	60	64
2	AHD	2	3	3	3	3	4	3	4	2	3	13x4	17x4	52	68	60
3	AKA	3	4	3	3	2	3	2	4	3	3	13x4	17x4	52	68	60
4	AHD	3	3	2	3	3	4	3	4	3	4	14x4	18x4	56	72	64
5	AF	2	3	4	3	4	3	3	4	3	3	16x4	16x4	64	64	64
6	AIP	3	2	3	3	4	4	4	3	4	3	18x4	15x4	72	60	66
7	NH	2	3	2	2	4	3	3	3	3	3	14x4	14x4	56	56	56
8	MAG	3	4	3	3	4	4	3	4	3	4	16x4	19x4	64	76	70
9	FAZ	3	3	3	3	3	4	3	4	3	4	15x4	18x4	60	72	66
10	LW	4	4	3	3	4	4	2	3	3	6	16x4	18x4	64	72	68
11	MAA	4	3	3	3	4	4	2	3	3	4	16x4	17x4	64	68	66
12	ASS	2	3	2	3	4	3	3	3	3	4	14x4	16x4	56	64	60
13	MDA	4	3	3	2	3	3	3	2	3	3	16x4	13x4	64	52	58
14	MEA	2	2	2	2	4	3	3	3	2	2	13x4	12x4	52	48	50
15	FAI	3	4	2	2	3	3	4	3	3	2	15x4	14x4	60	56	58
16	MMAY	4	4	2	3	4	3	3	2	3	3	16x4	15x4	64	60	62
17	MH	2	3	3	2	4	2	3	2	3	2	15x4	11x4	60	44	52
18	AMH	3	4	2	4	4	3	4	3	4	3	17x4	17x4	68	68	68
19	AFR	3	3	2	3	3	4	4	3	3	2	15x4	15x4	60	60	60
20	AS	3	3	3	3	4	3	2	3	3	4	15x4	16x4	60	64	62

In the table above, the total score is calculated by multiplying the outcomes score based on the rubric by four. After that, the combined scores from the first and second-rater are totaled together and then divided into two to arrive at the final result, which is referred to as the Mean.

The results of the pre-test given to students participating in the Natural Science dormitory of the elementary level before being given a treatment of language environment and some language-based activities in the Foreign Language Development Institute circle are shown in the table that can be found above. On the pre-test result, a score of 50 was the lowest, and 70 was the highest. However, the researcher has presented a detailed assessment of each element of the rubric category, which can be seen in this table. These elements are referred to as Pronunciation (P), Grammar (G), Vocabulary (V), and Fluency (F), respectively (C). So, it would make it easier for researchers to assess the findings of the student pre-test, which is what the Scoring Rubric is for.

In addition, the researcher employed SPSS 25.0 to know the descriptive statistics and the percentage of students' scores on the pre-test. The findings are displayed in a histogram chart, making it much simpler to comprehend what the scores imply. The histogram can be found as follows:

Figure 4.1 The Histogram Chart of Pre-Test
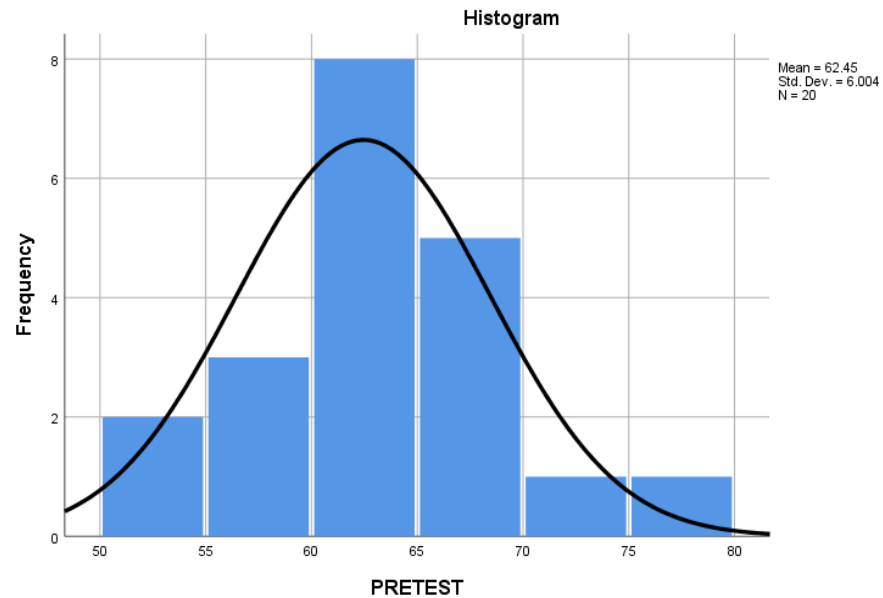
From the table above, the range of values that students achieved on the pre-test and the frequency with which they scored may be seen in the Histogram Chart figure that is shown as the test outcome. According to the data shown in the histogram, there are 2 students whose scores are within the range of values between 50 and 55, 12 students whose scores fall within the range of values between 55 and 65, and 6 students whose scores are greater than 65 to 75. Therefore, based on the results of the Histogram Chart, a significant proportion of students had grades on the pre-test for English-language subjects that were lower than the passing grade (KKM) value of 77. Furthermore, the following table provides a more in-depth look at the calculation that was done for the pre-test:

Table 4.2 The Descriptive Statistic of Pre-Test

Statistics

PRE-TES

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

The complete data was divided into the different data points, each of which was given a mean score based on the pre-test results, as shown in Table 4.3, and the result was 62.45. Furthermore, the score of 63.00 was found to be the median of the half number of data samples used in the pre-test determination. The data employed a mode score to determine which number occurred the most often, and the number that came up the most frequently was 60. The pre-test had a standard deviation of 6.004, and the range of possible scores was from 50 to 75. The minimum score was 50, and the maximum score was 75. The total score for the practice exam is 1249. Based on the table shown, it may be characterized as follows: A total of 20 students participating in the test as a representative sample for the investigation. All those students are working through the examination, and their mean score is 62.45. However, the purpose of the standard deviation, often known as SD, is to determine the number of scores or data points that are different

from the Mean. If the standard deviation of the data is smaller than the Mean of the data, it indicates that the sample is appropriate for the study. This study also demonstrates that the Standard Deviation is 6.004, but the Mean is 62.45.

On the other hand, the value known as the Variance (V) is applied to the data in order to provide a measurement of the average distribution of the test's result. If the Variance score is lower than the Mean, it indicates that the data is good since it doesn't deviate from the Mean. In other words, the score of Variance demonstrates that the data is consistent. Because the Variance (V) score is lower than the mean score, the study shows that the measurement of the average distribution of the test outcome is accurate. This is due to the fact that the Variance (V) score of 36.050 is lower than the mean score of 62.45.

Furthermore, the Standard Error demonstrates how accurately the sample represents the population as a whole. The better the sample that we have access to, the smaller the standard error would be. In addition, the research sample is a more accurate representation of the population that was utilized for the study, and the statistics show that the standard error from the Mean is just 1.343. Therefore, based on the explanation of the score, it is acceptable to reach the conclusion that the data is scientifically accurate.

After obtaining the pre-test results, the researcher implemented a treatment consisting of a language environment and various language-based activities with the expectation that the student's level of achievement in their speaking skills would afterward improve. In the last step of the study process, the researcher

administered a post-test in order to assess the changes in scores or levels of achievement brought about by the treatment.

4.2.2 The Data Analysis of Post-Test

In this stage of the post-test, the researcher administered an oral test to the subject with different questions but having the same level as a pre-test. The test consisted of 10 questions, with each question requires the participant to speak and deliver information in response to material that asked for and solicited comments and opinions. Then, each student would be responsible for responding to the posed question. This study's sample comprised 20 students chosen for this investigation. After the students were exposed to a linguistic environment as the treatment in this study, a post-test was administered to establish their English proficiency level. This was done to deliver the necessary treatment. As a result, the researcher used a rubric in order to evaluate the students' submitted work. During the testing process, the researcher additionally employed the smartphone's role to record the students' speaking presentations in order to evaluate their speaking performance quickly. In addition, the students' work was rated by 2 different raters. The first rater is the author of this study, while the second is an English teacher in Foreign Language Development Institute at Nurul Jadid Islamic Boarding School.

The post-test findings, which can be seen in Table 4.3, the pre-test histogram figure, which can be seen in table 4.2, and the descriptive statistic of the pre-test score, which is the mean, can be seen in Table 4.4.

Table 4.3 The students' score in post-test

NO	INITIAL OF NAME	P		G		V		F		C		SCORE		TOTAL		RESULT
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	ASV	4	5	4	3	4	5	4	4	3	4	19x4	21x4	76	84	80
2	AHD	4	4	5	4	4	4	4	4	5	4	22x4	20x4	88	80	84
3	AKA	4	5	3	4	4	5	4	5	4	5	19x4	24x4	76	96	86
4	AHD	3	3	4	5	4	5	5	3	3	3	19x4	19x4	76	76	76
5	AF	4	5	4	3	4	5	4	4	3	4	19x4	21x4	76	84	80
6	AIP	5	5	4	5	5	4	4	4	5	4	23x4	22x4	92	88	90
7	NH	3	3	3	3	3	3	4	4	4	4	17x4	17x4	68	68	68
8	MAG	4	4	4	5	4	4	5	5	4	4	21x4	22x4	84	88	86
9	FAZ	3	3	4	5	4	5	5	3	3	3	19x4	19x4	76	76	76
10	LW	5	5	4	5	5	4	5	4	5	4	24x4	22x4	96	88	92
11	MAA	4	4	5	3	5	5	3	4	4	4	21x4	20x4	84	80	82
12	ASS	5	5	4	5	5	4	4	4	5	4	23x4	22x4	92	88	90
13	MDA	4	4	4	4	5	5	4	4	3	4	20x4	21x4	80	84	82
14	MEA	3	3	3	3	3	4	4	4	4	4	17x4	18x4	68	72	70
15	FAI	4	4	5	4	4	4	4	4	5	4	22x4	20x4	88	80	84
16	MMAY	4	4	4	5	4	4	5	5	4	4	21x4	22x4	84	88	86
17	MH	3	3	3	3	3	3	4	4	4	4	17x4	17x4	68	68	68
18	AMH	5	5	4	5	5	4	4	4	5	4	23x4	22x4	92	88	90
19	AFR	4	4	4	5	4	4	5	5	4	4	21x4	22x4	84	88	86
20	AS	4	5	4	3	4	5	4	4	3	4	19x4	21x4	76	84	80

In the table above, as in pre-test calculation, the total score is calculated by multiplying the outcomes score based on the rubric by four. After that, the combined scores from the first and second rater are totaled together and then divided into two to arrive at the final result, which is referred to as the Mean.

The results of the post-test given to students participating in the Natural Science dormitory of the elementary level after being given a treatment of language environment and some language-based activities in Foreign Language Development Institute are shown in the table that can be found above. On the

post-test result, a score of 68 was the lowest, and 92 was the highest. However, the researcher has presented a detailed assessment of each element of the rubric category, which can be seen in this table. These elements are referred to as Pronunciation (P), Grammar (G), Vocabulary (V), and Fluency (F), respectively (C). So, it would make it easier for researchers to assess the findings of the student pre-test, which is what the Scoring Rubric is for.

In addition, the researcher employed SPSS 25.0 to know the descriptive statistics and the percentage of students' scores on the pre-test. The findings are displayed in a histogram chart, making it much simpler to comprehend what the scores imply. The histogram can be found as follows:

4.2 The Figure of Histogram Chart of Post-Test

Th
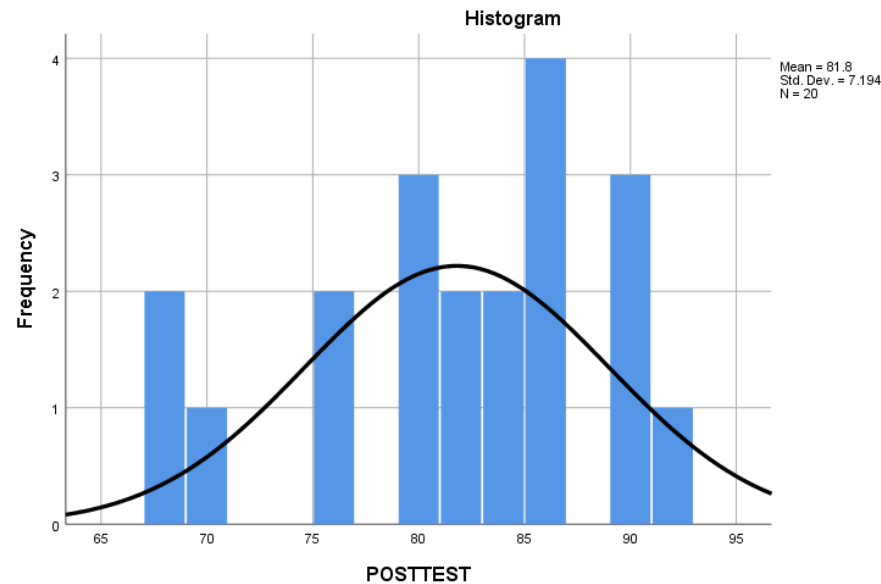
e range of values that students achieved on the post-test and the frequency with which they scored may be seen in the Figure Histogram Chart that is shown as the

outcome of the test. According to the data shown in the histogram, there are 8 students whose scores are within the range of values between 71 and 80, 11 students whose scores fall within the range of values between 81 and 90, and 1 student whose scores are greater than 91 to 100. Therefore, based on the results of the Histogram Chart, a significant proportion of students had grades on the pre-test for English-language subjects that were higher than the passing grade (KKM) value of 77. Furthermore, the following table provides a more in-depth look at the calculation that was done for the pre-test:

Table 4.4 The Descriptive Statistic of Post-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

From the table above, the complete data was divided into some of the different data points, each of which was given a mean score based on the results of the post-test, as shown in Table 4.6 and the result was 81.80. Furthermore, the

score of 83.00 was found to be the median of the half number of data samples used in the pre-test determination. The data employed mode score to determine which number occurred the most often, and the number that came up the most frequently was 86. The pre-test had a standard deviation of 7.194, and the range of possible scores was 24, because it showed that the minimum score was 68, and the maximum score was 92. Therefore, the total score for the practice exam is 1636. Based on the table shown, it may be characterized as follows: A total of 20 students participating in the test as a representative sample for the investigation. All those students are working through the examination, and their mean score is 81.80. However, the purpose of the standard deviation, often known as SD, is to determine the number of scores or data points that are different from the Mean. If the standard deviation of the data is smaller than the Mean of the data, it indicates that the sample is appropriate for the study. This study also demonstrates that the Standard Deviation is 7.194, but the Mean is 81.80.

On the other hand, the value known as the Variance (V) is applied to the data in order to provide a measurement of the average distribution of the test's result. If the Variance score is lower than the Mean, this indicates that the data is good since it doesn't deviate from the Mean. In other words, the score of Variance demonstrates that the data is consistent. Because the Variance (V) score is lower than the mean score, the study shows that the measurement of the average distribution of the test outcome is accurate. This is because the Variance (V) score of 51.747 is lower than the mean score of 81.80.

Furthermore, the Standard Error demonstrates how accurately the sample represents the population as a whole. The better the sample we have access to, the smaller the standard error would be. In addition, the research sample is a more accurate representation of the population that was utilized for the study, and the statistics show that the standard error from the Mean is just 1.609. Therefore, based on the explanation of the score, it is acceptable to conclude that the data is scientifically accurate.

4.3 The Language Environment Implementation Influences on the Achievement of English-Speaking Skills

In this study, the influence of language environment on the achievement of English-Speaking skills can be determined since there is evidence that the student's scores improved between the pre-test and post-tests. The evidence is presented in the following table:

Table 4.5 The Difference of Result

No	Initial's Name	Difference		Description
		Pre-test	Post-test	
1	ASV	64	80	Increase
2	AHD	60	84	Increase
3	AKA	60	86	Increase
4	AHD	64	76	Increase
5	AF	64	80	Increase
6	AIP	66	90	Increase
7	NH	56	68	Increase
8	MAG	70	86	Increase
9	FAZ	66	76	Increase
10	LW	68	92	Increase
11	MAA	66	82	Increase
12	ASS	60	90	Increase
13	MDA	58	82	Increase
14	MEA	50	70	Increase
15	FAI	58	84	Increase

16	MMAY	62	86	Increase
17	MH	52	68	Increase
18	AMH	68	90	Increase
19	AFR	60	86	Increase
20	AS	62	80	Increase

It is clear from the data shown in the table that there was a significant improvement in performance between the pre-test and the post-test for the group of 20 students. The pre-test was performed on the students before they were given the treatment of experiencing language environment and language-based activities, and the post-test was performed on the students after they had been given the treatment of experiencing language environment and language-based activities. According to these findings, the score on the pre-test, which was taken before the language environment treatment, was lower than the score on the post-test after language environment treatment. The difference in mean scores between the pre-test and the post-test may be categorized into three distinct categories. The first group consists of the students who improved their score by a differentiator of 1 to 12 and whose initials are AHD, NH, and FAZ. The students' scores improved from the pre-test to the post-test as follows: 64 to 76, 56 to 68, and 66 to 76, with increased scores of 12, 12, and 10, respectively.

The students' verbal skills scores on the pre-test and post-tests for the second group range from 13 to 20. These scores are shown by the initial letter of seven students: ASV (from 64 to 80), AF (64 to 80), MAG (70 to 86), MAA (66 to 82), MEA (50 to 70), MH (52 to 68), and AS (62 to 80) with an increase of 16, 16, 16, 20, 16, and 18, respectively.

Furthermore, in the final group, it has a different big score since the range of the increased of scores in students has increased significantly; speaking skill groups, the pre-test and post-test are from 21 to 30 scores which are shown by 10 students with the initial's names: AHD (60 to 84), AKA (60 to 84), AIP (66 to 90), LW (68 to 92), ASS (60 to 90), MDAA (58 to 82), FAI (58 to 84), NMAY (62 to 86), AHM (68 to 90), and AFR (60 to 86) with an increase score 24, 16, 24, 24, 30, 24, 26, 24, 22, and 26, respectively.

4.3.1 The Result of Normality Testing

In order to assess whether or not the data follow a normal distribution, normality testing must be performed. Testing for normality in research is done for many purposes, the most important of which is to determine if the population being researched or the data being used in the study follow the normal distribution. Using the One-Sample Kolmogorov-Smirnov test in SPSS 25.0, the significance level used to evaluate the normality of this investigation's data was set at (a) 0.05. In addition, the following is how the basic decision-making normality testing is determined as well:

a. If the significance value > 0.05, the data had normality distribution.

b. If the significance value < 0.05, the data did not have normal distribution.

Table 4.6 Normality Test Result

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]

According to the result that was shown above from SPSS, the table demonstrates that the significant value of the Pre-test is 0.200, and the table also demonstrates that the significant value of the Post-test is 0.200. The significance level of the pre-test and the significance level of the post-test are more than 0.05. The pre-test showed a significant result of 0.200, which is more than 0.05 (0.200 > 0.05). It indicates that the result Ha is accepted and the H0 is rejected. However, in this case, the data distribution of the pre-test is considered normal automatically. On the other hand, the result of the post-test is 0.200, which is a number that is more than 0.05 (0.200 > 0.05). It indicates that the result Ha is accepted and the H0 is rejected. Therefore, the data distribution of the post-test has automatically been determined to be normal. As a result, it reached the conclusion that the pre-test data, as well as the post-test data both have a normal distribution.

4.3.2 The Result of Hypothesis Testing

This data analysis aimed to determine whether or not there was a significant change in the students' scores on the English language speaking skills assessment about asking and giving suggestions and opinions before and after receiving language environment as a treatment.

Before and after giving language environment as a treatment, the researcher put the hypothesis to the test to determine whether or not there is a significant difference in the speaking achievement of Science Major elementary students level in Foreign Language Development Institute 2021/2022 in speaking skills about asking and giving suggestions and opinions. In order to analyze the findings, the researcher uses SPSS 25.0 and the Paired Sample t-Test. The researcher decided to conduct a t-test on the data since the data distribution was normal. The outcome may be seen in the table below:

Table 4.7 Descriptive Statistic for Pre-test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	61.70	20	5.243	1.172
	POST-TEST	81.80	20	7.194	1.609

During the period of this study, a sample of students was taken, and there was a total of 20 of them. In order to protect the students' right to personal privacy, their names had only been disclosed by their initials. In this particular instance, the researcher conducted the test before applying the language environment treatment. The test was in the form of an oral test, and it focused on asking and giving suggestions and opinions. In table 4.7, the descriptive statistics of both the pre-test and the post-test are shown. As it was previously mentioned, two hypotheses would be tested in this investigation. The first of these is the null hypothesis, which states that there is no significant difference between the students' speaking skills before and after being applied to the language

environment as a treatment for asking for and giving suggestions and opinions material. According to Ha, there is a significant difference between the students' speaking skills before and after they were applied to the language environment as a treatment in terms of asking for and giving suggestions and opinions. In order to make things more apparent, the following table is as follow:

Table 4.8 Paired Sample Correlation

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	20	.629	.003

If Sign. $< \alpha$, the null hypothesis (H0) is rejected, and the alternative (Ha) is accepted. It means that there is a significant difference in students' scores of speaking skills about asking and giving suggestions and opinions in elementary students' level of Science Major dormitory before and after applying language environment, which has an influence.

Furthermore, if Sign. $> \alpha$, the null hypothesis (H0) is accepted, and the alternative (Ha) is rejected. It means that there is no significant difference in students' scores of speaking skills about asking and giving suggestions and opinions in elementary students' level of Science Major dormitory before and after applying language environment, it means that it has no an influence.

Table 4.9 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

On the other hand, the table demonstrated that the value of Sig is 0.000, which is less than 0.05, so there is a significant difference in the mean scores between the pre-test and the post-test. However, when the Sig value was more than 0.05, the null hypothesis, H0, was accepted, and If the Sig value is less than 0.05, this indicates that H0 is rejected. Since it is obvious that the Sig is 0.000 and this value is less than 0.05, the null hypothesis H0 is rejected, and the alternative hypothesis Ha is accepted. Therefore, it is possible to generate the following conclusion based on the data presented in the table: the treatment of the language environment in the process of acquiring English-speaking skills in achieving English-speaking skills about asking and giving suggestions and opinions has an influence because it contributes to an increase in the students' speaking skills.

4.4 Discussion

In this research, the researcher conducted the study by using one sample of the population because of the limitation of the technique that must follow and adjust to the Islamic Boarding School and dormitory policy, Due to limited space

to be used as a residence for the research process and sample total. All elementary students from the Foreign Language Development Institute must change places of living to another dormitory, namely the Science Major dormitory, for research purposes. Furthermore, the number of students must also adjust to the room size, which can only accommodate 20 students. Therefore, the researcher only chose 20 students as the sample in this study. In addition, to fulfil the requirements of the micro and macro factors of the language environment, the researcher applied Language-based activities pertaining to essential aspects of the language environment, such as dialogue, listening, 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 would occur once every week

The number of students is 20, and they were selected using the technique of purposive sampling because those who were selected as samples in this study had fulfilled the criteria both historically and maturely in the English language. Furthermore, the researcher conducted a pre-test and a post-test and then calculated the results of both of these tests in SPSS 25.0 to get an overview of the findings of this study and determine whether or not the language environment influences the research results. The conclusion drawn from the comparison of the students' performance on the pre-test and post-test demonstrates that students' English-speaking skill is influenced by the language environment in which they are immersed.

According to the findings of a study carried out using SPSS 25.0, the mean score on the pre-test was 61.70, but it increased to 81.80 on the post-test after treatment was administered. The fact that the mean score on the pre-test was lower than the mean score on the post-test (61.70 < 81.80) indicates that the null hypothesis is rejected, and it is possible to reach the conclusion that the implementation of the language environment can have an influence on the achievement in acquiring English-speaking skills.

In addition, even if some of the students' results on the pre-test and post-test were not ideal, it was clear that the students' overall accomplishment had greatly improved by the time they reached the post-test in comparison to when they took the pre-test. On the output of the paired sample test, after the data were calculated, it revealed that the t value (Sign. 2-tailed) was 0.000. It was determined by comparing the value to the standard significance level (0.05). (0.000), indicates that the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, it is possible to draw the conclusion that there was a substantial change in the scores of the students both before and after the treatment of the language environment for English speaking skills. After providing treatment of language environment for English speaking skills in the context of asking and giving suggestions and opinion learning material, it is possible to infer that the students' speaking abilities had been improved, as this would allow for an improved interpretation of the data.

In the findings, it was shown that the result of applying the language environment in increasing the achievement of English-speaking skills in asking

for and giving suggestions and opinions material for students at the elementary level of the Science Major dormitory that was carried out in the environment of the Foreign Language Development Institute was successful. The mean score of the pre-test, which was 61.70, increased to 81.80 in the post-test test. The treatment of the language environment that influences the English-speaking skills in the context of asking for and giving suggestions and opinions is strongly tied to the rise in the score, which is directly related to the treatment of the language environment. In other words, the language environment has an influence on the English-speaking skill success of students since it has a considerable positive influence on students' speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gives conclusion and recommendations based on the study findings and discussion offered in the preceding chapter.

5.1 Conclusion

Based on the result, it is possible to reach a conclusion, on the findings basis of the research that was conducted, that the students' level of English-speaking skill achievement after being applied to a language environment is higher than their level of English-speaking skill before being used a language environment. It indicates that the implementation of a language environment has an influence on the improvement of English-speaking skills in the learning material of asking for and giving suggestions and opinions. In addition, it has been established that the outcome of the Paired Sample T-test indicated that the value of Sig is 0.000, which is less than 0.05, that empirical findings have supported this assertion. Therefore, the T-test findings indicate that the alternative hypothesis (Ha) must be accepted, while the null hypothesis (H0) should be rejected. As a result, the therapeutic strategy of applying the language environment as a learning medium might be considered successful in improving English-speaking skills.

In addition, the findings of the research showed that the process of applying a language environment gives students an enthusiastic atmosphere in which to improve their English-speaking skills. It was due in particular to the learning material of asking for and giving suggestions and opinions. On the other hand, it demonstrated a high level of participation and enthusiasm throughout the process

of implementing the learning environment as medium learning. In general, it is possible to assert that the use of language environment implementation as a learning medium for improving English-speaking skills is appropriately utilized in the process of asking for and giving suggestions and opinions material. Furthermore, improving the English-speaking skills through the language environment was significantly achieved for the elementary students' level in science major dormitory.

5.2 Suggestion

In view of the findings of this research, the researcher has some suggestions to make; these are detailed in the following:

5.2.1 English Teacher

It is suggested that teachers employ a language environment as an alternate medium to improve their students' English-speaking skills. In applying the language environment to the language learning process, teachers must take the roles of mediator and facilitator for their students. It is meant to direct them by providing feedback. In addition, it can be suggested to teachers that they provide more motivation to all students and pay more attention to those with poor enthusiasm and spirit to learn the English language.

5.2.2 For the Next Researcher

The future researcher might utilize this study to acquire ideas that inspire them; for example, they can design a media or language environment based on this research. In addition, the future researcher may take advantage of this study by referring to it as a reference for supporting specific sources. Furthermore, the

author of this research expresses the expectation that future researchers can study

the extent to which the influence of language environment on the achievement of

English-speaking skills may be included in various research designs.

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APPENDICES

Appendix 1 (Research Permittion Letter)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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http:// fitk.uin-malang.ac.id. email ; fitk@uin_malang.ac.id

Nomor	: 604/Un.03.1/TL.00.1/03/2022	
Sifat	: Penting	21 Maret 2022
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala Lembaga Pengembangan Bahasa Asing
di
    Probolinggo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Iqbal Hidayatulloh
NIM	:	18180004
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2021/2022
Judul Skripsi	:	**The Influance of Language Environment in Islamic Boarding School on The Achievement of English-Speaking Skill**
Lama Penelitian	:	**Maret 2022** sampai dengan **Mei 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Dipindai dengan CamScanner

My name is Iqbal Hidayatullah, and I am a student. I am currently studying for a bachelor's degree at English Education Department, Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. I conducted this research to fulfil the undergraduate requirements entitled "The Influence of Language Environment in Islamic Boarding School on The Achievement of English-Speaking Skill".

The oral test below consists of qo questions which consist of asking and giving "suggestions and opinions" that can be completed in no more than 5 minutes. All recorded responses will be kept confidential to maintain the participant's and institution's reputation. Filling out this oral test indicates that you consent to be a part of this research.

In assessing the students' speaking performance, the rater will have assessed since the speaker come and started to speak about "Asking and Giving Suggestion and Opinions". However, Grading rubric of Oral Proficiency Test Scoring Categories are used to determine the students' speaking performance

Participant Name	:	
Sex	:	

No	Criteria	Rating Score	Description
1	Pronunciation	1-4	Mistakes in pronunciation are often, but a native speaker might understand it.
		5-8	The accent is understandable, albeit it is often rather incorrect.

		9-12	Errors seldom impede comprehension and very rarely cause discomfort to the natural speaker.
		13-16	Mistakes in pronunciation are quite infrequent.
		17-20	Identical to and entirely accepted by native speakers who have had formal education.
2	Grammar	1-4	Mistakes in grammar are often, but a native speaker might understand it.
		5-8	Can typically handle simple formulations with adequate accuracy but does not have full or confident mastery of the grammar as he should.
		9-12	The mastery of grammar is good. The ability to talk with sufficient has structural precision for the speaker to engage successfully in most formal and informal dialogues.
		13-16	Capable of using grammar in the language correctly at all levels that are typically relevant to professional requirements. Grammar mistakes are quite infrequent.
		17-20	The grammar mastery is the same as that of a native speaker who has had formal education.
3	Vocabulary	1-4	Speaking vocabulary is insufficient for expressing anything other than the most basic necessities.
		5-8	Has an adequate spoken vocabulary to be able to communicate himself merely by using certain circumlocutions.
		9-12	Being able to communicate effectively in the language with a sufficient vocabulary to take part in most formal and informal situations.

		13-16	Can comprehend and engage in any discourse that falls within his range of experience while maintaining a high level of accuracy in his vocabulary.
		17-20	Every aspect of speech on all levels is completely accepted by educated native speakers, including the variety of vocabulary and phrases, idiomatic expressions, etc.
4	Fluency	1-4	There is no exact definition of fluency. It refers to the other four language categories to indicate inferred fluency.
		5-8	Can handle most social settings with confidence but not ease, including introductions and informal talks.
		9-12	capable of discussing certain competency interests in a decent amount of detail. It Almost seldom has to fumble for words.
		13-16	Capable of communicating fluently in the language on all levels that are often required for professional purposes. Can engage fluently in any discussion within the scope of this encounter.
		17-20	Has great fluency in the language, to the point that his speech is accepted without reservation by educated native speakers.
5	Comprehension	1-4	In the concern of limited linguistic experience scope, they are able to comprehend basic inquiries and assertions when provided with slower speech, repeats, or paraphrasing.
		5-8	Can comprehend the substance of the majority of non-technical talks.
		9-12	At a regular velocity of speech, comprehension is pretty complete.
		13-16	Can comprehend any discourse that falls within his experience range.

		17-20	Equivalent to that of a native speaker who is educated.

Oral Test Guideline

The questions below are aimed to find out the speaking skill performance of students.

   1. **Pre-test (Oral Test)**

A. Monologue   :

1. Self-Introduction

B. Dialogue   :

Suggestion:

1. Do you have any city suggestion I should visit?

2. What tourism I should visit there?

3. What about the food? Where should I eat?

4. What place do you recommend me to stay?

5. What transportation I should use to get there?

Opinion   :

1. What do you think about playing football?

2. Please tell me your opinion about your favorite football player?

3. Do you agree Messi is the best striker in the world?

4. What is your opinion about world cup?

5. What is your idea about Indonesian football?

2. Post-Test (Oral Test)

A. Monologue   :

1. Tell me three things that you did on the last weekend

B. Dialogue   :

Suggestion:

1. Do you have any idea what book I should read during vacation?

2. What movie I should watch on vacation?

3. What is the best Indonesian song you may suggest me?

4. Would you please suggest me about your favorite place to spend my vacation?

5. What outfit would you suggest me for next Idul Adha day?

Opinion   :

1. What do you think about Indonesian food?

2. Please tell me your opinion about your favorite cooker in Indonesia?

3. How is your mom's cooking?

4. Do you agree Rendang food is the most delicious food?

5. Why do you think we should be proud of our Indonesian food?

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Website : www.fitk.uin-malang.ac.id Faksimile (0341) 552398

PRE-TEST FOR ORAL TEST

Name :

Class :

Date :

No	Indicator of Speaking	Score
1	Pronunciation (5)	
2	Grammar (5)	
3	Vocabulary (5)	
4	Fluency (5)	
5	Comprehension (5)	
	Maximum Score: 25 x 4: 100	

1. **Pre-test (Oral Test)**

A. Monologue :

1. Self-Introduction

B. Dialogue :

Suggestion:

1. Do you have any city suggestion I should visit?

2. What tourism I should visit there?

3. What about the food? Where should I eat?

4. What place do you recommend me to stay?

5. What transportation I should use to get there?

Appendix 4 (Worksheet Pre-test)

Opinion :

1. What do you think about playing football?

2. Please tell me your opinion about your favorite football player?

3. Do you agree Messi is the best striker in the world?

4. What is your opinion about world cup?

5. What is your idea about Indonesian football?

Appendix 5 (Worksheet Post-test)

POST-TEST FOR ORAL TEST

Name :

Class :

Date :

No	Indicator of Speaking	Score
1	Pronunciation (5)	
2	Grammar (5)	
3	Vocabulary (5)	
4	Fluency (5)	
5	Comprehension (5)	
	Maximum Score: 25 x 4: 100	

1. Post-Test (Oral Test)

A. Monologue :

1. Tell me three things that you did on the last weekend

B. Dialogue :

Suggestion:

1. Do you have any idea what book I should read during vacation?

2. What movie I should watch on vacation?

3. What is the best Indonesian song you may suggest me?

4. Would you please suggest me about your favorite place to spend my vacation?

5. What outfit would you suggest me for next Idul Adha day?

Appendix 5 (Worksheet Post-test)

Opinion :

1. What do you think about Indonesian food?

2. Please tell me your opinion about your favorite cooker in Indonesia?

3. How is your mom's cooking?

4. Do you agree Rendang food is the most delicious food?

5. Why do you think we should be proud of our Indonesian food?

Appendix 6 (Instrument Validation Letter)

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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http:// fitk.uin-malang.ac.id. email : fitk@uln_malang.ac.id

Nomor	: B-28(6 /Un.03/FITK/PP.00.9/06/2022	**29 Maret 2022**
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Wahyu Indah Mala Rohmana, M.Pd
di –
   Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Iqbal Hidayatullah
NIM	:	18180004
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Influence of Language Environment in Islamic Boarding School on the Achievement of English-Speaking Skill
Dosen Pembimbing	:	Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix 7 (Validation sheet from Wahyu Indah Mala Rohmana, M.Pd.

Validation Sheet

Blueprint of Speaking Test guide

The Influence of Language Environment in Islamic Boarding School on The Achievement of English-Speaking Skills

Validator	:	Wahyu Indah Mala Rohmana, M.Pd
NIP	:	199210302019032017
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date (dd/mm/yyyy)	:	April 19th

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

1. In this part, please give a score on each item with sign (✓) in the following columns below:

   1 = Very poor
   2 = Poor
   3 = Average
   4 = Good
   5 = Excellent

2. Please give your feedback and suggestion in the columns.

C. Assessment Rubric

1. **The construction of research instrument**

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives				✓		
2	Research instrument formulated as well				✓		
3	Research instrument based on the previous study					✓	

2. **The language used in the research instrument**

Appendix 7 (Validation sheet from Wahyu Indah Mala Rohmana, M.Pd.)

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	Research instruments use excellent and correct language				√		
2	Research instrument clear and easy to understand				√		
3	Research instrument interactive and communicative				√		

3. **The effectiveness of the research instrument**

No	Introduction	Score					Feedback/suggestion
		1	2	3	4	5	
1	The research instrument can help the researcher examine detail about the influence of language environment in Islamic boarding school on the achievement of English-speaking skill				√		
2	Research instrument can describe the student's achievement of English-speaking skill					√	

D. Feedback and suggestion

The content and structure in the blueprint need to be revised in advance for distribution to research participants.

E. Conclusion

Based on the assessment, it can be concluded that:

You can give a strikethrough on the answer that does not relate or match with your opinion.

1. Suitable to be used to collect data without revision
2. Suitable to be used to collect data in revision
3. Not suitable to use collect data

Malang, April 19th, 2022

Validator,

Wahyu Indah Mala Rohmana, M.Pd

Appendix 8 (Item Validity Test Result)

Correlations

		butir1	butir2	butir3	butir4	butir5	butir6	butit7	butir8	butir9	butir10	total
butir1	Pearson Correlation	1	.218	.228	.228	.600*	.228	.218	.228	1.000**	.600*	.547*
	Sig. (2-tailed)		.435	.413	.413	.018	.413	.435	.413	.000	.018	.035
	N	15	15	15	15	15	15	15	15	15	15	15
butir2	Pearson Correlation	.218	1	.523*	.523*	.339	.523*	.732**	.523*	.218	.339	.729**
	Sig. (2-tailed)	.435		.045	.045	.216	.045	.002	.045	.435	.216	.002
	N	15	15	15	15	15	15	15	15	15	15	15
butir3	Pearson Correlation	.228	.523*	1	.438	.598*	1.000**	.523*	1.000**	.228	.149	.802**
	Sig. (2-tailed)	.413	.045		.103	.019	.000	.045	.000	.413	.595	.000
	N	15	15	15	15	15	15	15	15	15	15	15
butir4	Pearson Correlation	.228	.523*	.438	1	.374	.438	.523*	.438	.228	.374	.674**
	Sig. (2-tailed)	.413	.045	.103		.170	.103	.045	.103	.413	.170	.006
	N	15	15	15	15	15	15	15	15	15	15	15
butir5	Pearson Correlation	.600*	.339	.598*	.374	1	.598*	.339	.598*	.600*	.464	.729**
	Sig. (2-tailed)	.018	.216	.019	.170		.019	.216	.019	.018	.081	.002
	N	15	15	15	15	15	15	15	15	15	15	15
butir6	Pearson Correlation	.228	.523*	1.000**	.438	.598*	1	.523*	1.000**	.228	.149	.802**
	Sig. (2-tailed)	.413	.045	.000	.103	.019		.045	.000	.413	.595	.000
	N	15	15	15	15	15	15	15	15	15	15	15
butit7	Pearson Correlation	.218	.732**	.523*	.523*	.339	.523*	1	.523*	.218	.071	.691**
	Sig. (2-tailed)	.435	.002	.045	.045	.216	.045		.045	.435	.800	.004
	N	15	15	15	15	15	15	15	15	15	15	15
butir8	Pearson Correlation	.228	.523*	1.000**	.438	.598*	1.000**	.523*	1	.228	.149	.802**
	Sig. (2-tailed)	.413	.045	.000	.103	.019	.000	.045		.413	.595	.000
	N	15	15	15	15	15	15	15	15	15	15	15
butir9	Pearson Correlation	1.000**	.218	.228	.228	.600*	.228	.218	.228	1	.600*	.547*
	Sig. (2-tailed)	.000	.435	.413	.413	.018	.413	.435	.413		.018	.035
	N	15	15	15	15	15	15	15	15	15	15	15
butir10	Pearson Correlation	.600*	.339	.149	.374	.464	.149	.071	.149	.600*	1	.537*
	Sig. (2-tailed)	.018	.216	.595	.170	.081	.595	.800	.595	.018		.039
	N	15	15	15	15	15	15	15	15	15	15	15
total	Pearson Correlation	.547*	.729**	.802**	.674**	.729**	.802**	.691**	.802**	.547*	.537*	1
	Sig. (2-tailed)	.035	.002	.000	.006	.002	.000	.004	.000	.035	.039	
	N	15	15	15	15	15	15	15	15	15	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 9 (Oral Test of Pre-test Transcript)

Students	:	Students 1
Coding Description	:	An (Rater)
		CL (student)

A1		Do you have any city suggestion I should visit?
CL		*I suggest you to come to bondowso*
A1		What tourism I should visit there?
CL		*Tourism you should visit ijen maybe*
A1		What about the food? Where should I eat?
CL		*For the food like bread water*
A1		What place do you recommend me to stay?
CL		*Place maybe some hotel even rent house*
A1		What transportation I should use to get there?
CL		*Maybe car it proper*
A1		What do you think about playing football?
CL		*I think football is some game that everyone play*
A1		Please tell me your opinion about your favorite football player?
CL		My favorite player like Egi Maulana Fikri and its coming from Indonesia
A1		Do you agree Messi is the best striker in the world?
CL		I believe Messi is the best striker in the world
A1		What is your opinion about world cup?
CL		*Everyone wait for the world cup*
A1		What is your idea about Indonesian football?
CL		My idea about Indonesia's football is like they like to fight no to play football

Appendix 9 (Oral Test of Pre-test Transcript)

Students	:	Students 2
Coding Description	:	An (Rater) CL (student)

A1		Do you have any city suggestion I should visit?
CL		*I suggest you to visit bandung*
A1		What tourism I should visit there?
CL		*Maybe some beach*
A1		What about the food? Where should I eat?
CL		*Maybe you can eat some food*
A1		What place do you recommend me to stay?
CL		*Maybe you can stay in some hotel*
A1		What transportation I should use to get there?
CL		*Maybe you can use bus*
A1		What do you think about playing football?
CL		*I think that is bad*
A1		Please tell me your opinion about your favorite football player?
CL		I have one favorite player that is Tsubasa
A1		Do you agree Messi is the best striker in the world?
CL		Yes, I do
A1		What is your opinion about world cup?
CL		*I think that is the best*
A1		What is your idea about Indonesian football?
CL		I think football Indonesia football can be better

Appendix 10 (Oral Test of Post-test Transcript)

Students	:	Students 1
Coding Description	:	An (Rater)
		CL (student)

A1		Do you have any idea what book I should read during vacation?
CL		*So, I suggest you to read a book that is made by the Tereliye and published by Tereliye because it has a good meaning and others*
A1		What movie I should watch on vacation?
CL		*I will suggest you about the movie you should watch on vocation, the trending movie that you've known that KKN Desa Penari has already made all people curious about the movie because it was taken from the real story of university students*
A1		What is the best Indonesian song you may suggest me?
CL		*I can suggest you that one song that oftenly heard, maybe you know about the "Celengan" Indonesia song because it will make you to remember about the past*
A1		Would you please suggest me about your favorite place to spend my vacation?
CL		*Yes, I have, for instance you want to spend on your vocation I think you had better together with your friends because when we have been already together with your friends it can give you better result because you have many experiences*
A1		What outfit would you suggest me for next Idul Adha day?
CL		*I have some outfit that you would like to use it, maybe you can be like santri or many others that is like some people who are really able to be religious because that is the proper outfit when you stay in idul adha*
A1		What do you think about Indonesian food?
CL		*I think Indonesia food becomes the best food around the world because it has delicious tastes and various taste, that's why most people like it*

A1		Please tell me your opinion about your favorite cooker in Indonesia?
CL		*To be honest, maybe you know chef Renata and many others, but I prefer to my mother because my mother often cook about what I like and she is becoming the best cooker*
A1		How is your mom's cooking?
CL		*I like my mom's cooking, moreover she cooks me fried chicken that's what I like the most and because I like chicken moreover it is made by my mother*
A1		Do you agree Rendang food is the most delicious food?
CL		*Yes, because it has been already recognized by many countries in overseas itself, all people have already tasted the rendang food itself. that's why most people like it*
A1		Why do you think we should be proud of our Indonesian food?
CL		*Because a lot of people, I think they had better to taste the Indonesian food because it has different taste that makes it better than other food around the world.*

Students	:	Students 1
Coding Description	:	An (Rater)
		CL (student)

A1		Do you have any idea what book I should read during vacation?
CL		*I have suggestion about book that you should read in the vocation like from the Tereliye book because it teaches us many things*
A1		What movie I should watch on vacation?
CL		*The great movie that I would like to suggest you that is marvel movie moreover like the multiverse of madness because it is the new movie of marvel and so much interesting*
A1		What is the best Indonesian song you may suggest me?
CL		*I think I suggest you to the best Indonesia songs is all of the irwan fals songs, because it can give us some motivation even some education in enjoying out life as well*
A1		Would you please suggest me about your favorite place to spend my vacation?
CL		*I spend my vocation in some natural places with my friends because it gives some like motivation because I can share something with my friends so that I suggest you*
A1		What outfit would you suggest me for next Idul Adha day?
CL		*The greatest outfit you you should use in idul adha day, it think the muslim outfit that most people wear because it is the polite clothe and it is special for muslim*
A1		What do you think about Indonesian food?
CL		*I think Indonesia food has special taste especially for Indonesian because most of them basically like to eat rice and instant food, even me I like it*
A1		Please tell me your opinion about your favorite cooker in Indonesia?
CL		*My fovarite cooker is chef juna because he always gives tutorial*

		videos how to cook well in some televisions especially in MNCTV that I know
A1		How is your mom's cooking?
CL		*I think my mom's cooking is the greatest food in this world, because she knows what I like and eat, that's why I think she is the best cooker*
A1		Do you agree Rendang food is the most delicious food?
CL		*I think the rendang food is not the best food, because most people especially in indoensia like to eat instang food like a noodle*
A1		Why do you think we should be proud of our Indonesian food?
CL		*I think we should be proud of Indonesian food because it is our special food and tastes very delicious, and we cannot get in other countries*

Appendix 11 (Research Completion Letter)

معهد نور الجديد ~~~~ ~~~ ~~~ تربيه والعلوم
مركز ترقية اللغة الأجنبية

NURUL JADID ISLAMIC INSTITUTE FOR EDUCATION AND SCIENCE
FOREIGN LANGUAGE DEVELOPMENT INSTITUTE
كراع أبار يبطان برإبالتما جدوي الترإبة رقم فيإتند 081334021367 البريد الإلكتروني lpbaenje12@gmail.com
KARANGANYAR PAITON PROBOLINGGO EAST JAVA 67291 PHONE : 081334021367 EMAIL: lpbaenje12@gmail.com

Nomor   : NJ-H/09/0071/A.II/06.2022
Lampiran   : -
Perihal   : **Keterangan Penelitian**

Kepada :
Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Maulana Malik Ibrahim malang
di Tempat

Assalamu'alaikum War. Wab.

Salam sejahtera kami sampaikan semoga Bapak/Ibu tetap dalam naungan Taufiq dan Hidayahnya sehingga tetap mampu malaksanakan aktivitas sehari-hari.

Yang bertanda tangan dibawah ini adalah direktur Lembaga Pengembangan Bahasa Asing PP. Nurul Jadid Paiton Probolinggo Menerangkan dengan sebenarnya bahwa :

Nama   : **Iqbal Hidayatullah**
NIM   : 18180004
Prodi   : Tadris Bahasa Inggris
Judul Skripsi : The Influence of Language Environment in Islamic Boarding School on the Achievement of English Speaking Skill

Telah melakukan kegiatan penelitian untuk menyelesaikan tugas akhir di Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo.

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum War. Wab.

Paiton. 7 Juni 2022

~~~~ LPBA,

~~~~amsuri Hasan, M. HI
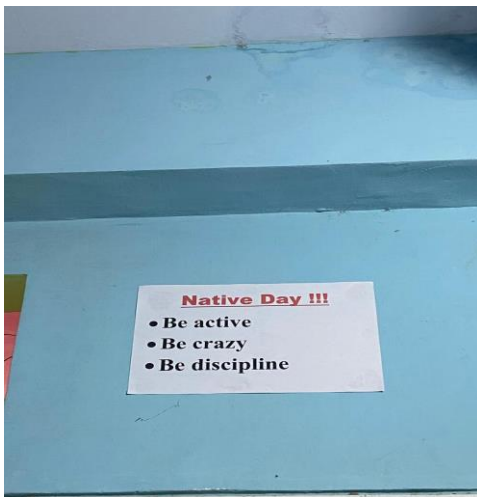
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Appendix 12 (Documentation)

A. *Listening Activity*

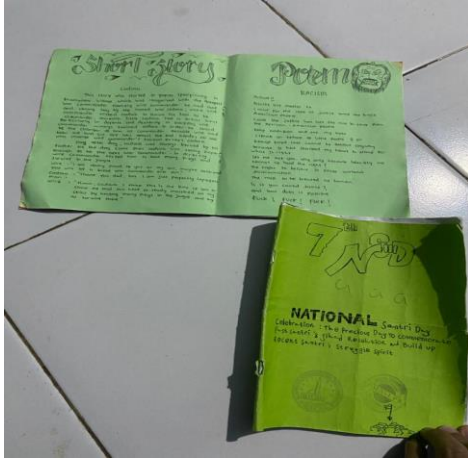B. *Reading Activity*

C. Dialogue Activity

D. Native Day

E. Residence

F. The reference availability

Appendix 13 (Thesis Consultation logbook)

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : www.fitk.uin-malang.ac.id

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama   : Iqbal Hidayatullah
NIM   : 18180004
Judul   : The Influence of Language Environment in Islamic Boarding School on the
                Achievement of English-Speaking Skills
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	06/12/2021	Finalisasi judul dan penjelasan overview skripsi	
2	15/12/2021	Revisi latar belakang dan research question	
3	01/02/2022	Revisi BAB I & BAB I,dan memperbaiki cara penulisan dan tata bahasa	
4	07/02/2022	Revisi BAB 11 & BAB III	
5	10/04/2022	Revisi terkaiat dengan instrument penelitian	
6	25/05/2022	Melaporkan dan konsultasi terkait dengan hasil temuan dilapangan	
7	07/06/2022	Finalisasi bab IV & V	

Menyetujui,
Dosen Pembimbing

Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 19741025 200801 2015

Malang, 07 Juni 2022
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

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CURRICULUM VITAE

Name	:	Iqbal Hidayatullah
Students' ID Number	:	18180004
Place and date of birth	:	Probolinggo, 10 Mei 2000
Faculty/ Department	:	Faculty of Education and Teacher Training/English Education
Year of Entry	:	2018
Adress	:	Dsn. Tanjung Kidul RT/RW 029/010, Desa Karanganyar, Kec. Paiton, Kab. Probolinggo
Phone Number	:	082131728530
Email	:	Iqbaltanjung673@gmail.com

Educational Background

1. 2005 – 2006   TK RA MASHITOH V
2. 2006 – 2012   MI AL-ISLAMIYAH
3. 2012 – 2015   MTs NURUL JADID
4. 2015 – 2018   MAN NURUL JADID
5. 2018 – Sekarang   UIN Maulana Malik Ibrahim Malang

Malang, June 13th, 2022

Mahasiswa,

Iqbal Hidayatullah

NIM. 18180004