CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to provide two sub-sections. The first is the review of related literature which describes the basic theories used in this research. The second is review of previous study; explains the differences of this study from others which are conducted by other researchers.

A. Learning Environment

The learning environment is a part of the learning process that creates learning objectives. The learning environment is not separated from the presence of the students in learning. Study habits of students influenced by the habits of students in learning at school, at home, and in the community. Effective study habits have an impact on the learning environment. A good learning environment must be followed by reinforcement given by the teacher maximally.[1]

The learning environment is the condition and all facilities used for activities of daily learning.[2] The neighborhood around the deliberately used as a tool in the learning process such as books, game equipment, etc. Is called an educational environment. Educational environment is a variety of environmental factors that

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[1] Bayu Winamo, Skripsi S-1: "*Pengaruh Lingkungan Belajar dan Motivasi Berprestasi terhadap Hasil Belajar Siswa Kompetensi Keahlian Teknik Otomasi Industri di Sekolah Menengah Kejuruan Negeri 2 Depok Yogyakarta*". (Yogyakarta: Universitas Negeri Yogyakarta, 2012), 1.

[2] Bambang Budi Wiyono, *Hubungan Antara Lingkungan Belajar* (Jakarta: Forum Penelitian, 2003), 29.

influence the practice of education or the environment in the process of learning.[3]

Slameto said that part of an educational environment that affect the learning process is grouped into three factors: family environment, school environment, and society or community.[4]

1. **Family Environment**

   Family is a major and first environmental in determining the success of someone learning.[5] Meanwhile, according to Wirowidjojo (in Slameto) family is the first and main educational institutions.[6] So, the family is the first educational environment that person recieves when born into the world and this environment also determines a person's success in learning, because students spend most of their time at home.

2. **School Environment**

   School environment is an instrument activities in the process of educating, learning and training.[7] At school the value of ethics, moral, mental, spiritual, discipline, knowledge and skills are developed. Therefore, school became a very dominant instrument for learning achievement.[8] Thus, we can conclude that school environment is second educational environment after family

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[3] Dhita Yulia Nawati, Skripsi S-1: "*Lingkungan Pendidikan dan Aktivitas Belajar yang Mendukung Prestasi Siswa*". (Semarang: UNNES, 2011), 7.

[4] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, (Jakarta: Rineka Cipta, 2003), 60.

[5] Thursan Hakim, *Belajar Secara Efektif*, (Jakarta: Puspa Swara, 2005), 17.

[6] Slameto, *Belajar dan Faktor-Faktor....* 61.

[7] Tulus Tu'u, *Peran Disiplin pada Perilaku dan Prestasi Siswa*, (Jakarta: Grasindo, 2004), 18.

[8] Dhita Yulia Nawati, Skripsi S-1: "*Lingkungan Pendidikan....* 16-17.

environment which is become the important instrument to develop knowledge and skills of students.

3. Society or Community

Society or community environment as a very important educational environment outside the family and school environments because society or community environment can affect the mental development of students.[9]

In this research, environment that used as research material is school environment that uses artificial environment such as English day, debate, telling story, and others that have become routine in the school where the research took place in increasing their language ability especially in speaking English.

B. Artificial Environment

Artificial environment is an environment that is deliberately created or built by man for certain purposes that are beneficial to human life.[10] Artificial environment is an example of using a simulation environment. This environment is fully controlled by the artificial environment modeller.[11] 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

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[9] Dhita Yulia Nawati, Skripsi S-1: "*Lingkungan Pendidikan*.... 20.
[10] Agni Ristiyanti, Skripsi S-1: "*Pemanfaatan Lingkungan Sebagai Media Pembelajaran Geografi pada Siswa Kelas X di SMA Negeri 1 Kesesi Kabupaten Pekalongan Tahun Ajaran 2012/2013*". (Semarang: UNNES, 2013), 9-10.
[11] 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).

simulated is the English day 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 implementation using affective strategies and cognitive strategies. Affective strategies that researcher use in this research is presence of the students, it means that students are in the artificial environment, not in the labolatory or classroom interacting with a computer. Typically, during artificial programs, students attention divided between the artificial environment and real environment, which might be noisy or distracting in other ways. The cognitive strategies that couple students to artificial environment programs are best illustrated from studies of conceptual change. Students bring a whole host of assumptions about how the surrounding environment works to their activities in artificial environment programs.[12]

Students can learn the artificial environment from the various aspects such as process, utilization, functionality, maintenance, carrying capacity, as well as other aspects relating to the interests of human and society in general. Artificial environment can be attributed to the interest of the various fields of studies given in the school.[13]

Based on the explanation above, researcher examine the artificial environment that is associated with the subjects of English. And English day, native speaker

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[12] William Winn, "Learning in Artificial Environments: Embodiment, Embeddedness, and Dynamic Adaptation". *Technology Institute Cognition and Learning*. Vol. 1, 2002, 14-16.
[13] Agni Ristiyanti, Skripsi S-1: "*Pemanfaatan Lingkungan....* 10.

and English camp are selected as research material. English day here is the day that all students in school are required to speak in English, as if English is their daily communication language. Native speaker is school invite some foriegner to school and ask students to guide them, ask them about their culture, ask them to playing a game together and so on. And English camp is students visited some places and ask them to speak English in daily life.

1. **Artificial Environment in Boarding School**

   Boarding house/school as an educational system successfully combines Islamic education with the local culture at that time. The integration effort between the teachings of Islam with local culture is characteristic of the spread of Islam in the early days Islam came to Indonesia. The spread of Islam at that time prioritizing flexibility and tolerance for the belief and values that thrive in the society since before Islam came to Indonesia.[14]

   Boarding school education response to school founded by Islamic reformist is "rejecting with a copying". Boarding school refuses assumptions reformers and looked at as a serious threat to the boarding school, but also within certain limits to follow and copying the reformist step in order to survive.[15]

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[14] Suteja, "Pola Pemikiran Kaum Santri: Mengaca Budaya Wali Jawa". In Marzuki Wahid.et.all (Ed.). *Pesantren Masa Depan: Wacana Pemberdayaan dan Transformasi Pesantren* (Bandung: Pustaka Hidayah, 1999), 77.

[15] Karel A. Steenberik, *Pesantren, Madrasah, Sekolah: Pendidikan Islam dalam Kurun Moderen*. (Jakarta: LP3ES, 1994), 65.

Boarding school then perform adjustment measures are believed to provide benefits to the students, support the sustainability and survival of boarding school, such as leveling system and a planned curriculum, clear and orderly.[16] Adjustment measures above, at this time carried by almost all boarding schools, with opening of various educational intitutions that adopt modern education system. Inculding the developmet of learning English.[17]

2. Arttificial Environment as Method

In teaching English as a second or foreign language, methodology of the teaching itself of course takes an important role in increasing students' ability. Method is the practical realisation of an approach. An approach describes how language is used and how it offers a model of language competence. According to Jeremy Harmer teaching method in language learning are:[18]

a. Audio-lingualism

Audio-lingual uses Stimulus-Response-Reinforcement model, it attempted to engrader good habits in language learners. In addition, it relied heavily on drills to from these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.

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[16] Karel A. Steenberik, *Pesantren, Madrasah....* 67.

[17] Mohammad Muchlis Solichin, "Inovasi Pembelajaran di Pesantren: Pengembangan Pembelajaran Bahasa Inggris". *Nuansa Jurnal STAIN Pamekasan.* Vol. 10 No. 1, Januari-Juni 2013, 206-207.

[18] Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 78-92.

However, habit-forming drills have remained popular among teachers and students. The theory behind them still informs some taped materials in language labolatories; teachers who feel insecure with the relative freedoms of some recent methods often feel more confident with the linguistic restriction of such procedures.

b. Presentation, Practice, and Production (PPP)

Presentation, Practice, and Production (PPP) is a variation on Audio-lingualism in British-based teaching and to elsewhere. In this procedure, the teacher introduces a situation which contextualises the language to be taught. The language, too, is then presented. The students now practise the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills. These have similarities with the classic kind of Audio-lingual drill we saw above, but because they are contextualised by the situation that has been presented, they carry more meaning than a simple substitution drill. Later the students, using the new language, make sentences of their own, and this is reffered to as production.

c. The Communication Approach

The communication approach or communicative English teaching (CLT) is the name which was given to set a beliefs which include not only a re-examination of what aspect of language to teach, but also a shift in

emphasis in how to teach. Communicative language teaching has come under attack from teachers for being prejudiced in favour of native-speaker teachers by demanding a relatively uncontrolled range of language use on the part of the students, and thus expecting the teacher to be able to respond to any and every language problem which may come up. However, the communicative approach has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classroom all over the world.

d. Task-based learning

Task-based learning speculated that students were just as likely to learn language if they were thingking about non-linguistics problem as when they were concentrating on particular language forms.

e. Four methods

Community language learning (CLL), the silent way, suggestopedia, total physical response (TPR). CLL concept is students sit in a circle or square, it is up the them what they want to talk and there is a counsellor stand outside the students sitting. The counsellor provides or corrects the target language statements, so if the students talk in wrong word the counsellor can fix it. The silent way is the behaviour of the teacher who, rather than entering into conversation with the students, say as little as possible. Suggestopedia is referred to as 'infantilisation' that is the teacher

and students exist in a parent-children relationship, to remove barriers to learning, students are given different names from their outside real ones. Traumatic themes are avoided and the sympathy between teacher and students are vitally important. TPR is ask students to respond physically to the language they hear. Language processing is thus matched with physical action.

f. Humanistic teaching

Students are encouraged to make use of their own lives and feelings in the classroom.

g. The lexical approach

The lexical approach is based on the assertion that 'language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks'.

As mentioned in the explanation above, teaching method has several strategies under some particular considerations; learners' age, learners' proficiency level, classroom condition and so on. Artificial Environment is basically not included into the method or the strategies; however, some characteristics, purposes and steps that make it can be incorporated to one of the strategies or the techniques. Specifically, as this research conducts Artificial Environment as programs that aim to increase students' ability in speaking skill, so the following discussions are focused on speaking skill.

3. Artificial Environment for Teaching Speaking

Tarigan defines that speaking is one of the language skills developed in childhood, which is generated from the listening process, and at this time speaking skills learned.[19] David stated speaking is the ability to express opinions, ideas, or thought orally; it consist of producing systematic verbal utterence to convey meaning in order to be understood by the people we are speaking with.[20]

Speaking is one of the general abilities that can make someone understand our point, speaking is also the second ability that need of understanding by others. In fact, first time person was born into the world, they only boast their ears to listen the surrounding environment. Then, they tried to communicate something to adult in accordance with what they had heard from the surrounding environment. This process occurs continuously every day and every moment in a phase of life. Speaking is one of language skills effectively in oral form. Speaking skills needed by students to communicate in conveying the message and information.[21]

From the definitions speaking above, we can conclude that speaking is one of language skills developed in childhoos resulting from the process of listening and communication needed in everyday activities.

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[19] H. Guntur Tarigan, "*Prinsip-Prinsip Dasar*.... 3-4.

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

[21] Ahmad Munir, Skripsi S-1: "*Communication Strategies Toward Students' Speaking Ability*". (Nusa Tenggara Barat: STKIP Hamzanwadi Selong, 2005), 10.

The school environment plays an important role for development of students' learning. These environments include the physical environment of school such as facilities and infrastructure, learning resources and media. And then social environment concerning students' relation with their friends, teachers and school employees. The last environment is academic environment, the atmosphere of the school and the implementation of teaching and learning activities and other activities.[22]

Artificial environment that exist in this study are included in academic environment of the school environment. Artificial environment is meant in this research is forming a school atmosphere which the students must to speak English like in countries that use Englsih as main language, in this reasearch, researcher examine English day, native speaker and English camp as the artificial environment. So, all students speak English in the morning until evening. So, the role of artificial environment is expected to help students in mastering English language in various aspects, one of them is speaking.

C. Elements of Speaking

Regarding to the method mentioned above, Harmer also revealed the significant points in teaching speaking skills known as elements of speaking; as these following explanations[23]:

a. **Language Features**

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[22] Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Remaja Rosdakarya, 2004), 164.

[23] Jeremy Harmer, *The Practice of English Language Teaching.....* 269-271.

Language features is necessary for spoken production, the features are:

Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. In connected speech sounds are modified, omitted, added or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in other hand, with the certain useful phrases which they can produce at various stages of an interaction.

Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to 'ask for clarification' when we are listening to someone else talk. For students this is especially crucial. A way of getting students to practise this language is to give individuals cards which each have one of these phrases written on them. We can then start to explain something but insert words or explanations that are purposefully incomprehensible or obscure.

b. **Mental/Social Processing**

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, succes is also dependent upon the rapid processing skills that talking necessitates.

Language processing: effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out i forms that are not only comprehensible, but also convey the meanings that are intended.

Interacting with others: most speaking involves interaction with one or more participants. This mean that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

(on-the-spot) information processing: quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for 'the penny drop' the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communities.

Considering the elements and the materials/social processing of speaking above, Haycraft specialize some effective strategies in teaching speaking because of the characteristics, aims, stages and students responds as these following points[24]:

a. Maximize student-talking

From the name of the strategy, it can be seen that the main purpose of the activities is to engage students to dominate the communication process. The activities of this technique are: *Pairwork and groupwork*: this provides almost natural situations; *information gaps and the jigsaw principle*: an effective way to stimulate students in issuing materials with slight differences; *the Pyramid*: this refers to the class interaction multiplying to the whole class' involvement: *Find two people in a crowd with something in common*: the situation is like a market survey and discusses about opinion, each student has a slightly different task.

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[24] John Haycraft, *An Introduction to English Language Teaching* (England: Longman Group Ltd, 1986), 82-89.

b. Dialogues

This activity purposes to stimulate students to speak in organized way. The instructions, topic and even the sentences are clearer. Here, students not only read and understand the dialogue, but also to absorb and reproduce what they contain, in both acting out and improvisation.

c. Chain Stories

In intermediate and advance level, this strategy is available as students' improvisation is needed. Real life situation can be adapted. The stages are also easy to be followed besides help students to recall things that have been said.

d. Mime Stories

In communicating, keeping on attention is very important. This activity can help students to have it. The good things about this strategy is not only entertaining, but also using strong expression and body language might refresh students' mind. In addition, it also effective because it uses parts of the language process which are difficult to practice in other ways.

e. Telling Jokes

This strategy has a higher level of difficulty. However, it has an essential part of conversation and personal communication. Students are stimulated to think more about what kind of joke that can make people laugh. This is bound to be an artificial exercise.

f.   Talks/Lecturettes

This encourages students to talk in front of people. It is the same kind of public speaking or speech.

g.   Conversation

Most classes are designed to practice specific speaking or listening skills. However, there should be times when students can express themselves without any aim in mind except general conversation. Therefore, this strategy is very effective for them.

h.   Role playing and improvisation

Acting in language learning is valuable because students can be actors when speaking another language; it accustoms students to perform in front of others, which is what they have to do outside the classroom; it helps them to overcome the nervousness which this entails; it gets them speaking expressively in a situation, and thus makes them more aware of stress and intonation in speech; it involves everyone, as those in the 'audience' want to see how their fellow students will perform, conscious that they too will soon be on 'stage' themselves.

From the explanation above we can conclude that, based on the aims, purposes, and the natures of teaching speaking, the characteristics of effective strategies in teaching speaking are:

- The program applies one of language teaching methods

- The program aims to increase students' speaking skill

- The program encourages students to speak more

- The program stimulates students to show facial expression and body language

- The program does not make students get bored (stop to speak and seem not really interested)

- The program provides the real-life situation

- The program encourages students to speak in front of public/audiences

- The program facilitates students to make a chitchat during the process of communication

- The program has rules and regulation regarding the "artificial environment" programs and easy to be followed

- The program helps students to get better scores in speaking skill

D. Previous Study

In this study, researcher found previous study related to artificial environment in education. Jessica Lynn Michelle Young in her master degree thesis, entitled *All Education is Environmental Education*. The purpose of this study is to explore how secondary school students construct meanings for environmentalism. The study participants consisted of grade-twelve students from rural eastern Ontario secondary school. The question guiding this research are: a) in what ways do these students develop an understanding of environmentalism; b) what factors

influence these students' decisions to take or to not take, senior level elective Environmental Education courses as part of their secondary school curriculum; and c) what are students' perception of Environmental Education and the current curriculum in secondary schools. Using a critical theory approach, this qualitative study employed two different methodological approaches: a survey, in the form of a questionnaire, and focus groups. The most significant finding was not only the apparent lack of direction these students percieve themselves to be recieving regarding Environmental Education in the secondary context, which in some cases leads to a deficiency in understanding and concern, but also their nothing the prevalence of media as a source of information about environmentally-related issues.[25]

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.

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[25] Jessica Lynn Michelle Young, Master Degree Thesis: "*All Education is Environmental Education*". (Ontario: Queen's University, 2009), 3-41.

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 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.[26]

Junko Katayama in his Doctor of Philosophy thesis, entitled *Theory into Practice in Environmental Education: Towards and evidence-based approach*. This research addresses conceptual and practical issues in the field of environmental education. Environmental education is a compound and contested field in terms of both environmental and education ideologies. Its practice is also influenced by prespectives of context and change. Hence, the operationalisation of environmental education might be expected to vary across different ideologies and contexts. Thus, this research attempts to explore the operationalisation from theory into practice in environmental education. The approach of this research

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

derives from those issues in the research context of education and environmental education that are currently of most concern. This research attempts to shed light on the nature of environmental education by using an evidence-based approach. However. Most evidence-based work in education is grounded in a post-positivistic prespective. This research, by contrast, employs evidence drawn from qualitative inquiry that recognises the significance of in-depth contextual understanding. Thus, the research sits within the qualitative paradigm and employs case study mehodology. The findings of this research were compered and synthesised. It is recommended that organisations that implement environmental education need to be clear about ideological and theoretical positions; the significance of context; and the freedom of learners. In terms of policy-making, it is suggested that governments should support a diversity of different ideological practices in environmental education; consider, particularly for international policy-making, the many varied prespectives of context and change; and, implement policy through a top-down approach that encourages bottom-up initiatives.[27]

Caroline Howe in her dissertation, entitled *The Role of Education as a Tool for Environmental Conservation and Sustainable Development*. The objectives of this study are to develop and test indicators of conservation success across and within conservation projects, in order to provide guidance for future evaluation of

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[27] Junko Katayama, Doctor of Philosophy Dissertation: "*Theory into Practice in Environmental Education: Towards an Evidence-Based Approach*". (United Kingdom: University of Bath, 2009), 5-317.

conservation success, to explore the factors contributing to conservation success across and within conservation projects, to quantify, where possible, the effect of education on project success in order to deliver rigorous scientific evidence to guide the effective use of education as a tool for conservation and to provide an example of the effect of a specific conservation instrument on overall conservation success, and to investigate the return-on-investment (ROI) in education. This study involved a combination of quantitative statistical and cost-benefit analysis alongside qualitative in-depth interviews with project leaders. The findings of this study shown that conservation education (both formal and informal) as a specific example of a conservation tool, is a practical and cost-effective conservation intervention. However, its effect on conservation outcomes is not linear and therefore, a ROI analysis should be carried out during and after any education programme, to ensure that the type and quatity of education is a highly cost-effective measure when it is the primary aim of a project.[28]

Cheng-Ti Lin in his journal, entitled *A Successful Artificial English Learning Environment-Hong Kong Study*. The aim of this study is tries to analyze the social status so that the reason for this phenomenon can be induced. The researcher apply content analysis to analyze the social context of Hong Kong. With literature study, the researcher hopes to find out how Chinese culture and the goverment policy have worked together to create a unique artificial English environment

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[28] Caroline Howe, Dissertation: "*The Role of Education as a Tool for Environmental Conservation and Sustainable Development*". (London: Imperial College, 2009), 16-122.

through education system to cultivate their human resources with 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.[29]

The difference with this research is, the previous research apply the artificial environment and environmental education to analyze the social status which is to cultivate their human resources with good English ability, to know students achievement on traditional and environmental education and others. And this research apply the artificial environment to know how artificial environment can increase students speaking ability especially in English.

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[29] Cheng-Ti Lin, "A Successful Artificial English Learning Environment.... 59-67.