

**THE ROLE OF LANGUAGE ENVIRONMENT IN TEACHING ENGLISH
TO ENGLISH LEARNERS
(A Descriptive Study Of Kampung Inggris Rejang Lebong Teacher In EFL Context)**

THESIS

**This Thesis is Submitted to Fulfill
the Requirement for “Serjana” Degree of
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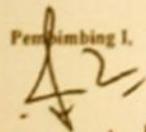
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PREFACE

Alhamdulillahirabil'amin, all thanks and praises to Allah SWT who have given us blessing so the researcher can finish this thesis. Solawat and salam always we sent to our prophet Muhammad SAW, who has bought us from the darkness into the lightness life.

This research is submitted as a part of the completion for *sarjana* degree in Institute College For Islamic Studies (IAIN) Curup. The researcher finished this research which entitled **"THE ROLE OF LANGUAGE ENVIROMENT IN TEACHING ENGLISH TO ENGLISH LEARNERS"** The researcher realize that this research is far from being perfect, thus the researcher really appreciates any suggestions and criticism for the betterment of the research.

Finally not importantly, the researcher hopes this research will be useful to those who are interested in this field of study.

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This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of Tarbiyah of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, and motivation from others. In this chance, the researcher would like to express my deepest gratitude to:

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10. All Teacher And Students in Kampung English Curup. My heartfelt thanks to go my family, my parents Mr. Salmon Hidayat and Mrs. Eti Adriani, my brother Ade Hermawan and my sister Salsabila Fhakhirah, for them sincere love and prayers.
11. All of my friends at TBI 2013

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can be beneficial contribution to the development of education. For acknowledgement above and not mentioned, may Allah SWT give them the best reward.

Wassalamualaikum Warahmatullah Wabarokatuh

Curup, September 2020

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Finally not importantly, the researcher hopes this research will be useful to those who are interested in this field of study.

Curup, September 2020

Researcher



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MOTTO

**“PAIN IS TEMPORARY,
GLORY IS FOREVER”**

DEDICATION

- *"One of the greatest regrets in life is being what others would want you to be, rather than being yourself". -Shannon L. Alder*
 - *"A true friend is one who see a fault, gives you advice and who defends you in your absence". - Ali ibn Abi Thalib*
 - *"Life is a journey to be experienced, not a problem to be solved". - Winnie The Pooh*
 - *"The roots of education are bitter, but the fruit is sweet". – Aristotle*
 - *"Education is not the learning of facts, but the training of the mind to think". - Albert Einstein*
-

Allah is the only reason why I can finish this thesis, This research will never accomplish without many helps. By saying Alhamdulillah hirrabibil 'alamin, this thesis is dedicated to:

- *Allah SWT. thank you for always give me full of rohmah and blessing.*
- *My Prophet Muhammad SAW.*
- *My beloved parents. My great Ayah (Salmon Hidayat) and Ibuk (Eti Adriani), thank you for your all prays, support, effort, suggestion, motivation, loves, cares, and attention you provide me though my entire life. I get Stronger just thinking about both of you.*
- *My beloved beautiful sister Salsabila Fakhira who always supporting me.*
- *My beloved brother Ade Hermawan who always helping and supporting me when i am in the hardest point of my life.*
- *My dearest Riski Wahyuni. Lets be together until the end. "Fighting". Allah know the best for us.*
- *Teacher And Students in Kampung Inggris Curup.*
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ABSTRACT

Fahmi, Khamdani. 2020. *The Role of Language Environment in Teaching English to English Learners : A Descriptive study of Kampung Inggris Rejang Lebong Teacher in Efl Context*

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Henny Septia Utami, M.Pd

This research investigated the role of language environment in teaching English to English learners : a Descriptive study of Kampung Inggris Rejang Lebong teacher in EFL context. This research employed descriptive method which was presented in qualitative ways. This research was aimed to investigate the environment roles in teaching English to English learners (EFL students) at Kampung Inggris community in Rejang Lebong and the student's activities in the Environment that developed Student's ability in English at Kampung Inggris community in Rejang Lebong. The techniques of collecting data were observation and interview. The results of the research are: 1) The Role of English Environments in enhancing English Speaking Skills Students with habituation exercises that are outside of classroom learning activities were realized through guidance in the form of vocabulary training, conversation, public speaking. The existence of these exercises is a supporting factor that helps students in formal learning. Because what had been given outside of learning to students could be applied and related to what is learned in formal learning. 2) Some activities of the Kampung Inggris Rejang Lebong learning activities include several activities such as: conversation, giving vocabulary, public speaking etc. Implement discipline through various kinds of rules and sanctions for students who break the rules. This aims to instill discipline in English in the students. The order was made carefully and wisely so that it will foster awareness and willingness to comply with all established rules. The punishment determined must be educational and not contain violence.

Key Word: *Environment, Teaching English, Kampung Inggris*

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CHAPTER I

INTRODUCTION

A. Background of the Research

English language as an international language is used as a medium of interaction and communication among people from many part of the world. It becomes the most popular language in the world. After all, it is not an easy task to learn English language, there are many reasons why people learn this language, it demands knowledge and serious willingness to learn.

English is also, after other languages, the largest language by number of users, and the third most spoken native language in the world. One of them refers to the fact that it is one of the most important lingua francas in today's globalized world. As a international language, It is the most commonly studied as second language.

When people want to use the English language, learning English is what they do, in here we also talks about language abilities and language structures in language learning such as speaking, listening, reading, and writing that require in English language skills and also vocabulary, grammar, and pronunciation as well.

A lot of people learn English at school, where English is a common subject. Most people tend to spend their own private time learning English as well, many people may not know English so well, and many other have learned some English in school, and they may want to develop their understanding of it.

It is really interesting for some English Foreign Language students in many countries who do not use English as their native language to get knowledge about how English is taught. Such techniques, techniques or simply so-called strategies which vary from others in some situations, but it is also possible that some of those methods may be necessary or appropriate for some learners to apply.

Today, there are so many techniques, methods or strategies for English Foreign Language student to learn English, one of the most popular right now is using of the environment for EFL students learn English, one of the English course who provide this method is Kampung Inggris. Learning environment deliberations generally debate the dichotomy of the environment's existence. The examples are, of course, classroom learning, spontaneous (untutored) and guided (tutored) language learning and uninstructed teaching.¹ It means that environment involves the condition around the learning activities.

In [Indonesia](#) there is English Village but we called *Kampung Inggris Rejang Lebong* because in Indonesia *village* its mean *Kampung*, and *English* is *Inggris*, and *Rejang Lebong* is the name of sub-district in that place, so we called **Kampung Inggris Rejang Lebong**.

English Village in Curup is extremely different than English Village in Pare, the building just like another building in Indonesia Village, nothing special if we see all of

¹ Spolsky, Bernard, *Conditions for Second Language Learning*, (Oxford University Press, 2000), P.171.

the building construction in that village. But the village is being visited by **many people** from all over place near Kampung English Curup district.

In allowing second language learning, Spolsky lists 74 requirements that should be met. These criteria are incorporated into a theory of second language learning that is widely suggested. In the list of 10 conditions dedicated to either natural or classroom learning, the significance of the learning environment is recognized. Natural learning offers an environment "surrounded by fluent speakers of the target language," it is a "real, accessible and stimulating outside world," with "free and normal language," and "the emphasis is on the sense of communication".² Classroom learning is unquestionably contradictory to natural learning descriptions.

Klein classifies spontaneous (untutored) and directed (tutored) ones. The former denotes learning by everyday contact in a natural environment. This also indicates that the emphasis is on the language of communication and that little attention is paid to the correct language. But the spontaneous learner takes a different attitude to the means of verbal communication than is usual in a language teaching environment, drawing attention to 'communication/communicative,' writes Klein, "being concerned with effective communication rather than 'proper language.'" In other words, in using the language to pass the message across, their affective state may be very positive. On the other hand, directed (tutored) is synonymous with, among others, "learning that is open

² *Ibid*

to systematic and deliberate influence,"³ i.e. the classroom of English language.⁴ Therefore, it can be concluded that the learning environment embodies the people in it, the objects or items contained in it, and the events that take place in the environment by spelling out the learning environment.

Sociocultural Theory (SCT) from Vygotsky underlies learning and the environment for learning in this study. SCT encourages mediation in language learning, and explains that there are environmental factors that help learners speed up their language learning. The approaches used to apply this deliberation to the topic of language learning techniques are significantly different. Students can use techniques in class to sit close to the instructor, ask questions, take notes, and many more. There are certainly overlaps between the two settings, but it relies on natural learning or informal context at its heart because this study deals with techniques used outside the classroom setting. However, not all of the characteristics discussed above are reflected in the actual study site. The easy one is to get the target language speakers fluent in the natural world.

The researchers are going to conduct the research in Kampung Inggris Rejang Lebong, Bengkulu. It is a well-known English learning center where learners learn English and use it as a means of communication not only in class but also in their environment. This English village community is popular as "Kampung Inggris". Therefore, the research is going to be held there. The phenomenon that found by the researcher when the researcher did pre observation is the students of Kampung Inggris is

³ Klein, *Second Language Acquisition*, (Cambridge University, 2001), P. 17-18.

very excited to study English and also speak English during the teaching and learning activities. The students also often study outside the classroom or they use their environment to study English in Kampung Inggris.

Kampung Inggris Rejang Lebong is an official English training institute that was inaugurated on 30th March 2019. Kampung Inggris Rejang Lebong is a nickname for a village located in Rimbo Recap, Curup Selatan District, Rejang Lebong Regency, Bengkulu. The village developed into a place to learn English. As a place to study, the everyday scenery in Kampung Inggris Rimbo Recap is like a student complex. Dominated by the hustle and bustle of people learning English, this village is no less crowded with tourist attractions because of the large number of students, workers and the general public who spend their time studying while traveling, because this place is surrounded by beautiful scenery namely, the rice fields are quite extensive. This English village was founded by M. Soleh who was his own initiative as a native who wanted his area to be developed with quality human resources.

The researcher wants to know what the role and the activities in using language environment that implemented by English community Kampung Inggris so that EFL students improving their English skills. Therefore this research entitled **“THE ROLE OF LANGUAGE ENVIRONMENT IN TEACHING ENGLISH TO ENGLISH LEARNERS: A DESCRIPTIVE STUDY OF KAMPUNG INGGRIS REJANG LEBONG TEACHER IN EFL CONTEXT”**

B. Research Questions

This research is to intend to figure out English teacher strategies in using of natural environment to teaching English to EFL student's at Kampung Inggris community in Rejang Lebong. Hence, this research merely focus on these following question:

1. What are the Environment roles in teaching English to English learners at Kampung Inggris community in Rejang Lebong?
2. What are the student activities in the Environment that developed Student's ability in English at Kampung Inggris community in Rejang Lebong?

C. Objective of the Research

Based on research question above, objective of the research are to investigate:

1. The environment role in teaching English to English learners at Kampung Inggris Community in Rejang Lebong.
2. The student's activities in the environment that developed student's ability in Kampung Inggris Community in Rejang Lebong.

F. Significance of the Reasearch

The result of this study is expected table used for:

1. For the Teachers

In Teaching, the result of this study was expected to be used for improving teacher variations in teaching English to student and using the environment as a media for teaching English.

2. For the next researcher

This research gave some benefit for the next researcher who wanted to research about some strategies to teaching English to ESL student's, this research brought the next researcher to find the best strategy by English teacher in teaching English to ESL student's with using benefit of environment.

D. Delimitation of the problem

In this research, researcher want to know English teacher strategies in using natural environment in teaching English to English learners in Kampung Inggris community and the researcher also want to know the advantages in using natural environment in teaching English to English learners ESL student's. This study is under the qualitative paradigm, focused on the essence of the research issues, where the methods of data collection include record analysis, observation and interview.

E. Operational definition

The operational definition of this research are:

1. EFL Student's

The word used to describe the study of English by non-native speakers in countries where English is not the dominant language is English as a Foreign Language

(EFL).⁵ EFL is taught to individuals whose native language is not English, but who live in a community where the primary language is not English.

2. Environment

The environment is divided into two categories according to the Krashen; first, the formal and informal environment that concerns communication, and Krashen believed that second language output is based on two separate information systems.

3. Kampung Inggris Community Rejang Lebong

Kampung Inggris is a community in a village that teaching English to society, or people (EFL student's).

⁵ Nordquist, Richard, *English is as a Foreign Language (EFL)* retrieved from <https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597>, updated on 26th 2020

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Literature

1. English Learning

In the big Indonesian Dictionary, learning means, according to the language (etymology), 1) trying to obtain intelligence or science, 2) practice, 3) changing behaviors or responses caused by experience.⁶ This suggests that learning is not only for the acquisition of science, but that learning often involves practice to alter habits.

In addition to these definitions, there are some other sense, and pretty much, well seen in micro and macro. Seen in a broader sense, learning can be defined as a psycho-physical leading to the development of the whole person. Then, in the narrow sense, is intended as an attempt to learn the mastery of materials science that is part of activities towards the formation of personality. Robert M. Gagne states that in the book “Psychology” written by Glenn Myers Blair and All, “Learning is an improvement in human disposition or capacity that can be sustained and is not necessarily due to the development process.”

Learning implies a change of perception and behavior, as well as improved behavior. As quoted by *Sadirman, Hilgard and Brower* defines “learning as a

⁶ Depdiknas. Kamus Besar Bahasa Indonesia Edisi III, cetakan keempat, Balai Pustaka, (Jakarta: 2007), P.17.

change in action through activities, practice and experience".⁷For complete understanding of the meaning of learning, it should be noted that principles related to learning. The change may be, and often is, and increased capability for some type of performance. The dynamic communication mechanism through language as we know it is made possible by the habit system, which functions entirely without our consciousness. Such activities are profoundly rooted in the individual's nervous system and in muscular, intellectual, and emotional processes. It is necessary to alter every part of this system of habits while speaking. It is an equally formidable challenge to set up a parallel learning system. In this case, there are certain concepts that are important to know, among other things:

- 1) Essentially learning is related to human potential and behavior.
- 2) Learning requires a process and a self-phasing and maturity in students.
- 3) Learning will be more stable and effective, when driven with the motivation, especially motivation of the basic needs, awareness or intrinsic motivation. Another case study coupled with the fear or distress and Suffering.
- 4) In many ways it is a process of learning experiment (with the possibility of doing wrong) and conditioning or habituation.
- 5) One's learning ability of students must be considered in Order to determine the content of the lesson.
- 6) Learning as much as possible is converted into a variety of tasks, so that the children in her dialogue or experience it for yourself.⁸

From some of the principles Mentioned above, it can be concluded that learning is a process of adjustment essentially to change in the environment to achieve better than before. And in the process to achieve a better direction, a person

⁷Sardiman A.M. *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Pers, 2000). P.22

⁸*Ibid.*,P.26-27

must have motivation from within. In learning there are factors that influence learning and process of learning.

a. Factor Influence Learning

As like motivation, learning also has factors influencing it. According to Muhibinsyah the factors are;

1. Internal factor (the factor inside students), that is the condition of students' spiritual and physical.
2. External factor (the factor outside students), that is the condition of environment surrounding students.
3. Approach to learning factor, that is kind of students' effort in learning includes strategy and method used by students to do learning activity toward the materials of learning.⁹

All of those factors will determine how the student itself is. Even the factors will influence each other. Because of the factors above, there is variety of students like high-achievers or under-achievers. So the professional teacher should anticipate the appearance of failure students in learning by knowing and solving the inhibiting factors their students' learning process.

b. Process of Learning

Human's language need outside world for expand of interaction, they always try to use and change outside world for themselves. In the process of learning they used all kind of the way, process in any change in any object or organism particularly a behavioral r psychological change. Process in manners or

⁹Syah Muhibin, *Op. Cit*, P: 132

operations.¹⁰ Shortly from meaning above, the process of learning is a phase or change have the quality positive more advance than before.

In order areas of science they are, in the field of learning. “Cause the learning is process activity that changes to sparing up by phases one of the other dues in a series and functional. The process of learning education, the student takes three phases; they are information, transformation and evaluation”.¹¹ In this terms the writer clarified one by one.

1. Phase Information (getting knowledge)

In this phase, the students get information about subject as stimulus to make them understand and have new behaviour, the information is basic phases. If they are failure in this phase, it will influence in order phases, among that information there is new added information than before.

2. Phase transformation

The knowledge get than, to analysis or change. The phase Transformation the students will experience process saving and Understand. For the junior students, this is more simple, if the teacher’s guidance competence.

¹⁰Syah Muhibin, *Op. Cit*, P: 113

¹¹ Syah Muhibudin. 2000. *Psikologi Pendidikan dengan Pendekatan Baru*, Bandung: Remaja Rosdakarya. P: 113

3. Phase Evaluation

In this point, students assess themselves as well as the knowledge they gain (last information and transformation) is used to challenge, understand or solve the problem faced. From the above description, students learn through several stages and many important factors in the process of learning due process. Important factor due to with process of learning, they are maturation, adaptation, learning by heart, learning of meaning, think and exercise.¹²

In the study in need of a variety of abilities, skills contained in the student, such as observation, memory, thinking, fantasy. People learn by observing the starting material in the study, observations were made with the functioning of the five senses, the better off the more obvious observation recorded within one response.

English learning is intended to improve the linguistic capacity needed to bring action. "English is used for" here and now "contact. The topics of the debate revolve around the things that happen in the context of the scenario. English is an oral and written communication medium. While communication is understood, knowledge, thoughts, feelings are searched for and science, technology and culture are created, as a native language and as a nonnative language, English is split into two main groups worldwide. Variations in native English dialects are mainly of historical origin, and phonological variations are allophonic and not

¹²Purwanto Ngalim, 2001. *Psikologi Pendidikan*. Bandung: Remaja Rosda Kaya. P.89

phonemic, with some exceptions. However, variations among nonnative dialects are usually the results of interference from the speaker' first languages.¹³

The effective learning is characterized by ongoing learning process in students. A person is said to have undergone a process of learning if in her behavior changed from not knowing to knowing, from not may be Able to and so forth. In learning, learning outcomes can be seen directly. Therefore, in order to be control and developing students' skills as much as possible in the learning process in the classroom, so programmer must be designed first by teacher with attention to the principles that have been tried advantages.

In Law Teachers and Lecturers said that learning is process of interaction between educators and learners with a learning environment study on sources.¹⁴In the definition of learning has mean that almost the same as teaching. In the context of education, teachers teach so that learners can learn and master the content specified by increase objective (cognitive aspect), also influence changing attitude (affective aspect), and skills (psychomotor aspects) a student. Teaching gives the impression of a party only as a job. While the study also showed interacting between teachers with students.

¹³Millaward and C.M, Hayes Mary. *A Biography of the English Language* (Wadsworth: Cengage learning, 2012), P. 346

¹⁴Tim Redaksi Fokus Media, *Undang-Undang Guru dan Dosen* (Bandung: Fokus Media, 2008), P. 61

2. Teaching English

a. Definition of Teaching English

Teaching is the process of knowing and skill transferring to the students. In other word, teaching is intended to organize or arrange environment as good as possible to create opportunity for learner to learn effectively. This phenomenon is based on the fact that teaching guides learners to gain the knowledge. “Teaching is guidance of learning activities, teaching is for the purpose of aiding the pupil to learn”.¹⁵

In teaching and learning activity process whether informal and formal there are two components that involved directly, namely teacher as a material presenter and the students as a learning subject. The term of teaching in this case refers to an activity where the activity has a purpose to give experiences and changing. Gage in Dahar states that teaching activity cannot be distinguished to learning activity in which it is a process of behavior change.

Essentially, the effectiveness of the process of teaching and learning is impacted by the interaction in the classroom between the teacher and the students. The teacher is one of the significant factors shaping the accomplishments of the learner in learning English. It means that as the other high technology, the role of the teacher in teaching learning processes is not changed by machine, radio, tape, television, and computer. We still need the human elements for the students such

¹⁵Hamalik, Oemar. 2000. *Psikologi Belajar Mengajar*. Jakarta: Sinar Baru Algasindo,p. 58

as attitude or personality, motivation, and scoring system etc.¹⁶As the main input for the students in the classroom, the teachers should do several effects in order to make the explanation understandable.

A teacher must have different methods in the teaching learning process, and the teacher should select methods and materials according to the needs of students' learners, teacher preference and the limitations of the school or educational setting, and they are responsible for maintaining a healthy environment. Such that students can learn successfully and effectively.

The component of education also supports to increase of teaching learning process. According to Django Tarigan, "there are seven components in teaching and learning English. It consists of students, teacher, purpose, material, method, media and evaluation".

b. Teaching English as a Foreign Language

Fachrurrazy notes that learning basic terms in the field is essential for anyone who wants to learn methods of teaching English. TEFL (Teaching English as a Foreign Language) refers to teaching students whose first language is not English to learn English. TEFL typically occurs either within the state school system, or in private institutions, in the student's own country. Native or non-native English speakers can be TEFL instructors. TEFL can also refer to a specific teaching technique for individuals whose first language is not English,

¹⁶Cece Wijaya and Tabrani a Rusya. *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*, (Bandung: Remaja Persada Karya, 2001),p. 5

but who need to learn it for work or want to learn it for recreation.¹⁷ Adults or kids may be these students. They can pay for the courses themselves, or they are paid for by their employers or parents. Many of them are highly motivated and literate, and have language skills already. Many others, though, are lack of motivation just because they don't like learning English very much. When some conditions compel them to learn, they learn English. In this case, by involving them in a happy learning atmosphere, English teachers need to inspire them. In this review, Kampung Inggris Rejang Lebong is one of place that provides joyful learning environment.

Teaching English as Foreign Language The curriculum is highly evolved and educators who use a communicative approach and a student-centered style of teaching turn out to be the most modern training courses. TEFL courses are distinct in these primary respects from the way English is taught in most conventional compulsory education. We should familiarize ourselves with some basic terms, such as, first, second, and foreign language, to understand TEFL methodology. The first language is a language that children learn after they are born, first of all. The first language is sometimes referred to as the mother language, the native language, or L1. The word 'mother tongue' is used to refer to the language used by a child's mother, which the newborn baby also first learns. To refer to the language used by people surrounding the child,' native

¹⁷Fachrurrazy, *Teaching english as a foreign language for teachers in Indonesia*, (Malang: 2011)

tongue' is used. It is believed that the language that the baby learns first is the language used by individuals around the baby. L1 means first language, which is the language that the infant learns first.

Concerning second and foreign languages, they are socio-politically viewed in a different way. The differences can be viewed from the model of world Englishes as proposed by Kachru.¹⁸ Anchored in a socio-political viewpoint, Kachru splits English users into three circles. The first circle is called inner circle where it contains the countries whose citizens use English as a foreign language such as UK, USA, and Australia. The second circle is named outer circle wherein it contains the countries whose citizens use English as a second language such as Singapore, Malay, and etc. The third circle is expanding circle whereby it contains the countries whose people use English as a foreign language such as Indonesia, China, Japan, and etc. However, in terms of second language acquisition theory, both second and foreign languages are viewed from the same lenses wherein second language acquisition is the acquisition of a language other than one's first language. According to Ellis, in terms of second language theory, a language besides one's first language can refer to a second language or a foreign language.¹⁹ That is why Ellis does not focus on socio-political differences in viewing the concept of second language. He views that any language besides one's first language is considered a second

¹⁸ Braj B. Kachru, 'World Englishes and Applied Linguistics' (1990), P. 3–20.

¹⁹ Rod Ellis, 'Task-Based Research and Language Pedagogy', (2000), P. 193–220.

language. Using this view, Ellis successfully developed the theory of task based learning, and this theory is useful for both EFL and ESL teachers and students.

3. Language Environment

a. The Definition of Language Environment

Language environment is required for the EFL / ESL teacher because according to Babcock, effective language learning equally requires an effective synthesizing of micro-skills and macro-skills learned in effective communication expressions and environmental concerns are rich communication topics.²⁰ However, English in Indonesia is taught in English as a foreign (EFL) class, as in most Asian countries, where it is viewed as a subject to be learned rather than as a living language to speak. In order to describe an excellent learning environment, Chang and Shu state the following four guiding principles:²¹

1. To maximize the learning outcome, a good learning environment helps.
2. A good setting offers treatment and encouragement for the learner.
3. The learning spirit is motivated and strengthened by a healthy learning environment.
4. A healthy learning environment cultivates the learner's obligation.

²⁰ Babcock, S. P. *The Significance of Cultural Influences within the ESL/EFL Classroom: A Taiwan Experience*, (1993). P. 29.

²¹ Chang, C.P., & Shu, M.Z. *The experiment research for English teaching with small class of junior high school*, (2000)

The environment is concluded, based on the above description, as all elements or factors that influence and encourage individual growth in order to enrich the perfect personality. However, the English environment that the researcher wants to address is all what learners hear and see from prepared influences and restricted places that have connection with learning English, which passively of reality in order to rich the progress in learning language.

Many grand experts of English education depict that second and foreign language environments are similar. Their views indicate that the socio-political essences of second and foreign languages do not need to be critically differentiated because the target of English learning is to activate one's mental language beside his/her first language. For example, Skinner developed his behavioral language acquisition theory and indicated that a second language (either ESL or EFL) can be acquired if teachers create ideal conditioning and provide students with reinforcement.²² Chomsky with his universal grammar theory as cited in Fauziati portrayed that a second language (either ESL or EFL) can be acquired if students receive adequate language input, and from such input, students with their language innate capacity (a neural component of automatic language processing) can process such input in their mental language and can further produce the

²² Burrhus Frederic Skinner, *Verbal Behavior* (New York: Appleton-Century-Crofts, 1957).

same input by time.²³ Hymes with his communicative competence theory also leads to the same concept where both ESL and EFL are theoretically categorized as a second language in the perspective of SLA theory.²⁴ Hymes explained that a second language (either EFL or ESL) student can acquire English if he/she is competent at vocabularies, grammar, pronunciation, sociolinguistic knowledge, and discourse knowledge.

In the same way, Krashen does not also differ between the essence of EFL and ESL whereby he views ESL and EFL as a second language based on his comprehensible input theory.²⁵ According to Krashen, second language learners (those of ESL and EFL students) can acquire English if they receive a continuum of $(N+i)$, in which N is their current English skills, and i refers to their new input which is considered attainable if the learners use their current English skills. Krashen seems to view English acquisition in the same way as Chomsky. Also, similar to Chomsky and Krashen, Paul Nation with his explicit vocabulary learning theory also depicted that a second language refers to ESL and EFL because in his theory learners (both ESL and EFL learners) can acquire English ideally if

²³ Endang Fauziati, *Methods of Teaching English as a Foreign Language* (Surarta: Era PustakaUtama, 2014).

²⁴ Dell Hymes, *On Communicative Competence*, ed. by J.B. Pride and J. Holmes (Harmondsworth: Penguin, 1972).

²⁵ Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (California: Pergamon Press Inc., 1982).

they learn English vocabularies explicitly by learning from the highest frequency words to the lowest frequency words.²⁶

The above second language acquisition experts viewed that second language represents ESL and EFL. It means that they do not differentiate the essence of ESL and EFL in terms of second language learning theory. The same perspective is also presented by Dulay that describes English learning environments for ESL and EFL students.²⁷ Dulay provides some elaborations as regards the characteristics of second language environments for both EFL and ESL especially in the aspect of English speaking skill. Dulay does not differentiate EFL and ESL based on their socio-political views as Kachru does,²⁸ but Dulay views ESL and EFL in a similar lens based on the essence of second language acquisition theory. According to Dulay, The role of the language environment in the ability of students to speak is supported because there are four broader overall appearances in the language environment that affect the quality and quality of second language learning , especially speaking ability;

- 1) Naturalness of the environment, the natural environment here is an environment that is more focused on communication than the regulation of

²⁶ Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

²⁷ Dulay, Heidi, *Op.Cit*, p.17

²⁸ Kachru.

linguistic forms. Dare to communicate without fear of being wrong. Because that's where the initial confidence arises.

- 2) The learner's role in communication, when students convey something using one-way communication (one language), other students may respond but not verbally. They only understand but cannot express. By using limited two-way communication, students may not respond verbally too because the target language model that will receive the response will not understand. So in learning a foreign language, it is especially permissible to mix the language he learned several times with the mother tongue which has become his daily communication tool.
- 3) Availability of concrete referents, there are concrete subjects and events that can be seen, heard and felt while being discussed. Not only need subjects as opposed to communicating, but also objects or tools and facilities that help support students in using them to communicate well. communication ensures that students understand most of what is obtained from the language they are learning
- 4) Target language models, the target language model is that students will select whom they can interact to strengthen their ability to communicate.

Fellow classmates, senior class, even though the teacher can choose. So that students can communicate confidently with anyone later on.²⁹

b. Kinds of Environment

The environment is classified into two types, according to the Krashen; first, the formal and informal environment that concerns communication, and Krashen claimed that foreign language performance is based on two separate knowledge systems.³⁰

All that is given are general ideas, and the kind of environment to be discussed by the researcher is the same as expert ideas, namely formal and informal environments. A formal setting that encompasses different aspects of formal and non-formal education, most of which are in the classroom or laboratory. While the informal setting gives natural exposure to contact, most are outside the classroom.

This informal environment therefore offers more expression than the language structure for language discourse. The medium can be a language used by teachers, students, principals, student parents, books for general reading, newspapers and magazines, television and radio shows, movies, and so on. In Kampung English Rejang Lebong, the setting intended by researchers here is a language environment.

a. Formal Environment

²⁹ *Ibid*, p.42

In the acquisition of foreign languages, formal environments are learning activities that focus on the conscious acquisition of rules and forms. It is severely limited in its ability to product speakers who are able to communicate naturally and efficiently, its rule in the development of communicative skills seems to be quite limited.³¹

In addition, formal training is known as formal teaching. It primarily happens in the classroom. The formal environment may provide learners with formal environmental framework or discourses depending on the type of instruction and teaching process.

There are many features of the formal environment, which are artificial or teacher intends to directly assist learners in learning language, In this situation, language learners are instructed to carry out language exercises in order to present language constructs which have been mastered, and teachers are instructed to identify or correct errors made by learners, The environment forms part of language training at school.³² The researcher is therefore in agreement with the above feature. And formal teaching, which focuses on the conscious acquisition of rules and types, is paramount in formal environments.

The formal environment, as described earlier, is a formal and designed setting. It's an environment that has been formally developed and designed.

³¹*Op.Cit*, p.17

³²*Loc.Cit*

One that involves the process of learning in the classroom which is directed by the teacher. Thus, the learners are guided and directed to the teacher in such a formal setting to be able to master the structures or laws and rules of the language learned.

In addition to the formal environment, such as the situation of the teaching process in the classroom directed by the teacher, there is basically another formal environment. Situations when reading or studying grammar books of the language being studied, for instance. Other situations have been developed in order to deepen the mastery of language constructs acquired by learners, such as conversation situations or dialogue. These circumstances necessarily affect the learner's knowledge.

Given the above explanation, it seems that the formal environment is one of the language learning environments that focuses on the mastery of conscious rules or language rules in the target language, in line with what Dulay proposes. Similarly, Krashen 's opinion explicitly indicates the features of the structured setting. He expresses the following features: (a) has an artificial nature, (b) the learners are directed to perform language activities in the environment, including the rules or rules of the language they have learned, and when learners find or errors arise, the teacher provides feedback

directly to correct those errors and (c) is part of the overall learning of the language in school or in the classroom.³³

The formal environment is often related to things that are not experienced or artificial, in which case it is often related to artificial things. In addition, there is typically a lot of instruction or direction in the formal setting, either by teachers or guides specific to the language studied.

b. Informal Environment

Within and outside the classroom, informal environments can occur. Much of this happens outside the school. Natural communication is created by an informal environment, which then provides learners with more linguistic discourses than linguistic codes. Most of them happen in two-way encounters. No input or rule isolation is given. Feedback can occur in the acquisition of child language, but parents seldom offer isolation laws.³⁴

It is not just the case that the informal environment offers the requisite feedback for acquisition, while the classroom helps to increase the skills acquired. In this case, Krashen suggests, first of all, that in order to be successful, the informal environment must be intense and involve the learner directly. The "exposure-type" informal environment and "intake-type" environments could then be differentiated. Only the latter provides the language acquisition system

³³ Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*, (California, 2002). P. 40

³⁴ *Ibid*, p.18

with true input. Second, it seems possible that the classroom will concurrently achieve both learning and acquisition. Although class work is specifically aimed at raising conscious linguistic knowledge of the target language, acquisition can take place to the degree that the target language is realistically used. In other words, the classroom can function both as an informal "intake" environment and a formal environment.

The informal environment includes: the language used by the conveyor, the parent language, the language used by the ethnic group of learners, the language used in print or electronic media (newspaper, book, radio or television) and the language used by the instructor in the language class and non-language learning process. However, it illustrates the significance of the informal environment in developing the learning of language by learners.

As mentioned earlier, the informal environment is the natural environment without any development. This informal environment basically only happens and what it is in a prepared manner without design and preparation. Coverage of the informal environment in terms of vocabulary, and in terms of the acquisition and learning process, is much greater than that of the formal environment. The informal environment is more open to us or to the learner than the formal environment. This informal environment involves circumstances such as interacting with family at home,

communicating with friends or with others, communicating spontaneously on the market, at work, or anywhere, and other circumstances.

Naturally, the informal environment arises and the frequency is greater than that of the formal environment, which makes the informal environment more relevant in acquisition and language learning than the formal environment. This makes the informal environment more dominant and provides learners with assistance.

This informal environment is essentially more connected to the issue of learning language. Although the formal environment continues to deal with problems of language learning. This is appropriate on the basis that the learners are dominated by the more informal environment, resulting in the learner tending to master the material he has naturally learned through the acquisition of different informal situations.

B. Review of Related Findings

There are some related findings of this research, they are:

1. The first study comes from Syaraviah (2017) with the title “Peran lingkungan bahasa Arab (Bi‘ah Lughowiyah) dalam meningkatkan keterampilan berbicara bahasa Arab Santriwati kelas XI Bahasa di MA Pondok Pesantren Al-Aziziyah Putri Kapek Gunungsari Tahun pelajaran 2016/2017. It has attempted to investigate how the process of Arabic speaking ability, the factors that encourage the Arabic environment

of thinking, and the role of the language environment in the development of Boarding School Arabic speaking ability students (Females). The researcher in this research attempted to understand the role of the (English) language environment in improving the skill of English-speaking students. This current research has been similar in the formulation of the problem from the first previous study, which is the role of the environment in teaching English to English learners at English Kampung Inggris Rejang Lebong, which is the language environment.

2. Geed S. (2001) conducted a study on Effect of Learning Environment upon English Language Learning and Students' Reactions towards Learning Environment (Sonali Geed, 2001, DAVV, Indore). The aims of this second previous research are to develop therapy material in the form of step-wise lesson plans for implementation in various groups of learning environments and to develop new methods for assessing relevant factors and evaluating learning processes in the individualistic, competitive and cooperative aspects of the environment in order to study the acceptance of experimental learning. The Pretest-post test design was used. In order to determine students' reactions to the learning environment and the feasibility of the English language and the cooperative learning environment, self-developed methods were used. Findings: There was no significant change in the reactions of students to

the individualistic learning environment and their learning environment at the pre-test and post-test stages.

The investigator discovered the similarities to this analysis in the both previous studies. They both are same investigate about environment in language learning. Meanwhile this research investigated the use of environment in teaching English to English learners at Kampung Inggris Community Rejang Lebong.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This research is designed by using descriptive method which described in qualitative way. LR Gay explained that descriptive research involves collecting data in order to answer questions about the opinions of people about issues.³⁵ It means that descriptive research is one of way of research by describing and interpreting a subject with reality. This research is presented in qualitative way as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. It described social phenomena as they occur naturally.³⁶ As can be seen, that qualitative research focused on describing the phenomenon that occur naturally and presented it based on the data on the field. Based on the definition above, the researcher can conclude that qualitative research is a research that the data in the form of words. While descriptive research is to describe a result from collecting data of qualitative research. So the research will be described about the use of environment in teaching English to English learners at Kampung Inggris Rejang Lebong.

³⁵ LR Gay and Peter Airasian, *Research Competencies for Analysis Application*, (New Jersey : MERRILL an imprint of Prentice Hall, 2000), P.315

³⁶ Beverley Hancock, *An Introduction to Qualitative Research* (Britain : Trent Focus, 2001), P.2

This research used descriptive method and presented in qualitative way means that the researcher described the phenomenon as naturally as possible based on the data that was found on the field, and presented it in words or description form instead of numbers or measures. In order to keep the originality of the data, the researcher must not add or modify or make any interventions that possibly damage the naturalization of the data.

B. Research Subject

The subject of this research was teachers that teach English in Kampung Inggris Community Rejang Lebong in academic years 2019-2020. In this research, the researcher used total sampling to select the sample. Total sampling is the entire populations that have particular set of characteristics. In this sampling technique units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc), pieces of data, and so forth.³⁷ As a result, the subject of this research was a group of individuals from the students in class who participated in the research. It means that the researcher took all the teachers..

Suharsimi Arikunto said that if the populations are less than 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 10% - 15% Or 20% - 25% or more used as

³⁷ Dissertation, <http://dissertation.laerd.com/Total-Population-Sampling.php>. Accessed on 15th March 2013

sample.³⁸ Because the sample of this research is less than 100 students, the researcher take all of the students. The researcher takes all the numbers of teachers as the sample. They supported the researcher to look for the data of the use of environment in teaching English to English learners at Kampung Inggris Rejang Lebong.

C. Techniques of Collecting Data

In this research, the researcher used observation and interview in collecting the data.

1. Observation

The researcher used observation to know the real conditions about the use of environment in teaching English to English learners in Kampung Inggris Rejang Lebong. “Observation is systematic record – keeping and perception to accurate symptoms”³⁹. It means that the researcher recorded the teacher’s activities to get the data. In this research, the researcher used nonparticipant observation. According to Kothari, “Nonparticipation observation means the researcher does not follow directly as participant and separately as observer”⁴⁰. To do this observation, the researcher used observation checklist. The purpose of observation is to explain the situation that would be studied, activities in that area and the relation between the situation and the activities.

2. Interview

³⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta, 2002) P,112

³⁹ Kothari. *Research and Methodology*. (New Delhi, 2004). P97

⁴⁰ *Ibid*

One of substantial technique of qualitative study in collecting data is interview. Interview can be used to collect information which is not obtains from observation. In this research, the researcher used semi-structured interview because the researcher would like to know what topics need to be covered and to a large extent what questions need to be asked.

Semi-Structured interview is prepared to allow the interview to develop in unexpected directions where these open up important new areas. At the end of a really successful interview the interviewer at least had covered all the intended topics and the respondent felt that they have participated in a 'conversation with a purpose'. Part of the skill in using this form of interview, therefore, lies in allowing the interview to develop naturally so, that the respondent does not feel that they are simply replying to questions.⁴¹

In addition, the researcher used tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. After that, the data of interview converted in written text script. In collecting the data, the researcher used interview as the technique of collecting the data. The researcher interviewed the English teachers who teach in Kampung Inggris.

⁴¹ Lisa M Given. *The Sage Encyclopedia Of Qualitative Research Methods*, (California, 2008). P186.

D. Research Instrument

Depending on the above technique for collecting data, the instruments which the researcher used for collecting the data as follow:

1. Observation

In this study , the researcher used a non-participant observer who visits a site and records observations without being involved in the activities of the Kampung Inggris Rejang Lebong learning activity. The investigator uses the role of a non-participant observer for observation in this study. That came to the place of the observed behavior in this case by the researcher.

In the Kampung Inggris Rejang Lebong Community, the researcher can completely observe that the researcher will help to collect the data by collecting information. In order to observe how the operation works, the investigator will come to Kampung Inggris Rejang Lebong. The researcher will observe and examine the location, people and behavior in this case, and make inferences on the object under the study.

Table 3.1

The Observation Checklist

No	Aspects	Indicator	Sub Indicator	Yes	No
1	Naturalness of	Speaking English in a supportive	<i>Speak English with</i>		

	The environment	environment	<i>Enjoy</i>		
		In Kampung Ingris Rejang Lebong, attend language-related events	<i>Speech, conversation, Vocabulary, placing Vocabulary and Term, Spying.</i>		
2	The learner's role in communication	Using English Daily Conversation conversations at Kampung Ingris Rejang Lebong everyday	<i>Use English in every day conversation</i>		
		Teacher and Student greet using English daily Rejang Lebong in Kampung Ingris Rejang Lebong	<i>Greeting used by students every time they meet with people in boarding school</i>		
3	Availability of Concrete	Make Student Feel comfortable when they learn English in classroom	<i>Comfortable classes</i>		
		Student easily to learn English because there is a language laboratory	<i>Language Laboratory</i>		
4	Target language models	Speak English in anywhere and at anytime.	<i>Use English in the school, dormitory, canteen, kitchen, etc.</i>		
			<i>Use English every 2</i>		

			<i>week in a month</i>		
		Run a system/rules that is applied by the language section to use the English language in daily activity	<i>Language discipline</i> <i>Police</i>		
		Receive punishment given by the language section if they broke the rules of language discipline	<i>Punishment for</i> <i>language trespasser</i>		

2. Interview

The researcher uses one by one type's interview, which the researcher asks some questions and records answers with recording media from only one participant in the study at a time. The interview was conducted with teachers who teach English at Kampung Inggris Rejang Lebong to obtain information on the role of the English environment in improving the ability of students to communicate. Whose instructor and student (colleagues) both play a role in improving the ability of learners to communicate. The following are among them are: Meanwhile Wina Sanjaya stated and explain that the teacher's role as follows:

1. The Teacher is closely connected to mastery of the material as a means of learning.

2. As a facilitator, the teacher plays a role in offering resources to promote the activities of students in the learning process.
3. As managers, teachers play a role in d
4. Eveloping a learning atmosphere that encourages learners to learn comfortably.
5. As a demonstrator, the teacher's job is to show students all that helps students understand and comprehend each message communicated better.
6. The teacher as a reference, the teacher's role in discovering the different possibilities that students have to provide students with life.
7. In the imaginative demand to create student learning inspiration, the the teacher as a motivator, the instructor.
8. As an assessor, the teacher has a position to gather information or information on the progress of the learning that has been carried out.⁴²

Although the role of students is very much the same as that of the teacher , students will not apply to the teacher unless the teacher appeals to learners. Students should have a position that really helps their fellow students develop their ability to communicate. Students should provide support, aid, support, direction, and inspiration to ensure that students learn quickly and effectively.⁴³

⁴² Wina Sanjaya, *Strategi Pembelajaran Beorintasi Standar Proses Pendidikan*, (Jakarta, 2006), P,20-31

⁴³ Hamalik, Oemar. *Kurikulum dan Pembelajaran*, (Jakarta, 2001), P.73

Researchers' interviews with teachers and students are the same, except that the position is different. When interviewing the teacher, the researcher will ask from the point of view of the teacher, and when interviewing the learner, the researcher will ask from the point of view of the student. The interview guidelines below are therefore designed by researchers to obtain accurate data. In the meantime, the researchers used the interview instructions as follows.:

Table 3.2

**Interview Guideline for the Teacher and
Students**

Aspect	Indicator	No. Item
Naturalness of the Environment	The Students are able to : <ol style="list-style-type: none"> 1. Speaking English in a supportive environment 2. In Kampung Ingris Rejang Lebong, attend language-related events 	1,2

The learner's role in Communication	<p>The Students are able to :</p> <ol style="list-style-type: none"> 1. Using English Daily Conversation conversations at Kampung Ingris Rejang Lebong everyday 2. Teacher and Student Greet Using English for everyone in Kampung Inggris Rejang Lebong 3. Speak English in anywhere and at anytime. 	3,4
Availability of concrete Referents	<p>The Students are able to :</p> <ol style="list-style-type: none"> 1. Feel comfortable when they learn English language in the classroom 2. Because there is a language laboratory, feeling easy to learn English 	5,6
Target language models	<p>The Students are able to :</p> <ol style="list-style-type: none"> 1. Run a system/rules that is applied by the language section to use the English language in daily activity 2. Receive punishment given by the language section if they broke the rules of language discipline 	7,8,9, 10

E. Data Analysis

To analyze the data, the researcher used some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.⁴⁴

1. Data Managing

There were two kinds of data provided in this research. The first was in form of observation gotten from students and teachers of English English Kampung Community Rejang Lebong to answer the second questions. The next data was gotten from interview. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because the first data from observation used to determine the use of environment in teaching English to English learners at Kampung Inggris.

2. Reading/Memoring

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by the teachers. There the teachers were explaining about what the roles of environment in teaching English. Meanwhile in second data the researcher read the result of the first data carefully to answer the second questions because the first data determine the activities in teaching English by using environment.

3. Description

⁴⁴ Ripah, “*Comparative Analysis of English Translation Techniques of Surah Al-Haaqqah by Abdullah Yusuf Ali and Marmaduke Pickhtall*”. Skripsi. (Prodi Tadris Bahasa Inggris STAIN Rejang Lebong, Rejang Lebong, 2016), p 36-37

In this phase, the researcher described all the data that would be classified in the next step.

4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The researcher did observation and interview to get the data of this research. After doing both observation and interview, the researcher got the data about the environment roles in teaching English to English learners at Kampung Inggris community in Curup Selatan sub-district and the student's activities in the environment that developed the student's ability in English at Kampung Inggris. The researcher got the findings as follow:

1. The Environment roles in teaching English to English learners (ESL students) at Kampung Inggris community in Rejang Lebong

Kampung Inggris Rejang lebong is a nickname for a village located in Rimbo Recap, Curup Selatan sub-district, Rejang Lebong regency, Bengkulu. The village developed into a place for learning English. As a place of learning, the daily scenery in Kampung Inggris is like student complex. Dominated by the hustle and bustle of the activities of people who are learning, this village is no less crowded with tourist attractions because of the large number of college/university students, students, workers, and the general public who fill their time to study English.

The observation consist the main point to be found. That is the English environment role in teaching English to English learners (ESL students) at Kampung Inggris community in Rejang Lebong. Based on the observation the data found displayed in the form of table below:

Table 4.1

Observation Result

No	Aspect	Roles
1	Naturalness of the Environment	Instill high confidence in students to be able to speak and communicate using English supported by the existence of language discipline and adequate facilities that help students to learn foreign languages easily and with the atmosphere of a comfortable, safe and beautiful environment that creates a conducive environment for students to learn.
2	The Learner's role in communication	Students are required to communicate with each other and greet each other using English wherever and whenever. Because indirectly this can train students to be able to practice what they have obtained in class and outside the classroom.
3	Availability of concrete Referent	With comfortable classes and language laboratory facilities available, students can comfortably and easily be able to learn English easily.
4	Target Language Models	There are already disciplines and written rules that students must carry out, accept and obey all regulations and discipline at the Kampung Inggris Rejang Lebong. The implementation of a language change system every week for students to communicate in English. There are two weeks a month for students to communicate using English. On the Weekends, using English usually in the first and third weeks of the month. Usually it begins every day until Saturday and it is required to use English wherever and whenever.

From the data of observation above, the researcher concluded that the English environment role is to develop the English speaking performance of students were appropriate with the theory they were: Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Kampung Inggris.

2. The student's activities in the Environment that developed Student's ability in English at Kampung English

The researcher also employed interviews to support the data. The interviews were intended to find out the teacher's opinion about the English environment role in developing the English speaking performance. The researcher employed an interview which the result can be seen in the table below:

Table 4.2

Teacher's Interview Result

No	Conclusion of Teacher's Answer
1	Self-confidence is instilled in students in doing positive things. Because someday they will interact with the community where this also applies in using English.
2	Students routine activities related to language are morning conversations, giving vocabulary, and public speaking.
3	Students are required to use English in everyday conversation.
4	Greeting both fellow students or teachers is something that is highly recommended and of course greeting them using English.
5	Comfortable classes certainly make students comfortable also in learning and can easily receive lessons.
6	Language laboratory is useful in helping students learn English.
7	In all places in Kampung Inggris Rejang Lebong students are required to speak English.
8	Whenever and wherever, and this happens when the English language session arrives. That twice in a month.

9	Kampung Inggris discipline policy has been agreed upon by the Kampung Inggris management and made so that students obey, accept and carry out the discipline. So students will surely inevitably receive the policy.
10	The punishment given to violators of language is the punishment standard that has been agreed upon jointly by the manager of the language section.

From the result of interview, it showed that the teacher agree with the theory of English environment role in developing the English speaking performance of students. Based on the data about the Student's Activities in the environment that developed English Student's English Speaking Ability, the researcher could explain as follows:

First is Public Speaking. Basically, public speaking is a presentation that's given live before an audience. Public speeches can cover a wide variety of different topics. The goal of the speech may be to educate, entertain, or influence the listeners. Often, visual aids in the form of an electronic slideshow are used to supplement the speech and make it more interesting to the listeners. Second activity is conversation, it is the commonest use of language. The students often have spontaneous conversation in Kampung Inggris to practice their English. Then, the third activity is giving Vocabulary. The students are given students a list of words to search for in a text or have them find unfamiliar words. In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they

see that word. A list is created of all of the words that come to mind, and then those words are categorized. The last is placing Vocabulary and Term.

Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Kampung English. Based on the data, the researcher did not need to reduced the data of interview with the English teacher the data Environmental conditions that support the English Speaking performance of students, Require to speak English, The discipline applies the use of language at the Kampung Inggris.

B. DISCUSSION

In this part, the researcher would like to discuss about the finding of the English environment role in developing student's English speaking ability and The Student's Activities in the Environment that developed Student's English Speaking Ability. This research was composed by the participant of the research: they were the students of Kampung Inggris in Rejang Lebong and the teachers in academic year 2019/2020 that had been observed.

1. The Environment roles in teaching English to English learners (ESL students) at Kampung Inggris community in Rejang Lebong

Based on the theory, English learning is meant to develop language skill that is used to bring action. English is used for interaction that is "here and now". Topics of the discussion revolves around. The Things that exist in the context of situation. English is a communication tool oral and write. While communication is understood and search information, thoughts, feelings and develop science, technology and culture. English around the world is divided into two major categories as a native language and as a nonnative language. Variations among native dialects of English are primarily historical in origin, and phonological differences are, with some exceptions, allophonic and not phonemic. However, variations among nonnative dialects are usually the results of interference from the speaker' first languages. In this research, the researcher found the roles of environment as the factor that support the students in Kampung Inggris to use interaction between students and teachers. English usage around Kampung Inggris that applied by the students in Kampung Inggris is categorized as a nonnative language.

Related to the effective learning is characterized by ongoing learning process in students. A person is said to have undergone a process of learning if in her behavior changed from not knowing to knowing, from not may be able to and so forth. In learning, learning outcomes can be seen directly. Therefore, in order to be control and developing students' skills as much as possible in the learning process in the classroom, so programme must be designed first by teacher with attention to the principles that have been tried advantages. In this research the researcher found that

the usage of natural environment has been designed first by the teacher to control and develop student's skill especially in speaking English.

Based on the explanation above, the researcher employed an observation to know The English Environment Role in Developing the English Student's speaking ability. The researcher conducted the research by observing the Kampung Inggris of Rejang Lebong, interviewing English teacher and observing the students of Kampung Inggris to know the The English Environment Role in Developing Students English Speaking Ability and The Student's Activities in the Environment that developed English Student's Speaking Ability.

The researcher employed observation and interview to know the Environment role. Having conducted the research, the researcher found the English environment role in developing the English speaking performance of students, they were Environmental conditions that support the students speaking ability, Student's Interaction in daily conversation, More easily learn English with existing facilities, Required to speak English and follow the discipline of language that applied at the Kampung Inggris of Rejang Lebong.

Based on the data about the English environment role in developing student's English speaking ability, the researcher could explain as follows:

First, it is naturalness of the environment. Related to the role of the language environment on students' speaking skills is supported because the language

environment has four broader overall appearances that affect the quality and quality of second language acquisition, especially speaking ability. Naturalness of the environment, The natural environment here is an environment that is more focused on communication than the regulation of linguistic forms. Dare to communicate without fear of being wrong. Because that's where the initial confidence arises. It means that the usage of environment as long as learning process, it can arise the confidence of the students.

Second is the learner's role in communication. When students convey something using one-way communication (one language), other students may respond but not verbally. They only understand but cannot express. By using limited two-way communication, students may not respond verbally too because the target language model that will receive the response will not understand. So in learning a foreign language, it is especially permissible to mix the language he learned several times with the mother tongue which has become his daily communication tool. In this research, in the use of environment in learning process, the teacher allowed the students to mix English with Indonesian when the students do not know the vocabulary that they want to speak. It helps the students easier to run the communication in English.

Third, it is about availability of concrete referent. There are concrete subjects and events that can be seen, heard and felt while being discussed. Not only need subjects as opposed to communicating, but also objects or tools and facilities that

help support students in using them to communicate well. Communication ensures that students understand most of what is obtained from the language they are learning. It means that, the use of environment during the learning process, the students can see concrete subjects and events around them, hear and feel while they are learning English. Then the students are also supported by objects or tools and facilities to use in learning English.

The last is target language models, the target language model is, students can choose whom they will communicate to improve their speaking ability can choose fellow friends, senior class, even though the teacher. So that students can confidently communicate with anyone later. In Kampung Inggris Rejang Lebong, the environment really support the students to communicate to many people around the community such as fellow friends, senior class, and also teacher.

The researcher employed an observation to know the English Environment role in developing Student's English Speaking Ability in Kampung Inggris of Rejang Lebong. Most of the students looked active in the teaching and learning process in the class and active in using their English speaking out of class in their daily activity. This research was conducted three times including observing the site, interviewing English teacher (*supervisor*) in order to know the English Environment role faced by them. The observation was conducted in two weeks. From the data through observation, the researcher assumed that the English Environment role in developing the English Speaking Performance was effective.

The researcher concluded that the English Environment role in Kampung Inggris Rejang Lebong progressively run well to improve students speaking. Based on the results of interviews conducted to selected teachers and students The English environment role in developing the English speaking of students are: a) Naturalness of the environment b) The learner's role in communication c) Availability of concrete referents d) Target language models. As the Dulay states, that language environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situation-exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper. As well as classroom activities or it may be very sparse, including only language classroom activities and a few books and records.

2. The student's activities in the Environment that developed Student's ability in English at Kampung English

In this research, the researcher also discusses about the student's activities in the Environment that developed Student's ability in English at Kampung English. The result of observation showed that the student's activities were caused within students themselves. The routine activities carried out by students at the Kampung Inggris Rejang are determined by a schedule made by the Kampung Inggris of Rejang Lebong. This happens repeatedly every day. Aiming that students regularly divide their time and to get used to the discipline that has been applied by Kampung Inggris of Rejang Lebong since a long time ago. The

following are the activities in the Environment that developed Student's ability in English:

First activity is public speaking. The type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. In Kampung Inggris Rejang Lebong, the students also have activities such public speaking which consist of classroom presentations, public announcements, and speeches. These kinds of activity have been prepared and design by the teachers based on the student's need and level.

The second activity is conversation. Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. In Kampung Inggris, the students should interact to others by using English such greetings anyone around the environment when they meet, engaging small talk with friends, telling recent experience to share. The students also have comfortable zone of interaction with other. There are some activities on the conversation. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking

up conversations. As Richards says an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances.

Third, the activity is giving vocabulary. Richard states that learners need a large vocabulary and a good working knowledge of sentence structure.⁴⁵ In this activity, the teachers provide students with a relatively large vocabulary to add the student's knowledge in building their vocabulary. This activity helps the students to increase the vocabulary that they have. Then it also help the students easily to use the vocabulary in speaking English by practicing the vocabulary to be pronounced.

The last activity is placing vocabulary and terms. This activity means one of the activities to create English environment in Kampung Inggris Rejang Lebong. The vocabulary and term in English are placed in strategic place in order it can be seen and read by all learners. The method to conduct this program is: Choosing vocabularies or term are used by learners everyday, Before writing on white board, it must be corrected by language supervisor. After checking, the term or vocabulary are written on white board (paper, etc.) the placed it in strategic place.

All of their activities are positive and educational activities. Activities that students live in the Kampung Inggris are activities that can help to improve English speaking performance students including: Public Speaking, Conversation, Giving

⁴⁵ Richards. 2008. *Teaching Listening and Speaking*. New York : Cambridge University Press

Vocabulary, placing Vocabulary and Term. In conclusion, the activities that applied on the students of Kampung Inggris give benefit for the students to develop their ability in English. So, the activities have been designed for the students to achieve the target learning English. By having the activities that have been mentioned above, the researcher believe that the students have a chance to increase their ability in English especially for the students who really enjoyed and took part or participated actively during the activities. And the teacher also is one of factor that support the teaching and learning process to help the students to achieve a good result in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis that has been described in the previous chapter, it can be concluded that:

1. The Role of English Environments in enhancing English Speaking Skills
Students with habituation exercises that are outside of classroom learning activities are realized through guidance in the form of vocabulary training, conversation, public speaking. The existence of these exercises is a supporting factor that helps students in formal learning. Because what has been given outside of learning to students can be applied and related to what is learned in formal learning.

2. The process of learning English at the Kampung Inggris Rejang Lebong is going well. Some activities outside the Kampung Inggris Rejang Lebong learning activities include several activities such as: conversation, giving vocabulary, public speaking etc. Implement discipline through various kinds of rules and sanctions for students who break the rules. This aims to instill discipline in English in the students. The order is made carefully and wisely so that it will foster awareness and willingness to comply with all established rules. The sanctions determined must be educational and not contain violence.

B. Suggestion

Based on the results of the conclusions stated that the role of the language environment (English environment) in improving Arabic speaking skills, wherein there is an informal environment that gives a role in improving students' speaking skills, therefore researchers provide input and suggestions as follows:

1. For the Teachers

The researcher recommend that the teachers hold a sustainable program that is varieties and creative in creating a conducive environment, while the existence of the environment in question sometimes does not always run smoothly according to common goals and desires.

2. For the Students

The students are expected to always learn with high enthusiasm and strong motivation, so that the desired goals can be achieved. The students are expected to be more able to love language, especially English which is a necessity. The students should improve their vocabulary, pronunciation and grammar mastery that can be easily used in their daily speaking activity.

3. For the next Researcher

The researcher expects the next researcher to prepare the research's needs; before and during conducting the research. The researcher suggest to do

the research about environment usage in other area and with different method.

This research can be as the reference to conduct other research.

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KEPUTUSAN DEKAN FAKULTAS TARBIIYAH

Nomor : 04 Tahun 2020

Tentang

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- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
 - Surat permohonan peralihan pembimbing pada tanggal 22 Juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing I dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
- Mengingat** :
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 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022;
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup;
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

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Menetapkan

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- Heany Septia Utami, M.Pd 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Fahmi Khamdani

N I M : 13551017

JUDUL SKRIPSI : The Use of Environment in Teaching English to English Learners

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
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Pada tanggal 15 September 2020

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Lampiran : Proposal Dan Instrumen
Hal : Permohonan Izin Penelitian

3 April 2020

Yth. IAIN Curup
Kab. Rejang Lebong

Assalamu'alaikum Wr.,Wb.,

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama : Fahmi khamdani
NIM : 13551017
Fakultas / Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Role of Language Environment in Teaching English to English Learners
(Kampung Inggris Rejang Lebong)
Waktu Penelitian : 3 April s.d 3 Juli 2020
Tempat Penelitian : Kampung Inggris Community Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terima kasih.



Dekan
Wakil Dekan I.

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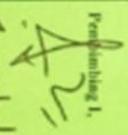
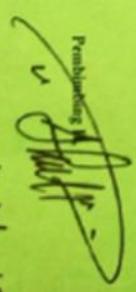


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 PEMBIMBING II : Henry Sepia Utami, M.Pd
 JUDUL SKRIPSI : The Use of environment in teaching English to English Learners

Kami berpendapat bahwa skripsi ini sudah dapat diujikan untuk ujian skripsi IAIN Curup.

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 NIP. Jumaidi Hidayat, M. Pd
 Pembimbing 2: 
 NIP. Henry Sepia Utami, M.



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1	27/Nov 2020	Proposal 1		
2	19 - Dec 2020	Chapter 1, 2, 3		
3	10 - Apr 20	Revisi Chapter 1, 2, 3		
4	18 May 20	Revisi Instrumen		
5	8 Jun 20	ACC penelitian		
6	13 Juli 20	Bab 4, 5, 6		
7	24 Juli 20	Bab 4, 5, 6		
8	16 Ags 20	ACC Ujian Skripsi		



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NO	TANGGAL	Materi yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	22 Mar 2020	Proposal I		
2	15 Apr 20	Chapter 1, 2, 3		
3	20 - Apr 20	Revisi Chapter 1, 2, 3		
4	11 - May 20	Revisi Instrumen		
5	8 - Jun 20	ACC Penelitian		
6	11 - Juli 20	Bab 4, 5, 6		
7	27 - Juli 20	Bab 4, 5, 6		
8	10 - Ags 20	ACC Ujian Skripsi		

OBSERVATION







BIOGRAPHY



The researcher's name is Fahmi Khamdani. He was born in Curup on February, 15th 1993. He lives in Dwi Tunggal. He is the second daughter from Mr. Salmon Hidayat and Mrs. Eti Adriani. He has a sister named Salsabila fakhirah and a brother Ade Hermawan.

He finished his elementary school at SD N 40 Dwi Tunggal Curup in 2005. Then, he continued to SMP N 05 Curup. Next, in 2009, he continued to senior high school at SMA N 04 Curup. In 2011, he graduated. After that, he decided entering State College for Islamic Studies (STAIN) Curup and chose English Study Program in Educational (*Tarbiyah*) department as his faculty on 2013-2020 years.