CHAPTER I

INTRODUCTION

This study is about artificial environment to increase students speaking skill. This chapter discusses the area of the study that be covered in some headings; background of study, research questions of the study, objectives of the study, significance, scope and limitation, then definition of the key terms.

A. Background of Study

The ability to speak English for Indonesian people are ranked 32nd of 70 countries in the world. This survey based on a survey that conducted by the tutoring agency English First (EF).[1] This survey shows that the ability to speak English for Indonesian people are still in the middle level in the world. It could be a bit of an overview, how Indonesian students' ability to speak in English. Speaking means that the students repeat sentences or dialogues, or chant in English words. Repitition is only one useful way of practising new language. It is important for learners to practise the language they are learning in situations which are similar to life outside the classroom. They need to practise real communication: talking about their lives, talking about news, expressing their ideas, discussing issues, etc.[2] In accordance with the opinion of the speaking above, it can be concluded that speaking English in the classroom requires a situation created as if like in real life. Therefore, an

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[1] EF Team, "The World's Largest Ranking of English Skills" (http://www.ef.co.id/epi/ accessed on June, 21st 2016 at 8:54 p.m)

[2] Joanna Baker - Heater Westrup, *Essential Speaking Skills* (London: Continuum, 2003), 7.

artificial environment needed by the teacher or an institution of learning to improve students learning, especially in speaking English.

Otto Sumarwoto said that environment is the number of objects and circumtances contained within the space occupied which affect our lives. Thoeretically, that is infinite space for the number, but practically, they are always given the space limitations that may be determined according to needs, for example: rivers, political factors, education factors, and so on.[3]

Meanwhile according to Munib, environment is the unity of an object space, power, and the state of the living creatures, including humans and behavior that affect the continuity of the livelihoods and walfare of human beings and other living creatures.[4] In other words, artificial is unnatural that shows everything that is modeled on whether the shape, nature, the workings of something already in existence that have been created.

Something can be said to be artificial when it is designed to resemble the original well, the form, nature, ways of working, and others as well as bring benefits such as those produced by the original. If we make something that does not imitate the original and does not produce benefits as the original then it can not be said as artificial.

Research relating to artificial (human made) such as artificial intelligence and educational shows, there are three kinds of models in the

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[3] Fajar, "Pengertian Lingkungan menurut Para Ahli" (pengertian.website/pengertian-lingkungan-menurut-para-ahli/ accessed on July, 20th 2016 at 5:17 p.m)

[4] Ahmad Munib, *Pengantar Ilmu Pendidikan* (Semarang: Unnes Press, 2005), 76.

educational process, first model is a scientific tool, the second model is a part in the education component, and the third model is as the basis for the design of the educational component.[5] From the explanation above, shows that in the educational process required an artificial, indeed the description above shows only a part of the artificial intelligence and education. However, the environment also becomes one of the supporting educational processes. In addition, the artificial environment is an aspect that is suitable in the educational process. Because, the environment is also a determinant in education, if the environment is nice, the results obtained will be also good and vice versa.

Seeing the meaning of environmental and artificial mentioned above, we can conclude that the artificial environment is designed as or imitates a behavior of human life in different space and makes the space similar to the original, for example: we asked students in a school that does not apply English as a primary language, to speak English on regular basis as if we are in countries that use English as the primary language. In particullar, a school that does not use English as the primary language has a different space from a country that uses English as the main language. Then, we make these schools use English on a regular basis as if we were in the original English-speaking countries.

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[5] Michael Baker, "The Roles of Models in Artificial Intelligence and Education Research: A Prospective View". *International Journal of Artificial Intelligence in Education*. Vol. 11, 2000, 122

Artificial environment is an example of using a simulation environment. This environment is fully controlled by the artificial environment modeller.[6] In other words, artificial environment is a training demonstrated in the form of an imitation, similar to the actual state which is controlled by the makers of the training. In this research, the simulated is the artificial environment program which requires students to speak as if they are in English-speaking countries. And this program is controlled by the school as an initiator or the program makers.

The ability of Indonesian students to speak Englsih are still not good enough, because the English language is not used as a daily communication language. English is only used for language mastery in schools also for mastery science. So they use English in certain places such as school, tutoring agencies, tourist spot, and they use it in their gadget application and so on.

Relating to those issues, as English language tends to be used in certain places and things; an artificial environment in schools help to improve their ability to speak foreign languages, especially English. Artificial environment that discussed here could be the holding English competition in schools, implementing English day routinely in certain days of the week, describe students experience using English, convey the discussion using

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[6] Mehdi Khosrow-Pour. "Encyclopedia of Information Science and Technology, Second Edition" *IGI Global*, (http://www.igi-global.com/dictionary/artificial-environment/36435 accessed on July, 22nd 2016 at 8:44 a.m)

English, etc. Thus, students be faced with the real situation which is common in countries that use English as the primary language (first language/L1).

Researcher chooses a title an artificial environment to increase students' speaking skill as research material, because the students are expected to speak English properly in real life. However, they do not use English as the primary language in their daily life. Therefore, teachers or educational institutions are expected to implemet an artificial environment. In expecting students improvement in speakig skill and their understanding towards the use of English language, artificial environment can be applied, because it is expected to improve their speaking skill.

This study focuses on the artificial environment and speaking in English to know how the artificial environment can increase their speaking skill in English. Researcher chooses this study because there are many students who consider English is difficult, they do not want to learn English and eventually their skill to speak English are less or even bad, and with applied the artificial environment are expected to increase the English proficiency of students in particular skill to speak. Because the focus of this research is on speaking skill, then the artificial environment become the focus here is all artificial environment program that can increase students' speaking skill.

This research has been conducted in one of the junior high school in Sidoarjo namely SMP Progresif Bumi Shalawat that located in Bumi Shalawat boarding house. Researcher chooses this school for the research because, the school has an international level and implement bilingual language, Arabic and English. And also, this school has apply Arabic day and English day for the students, then there are also debate using Arabic and English language that held every month to train the language skills of students in this school. But, artificial environmental phenomenons that occuring in SMP Progresif Bumi Shalawat are, there are many students who attend here has not been maximized their skills using both of foreign languages that implemented in this school especially English language, and also many students are still complaining that Arabic and English is difficult to understand and apply as daily language communication.

The previous research that related with the phenomenons above is a journal from Cheng-Ti Lin entitled *A Successful Artificial English Learning Environment-Hong Kong Study*. The aim of this study tries to analyze the social status so that the reason for this phenomenon can be induced. The researcher in this journal applied content analysis to analyze the social context of Hong Kong. Using literature study, the researcher hopes to find out how Chinese culture and the government policy have worked together to create a unique artificial English environment through education system to cultivate

their human resources good English ability. The result of this research is Hong Kong creates an artificial English learning environment in its education system for students to cultivate their English. Thus, becomes a useful tool for learning in school, and in turn, a useful tool for finding a better job, it works for it goes well with the culture and benefits all.[7]

Oksana Bartosh in her master degree thesis, entitled *Environmental Education: Improving Student Achievement*. The aim of this study is to obtain statistical evidence of the positive impact of Environmental Education (EE) on student learning and to make and educational case for environmental education. The research compares two groups of school selected by the author after consulting with various EE providers, and other EE for at least three years, and a group of comparison (non EE) schools which do not have an environmental education program or are only starting to develop it. Schools were paired using US census and OSPI (Office of Superintendent of Public Instruction) information. To evaluate the impact of the EE programs on student achievement, data about WASL (Washington Assessment of Student Learning) and ITBS (Iowa of Basic Skills) test from OSPI web site were used. WASL was Washington's state test from 1997 until summer 2009. The result of this study is schools that undertake systemic environmental education programs consistenly have higher test scores on the state standardized test

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[7] Cheng-Ti Lin, "A Successful Artificial English Learning Environment-Hong Kong Study". *Departement of International and Comparative Education Journal*. 2011, 59-67.

over comparable "non-EE" schools. The mean percentages of the students who meet standards on WASL and ITBS test are higher in WASL and ITBS in the schools with environmental programs. There were no EE schools that had lower percentage of students who meet or above standards in all six areas. Overall, 73 pairs out of 77 EE schools had higher scores in at least one subject.[8]

The similarities of this research with the previous research is the implementation of artificial environment in English learning. But, the difference with this research is, the previous research applies the artificial environment to analyze the social status of Hong Kong Study which is to cultivate their human resources with good English ability and the second research applies the artificial environment to improving students achievement. And this research uses the artificial environment to know how artificial environment can increase students speaking ability especially in English.

Thus, the researcher tries to examine the problems that exist in SMP Progresif Bumi Shalawat, the students' lack of ability to speak English, but the school has an international level and implements many language programs. This research entitled *Artificial Environment Programs in Increasing Students' Speaking Skill at SMP Progresif Bumi Shalawat Sidoarjo.*

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[8] Oksana Bartosh, Master Degree Thesis: "*Environmental Education: Improving Student Achievement*". (Washington: The Evergreen State College, 2003), 3-79.

B. Research Question

Based on the background above, the researcher want to know about:

1. How is the implementation of "artificial environment" programs (English Day, English Camp, and Native Speaker) in SMP Progresif Bumi Shalawat to increase English speaking skill in 8th grade?

2. Does the "artificial environment" programs increase English speaking skill in 8th grade?

C. Research Objectives

Based on the research question above, the objectives of this study are:

1. To know what are the "artificial environment" programs that implemented in SMP Progresif Bumi Shalawat and how the implementation of "artificial environment" programs.

2. To know whether "artificial environment" programs can increase students speaking skill or not.

D. Significance of the Study

With the holding this study, researcher hopes to provide useful findings for both students and teachers.

1. **For Students**

This research helps them to know how far their skill in English especially in speaking, after attending language courses organized by the

school. If their ability increase after joining the program, students are expected to be more active in lerning foreign languages in school especially English.

2. **For English Teachers**

This research expected can help teachers to find out how the development of students' skill to apply the language program in school especially English. If the students can increase their English skills, that means the teachers have succeeded in educating students to be able to speak in English.

3. **For Headmaster**

This research expected to help the headmaster to monitor and regulate the course of "artificial enviroment" programs at shcool, in order that programs can run well and smoothly and also if there are students do not perform these programs, the headmaster decide what kind of punishment given to students.

E. **Scope and Limits**

Scope of this research is all students enrolled in SMP Progresif Bumi Shalawat academic year 2016-2017 consists of classes VII, VIII, and IX. But, researcher takes only on male class of 8th grade because they have recieved the "artificial environment" programs for one year at this school, and the result can be seen now. How their Englsih skill especially in speaking when

they are first time going to this school and how their English speaking skill when they has one year to be at this school.

Researcher limit the research only about "artificial environment" programs that can increase speaking skill in SMP Progresif Bumi Shalawat. The programs are "English Camp" it means students ask to become a ordinary person who apply English for daily conversation outside the class and school, "Native Speaker" it means students hope to become a guide for native speaker who invited to school also ask them to ask about their culture, hobby, experiences, etc. and the last program is "English Day".

F. **Definition of Key Term**

1. *Artificial Environment* is an example of using a simulation environment. This environment is fully controlled by the artificial environment modeller.[9] Create or imitate a different behavior of human life and make it same as the original. Artificial environment means here are the English program in school such as English day held every week, English debate, story telling, discussion using English, retell students experience using English, etc. thus, students faced with the real situation which is common in countries that use English as the first language (L1).

2. *Speaking Skill* is the ability to express opinions, ideas, or thought orally; it consist of producing systematic verbal utterence to convey meaning in

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[9] Mehdi Khosrow-Pour. "Encyclopedia of Information Science and Technology, Second Edition" *IGI Global*, (http://www.igi-global.com/dictionary/artificial-environment/36435 accessed on June, 22nd 2016 at 8:44 a.m).

order to be understood by the people we are speaking with.[10] And this skill is a second skill of human life are learned after listening skill. Speaking skill that disscussed here are fluency, vocabulary, grammar, and confidence of students to speak in English.

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[10] David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 40.