LANGUAGE LEARNING ENVIRONMENT SUPPORT

CASE STUDY: GENDER AND SPEAKING DEVELOPMENT AT 8TH GRADE IN INTEGRATED BILINGUAL JUNIOR HIGH SCHOOL AL-AMANAH KRIAN

THESIS

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ABSTRACT

Rifatuzzahro, Anti' (2016). *Language learning environment support*
Case study: gender and speaking development at eight grade in integrated bilingual junior high school Al-Amanah Krian. A Thesis. English Teacher and Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Nur Fitriatin, S.Ag, M.Ed.

Keyword: language learning environment, gender, speaking development.

Language learning environment has important role in developing students' speaking skill. This research has four subjects that was researched. They are teacher, administrator dormitory, school and twelve students of eighth grade include six female students and six male students. The previous study of the research used qualitative descriptive on researching support or do not supporting learning environment. In this research, researcher use qualitative research to explain the supporting elements of speaking development. The researcher attempted to find the answer of research problems using qualitative approach. The purpose of this study is to know the differences of each gender language learning environment that support speaking skill development and the evidence of the role of language learning environment on students' speaking skill development in bilingual situation based on different gender at eighth grade students in Integrated Bilingual Junior High School Al Amanah Krian. The researcher found the different are, first, the way they practicing speaking, for female, they often practice their speaking English with their friend, and for male, they seldom practice their speaking because most of them seldom using English. Then, in language learning environment, female students are more notice to their friend to remind using English in their speaking. In other hand, male students ignore to remind their friend in speaking English. They will speak with the person that they most feel comfort. Then the role of language learning environment on developing students' speaking skill are as facilitator, organizer, assessor and mentoring, sign-trouble and the developer of students speaking development.

ABSTRACT

Rifatuzzahro, Anti' (2016). *Language learning environment support*
Case study: gender and speaking development at eight grade in integrated bilingual junior high school Al-Amanah Krian. A Thesis. English Teacher and Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Nur Fitriatin, S.Ag, M.Ed.

Keyword: language learning environment, gender, speaking development

Lingkungan belajar bahasa memiliki peran penting dalam mengembangkan keterampilan berbicara siswa. Penelitian ini memiliki empat mata pelajaran yang diteliti. Mereka adalah guru, asrama administrator, sekolah dan dua belas siswa dari kelas delapan meliputi enam siswa perempuan dan enam siswa laki-laki. Studi penelitian sebelumnya menggunakan deskriptif kualitatif untuk meneliti mendukungatau tidaknya suatu lingkungan belajar. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif untuk menjelaskan unsur-unsur pendukung pengembangan berbicara Bahasa inggris. Peneliti berusaha untuk menemukan jawaban dari masalah penelitian dengan menggunakan pendekatan kualitatif. Tujuan dari penelitian ini adalah untuk mengetahui perbedaan masing-masing lingkungan belajar bahasa pada tiap gender yang mendukung pengembangan keterampilan berbicara Bahasa inggris dan bukti peran lingkungan belajar bahasa pada pengembangan keterampilan berbicara siswa dalam situasi bilingual berdasarkan gender yang berbeda pada siswa kelas delapan di SMP Bilingual Terpadu Al Amanah Krian. Peneliti menemukan yang berbeda, pertama, cara mereka mempraktekkan berbicara, untuk perempuan, mereka sering berlatih berbahasa Inggris mereka dengan teman mereka, dan untuk laki-laki, mereka jarang berlatih berbicara mereka karena kebanyakan dari mereka jarang menggunakan bahasa Inggris. Kemudian, dalam lingkungan pembelajaran bahasa, siswa perempuan lebih pemberitahuan kepada sesama pelajar mereka untuk mengingatkan menggunakan bahasa Inggris dalam berbicara mereka. Di sisi lain, siswa laki-laki mengabaikan untuk mengingatkan teman mereka dalam berbicara bahasa Inggris. Mereka akan berbicara dengan orang yang yang paling mereka merasa nyaman. Maka peran lingkungan belajar bahasa pada pengembangan keterampilan berbicara siswa adalah sebagai fasilitator, organizer, penilai dan mentoring, penanda kesalahan dan pengembang ketrampilan berbicara Bahasa inggris siswa

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CHAPTER I

INTRODUCTION

This chapter discusses the area of the research that will be covered in some headings (1) background, (2) statements of the problems, (3) objective of the research (4) significance of the research, (5) scope and limitation (6) definition of key terms. In addition, the background describes the reasons why the researcher intends to conduct the research. Then, the problem is formulated along with the objective of the research. This is followed by the significance of the research to inform how the results will be useful. Some limitation about what is included or not in this research is given in the scope of the research. Finally, the last part is the definition of key term.

A. Background of study

Nowadays, the development of science and technology is expeditiously and impact on competition of human resources that required have good quality, reliable and highly competitive and responding to globalization, education in Indonesia improve and develop the learning system constantly which oriented on national and international.[1]

The number of bilingual schools that have exist proved that the Indonesia learning system have improved and developed. Bilingual means two languages,[2] which are mother tongue and the foreign language are combining when adapting bilingual process. Bilingual school means school that use two languages in learning and teaching system. The foreign language usually use in bilingual school in Indonesia is English because English is international language. One of the purposes of bilingual system is, students are expected to be able to communicate in English well, both Indonesian and foreigners.[3]

In confronting international competition level, in the Indonesian education system also has learning-oriented graduates who expected to have characters that can compete on international level. That system has implemented in bilingual integrated schools. According to According to Frazee and Rose provide a definition that integrated learning is learning carried out by combining a number of scientific disciplines through the determination of the

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[1] Gede Suweken, Dewa Putu Wiadnyana Putra, "Pengaruh Model Pembelajaran Siop Terhadap Partisipasi dan Prestasi Belajar Matematika Kelas VII SMP Negeri 1 Singaraja", *Seminar Nasional FMIPA UNDIKSHA III* (2013).
[2] *Ibid.*
[3] *Ibid.*

content (content), capabilities, and affective objectives.[4] Moreover, the integrated learning approach focuses on teaching practice in accordance with the needs of students. Effective integrated learning will help create broad opportunities for students to see and build concepts are interrelated.[5] There is some understanding of the integrated system, both directly related to language or outside of it. eg integrated between science and religion. Such as a definition of integrated system definition by Kasiram that define integrated learning as an intact education between science and religion, are both expected to be implemented a contiguous and balanced.[6] So we can simplify that integrated bilingual school is a school that use two or more languages in teaching and learning system. With an integrated learning system, the teachers expect that education in Indonesia will be better both religious knowledge and science, and students can equip themselves to compete at national and international level.

In integrated bilingual school, students are required to have communication skill. There are many skills of communications, one of the communication skill is speaking.[7] Speaking skill is not only needed in the area of education, but also in other fields such as for successful career.[8] According to Cameron, speaking is the active language skill for expressing meanings so that other people could make sense of them. She said that speaking is more difficult than listening because speaking needs both understanding and practicing.[9] While accordingly Chaney, speaking is the process to build and share meaning through verbal and non-verbal symbols, in a variety of contexts.[10]

Another sources argue that speaking is a productive skill involves the speaker to use speech to express meanings to other people.[11] Some people think if they want to be an expert, they need to be able to pronounce phonemes perfectly, use appropriate stress and intonation

[4] *Ibid.*

[5] Neti Farida, *Studi Pelaksanaan Pendidikan Terpadu di Madrasah Aliyah (MA) NU Banat Kudus,* (2004)

[6] Moh. Kasiram, *Pendidikan Sains Terpadu Sebagai Akselelator Kebangkitan Sains Islam, op.cit.,* hlm. 22.

[7] "Communication Skill", *www. skiillyouneed.com/general/communication-skill.html*, accessed 3 Apr 2016.

[8] Mrs Ishrat Aamer Qureshi, *The Importance of Speaking Skills for EFL Learners* (Department of English, Alama Iqbal Open University, Pakistan), accessed 14 Oct 2016.

[9] *Ibid.*

[10] Arini Siska Savitri, "The Use of Language Games to Improve Speaking Ability of Class VII A SMP Ma'arif Terpadu Muntilan in The Academic Year of 2012/2013" (Yogyakarta State Univrsity, 2013).

[11] Marry Spart, Alan Pulverness and Melanie Williams, *The TKT(Teaching Knowledge Test) Course* (Cambridge University Press, 2005).

patterns and speak in connected speech.[12] So, speaking is more challenging than listening, reading and writing.[13]

Indonesian students as EFL learners usually have the difficulties or anxiety in speaking English, especially for the beginner.[14] On every beginning, usually someone feels unsecure from time to time. They worry about making mistakes, loose of someone attention, lack of confidence and so on. The worried feeling of the beginner same as the Campos' state:

"It is always difficult to make beginner level students lose the fear

to speak in English due to different factors like students' lack of confidence,

insecurity, lack of motivation, fear, among others. Therefore, students need

to feel motivated to communicate in English in class for a real purpose, so

that they can use English in different social contexts, not just the class."[15]

The problems that have been mentioned are some of the factors that influence the students' speaking ability. The problems usually face such as lack of confidence, lack of motivation and fear to speak. Therefore, the teacher should give the motivation in speaking skill to the learners by engaging them to speak such as makes a role play.

In addition, there are several factors that influence the students to speak English among other regulatory factors, environmental and psychology, but most of them environmental and regulatory factors are the prime influential factors of speaking English. As for the problems they face are also various, among others confused with what to say, fear of being criticized or ignored their friends when someone speaks English, afraid to make mistakes and do not have the motivation to express themselves the way they are.[16]

According to the reports results of a study of English Proficiency Index (EPI) in 2015 by the Education First (EF) recently said EPI Indonesia is ranked 32nd out of 70 countries studied. In that position, to say the ability to speak English Indonesian citizens were in the

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[12] Scott Thornbury, *How to Teach Speaking* (Pearson Education Ltd, 2005).
[13] Aryuliva Adnan, "Pengajaran Menyimak Bahasa Inggris: Masalah dan Solusinya", *Jurusan Bahasa dan Sastra Inggris FBS UNP*.
[14] Jorge Luis Espinoza Campos, "How to Help EFL Beginner Students to Communicate Fluently", *Universitas National (Costa Rica)*, vol. No. 20 (2014).
[15] *Ibid.*
[16] Ali Akbar Khomeijani Farahani, Mohammad Saber Khaghani Nejad, *A Study of Task-based Approach: The Effects of Task- based Techniques, Gender, and Different Levels of Language Proficiency on Speaking Development*, vol. No. 49 (2009).

middle level.[17] Therefore we need to develop English proficiency at the students to the higher level, especially for the ability to communicate such as speaking.

In learning a language, the learners need to motivate by the by the people and the environment. Because the motivation from the people and the environment can make them practicing the language confidently because they feel comfort with the environment around them.[18] So, we able to know that environment can influence the language learner in the development.

According to Farahani and Nejad, environmental factors becomes one of influential factors in speaking skill.[19] The environment around the learners referred to learning environment. Learning environment define as The social, physical, psychological, and pedagogical contexts in which learning occurs and which affect student achievement and attitudes.[20] The learning environment can be divided into two types depends on the situation, formal and informal learning environment. Formal learning environment can be known as the school environment including classroom, teachers, and peers.[21] While informal learning environment can be known as the environment outside the school such as home, science center, libraries, etc.[22] So, learning environment is one of important factors that support the students' success of learning.

The previous study from School of Foreign Languages, Yangtze Normal University, China, by Chengjun Wang entitled *"On Linguistic Environment for Foreign Language Acquisition"* which mainly discuss about the linguistic environmental setting for foreign language acquisition. From this research it can be concluded that the linguistic environmental setting is great practical importance for educators of various kinds. Because in teaching foreign language in the classroom, it is very important to create a real communicative

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[17] "Kala Kemampuan Bahasa Inggris Kita Menurun", *harnas.co*, http://www.harnas.co/2015/11/14/kala-kemampuan-bahasa-inggris-kita-menurun, accessed 18 Apr 2016.

[18] Alicia Miller, *9 Factors that Influence Language Learning*, http://www.whitbyschool.org/passionforlearning/9-factors-that-influence-language-learning, accessed 15 Nov 2016.

[19] Ali Akbar Khomeijani Farahani, Mohammad Saber Khaghani Nejad, *A Study of Task-based Approach: The Effects of Task- based Techniques, Gender, and Different Levels of Language Proficiency on Speaking Development.*

[20] Learning Environment Research: An International Journal by Springer

[21] Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies", *ACADEMY PUBLISHER Manufactured in Finland*, vol. Journal of Language Teaching and Research, Vol. 3, No. 1, January 2012, pp. pp. 23–9.

[22] Annie Downey, "Formal and Informal Learning Environments", *YALSA Research Forum, University of North Texas.*

environment and offer students enough effective linguistic environment to exposure to the foreign language and speak in foreign language.[23]

Then the previous conducted by Ela Rosyida entitled *"Learning Environment Which Supports Students' Fluency In Speaking English : A Case Study In SMAN 2 Jombang",* which investigating the elements of Learning environment which supports student's fluency in speaking English and why do those elements support, and why some elements do not support. This research mainly discuss about senior high school students speaking fluency is supported by the learning environment around them. The conclusion result of this study is the learning environment of SMAN 2 Jombang is support the students' fluency in speaking English with the percentage 44% learning environment do not support, include school environment, school administration, fellow learner, etc. 56% learning environment do support, include teacher, media, etc.[24]

The next previous study entitled *"Language Classroom: A "Girls' Domain"? Female And Male Students' Perspective on Language Learning"* by Larisa Nikitina and Fumitaka Furuoka comes from University Malaysia Sabah. The research present aims to address this gap and examines beliefs held by one hundred seven students learning a foreign (Russian) language at University Malaysia Sabah (UMS). In the end of the research result revealed that gender-related differences in beliefs about language learning had been minimal among this particular cohort of learners' important factors that support students' success of learning.[25]

The next previous study from Changde, Hunan, China entitled *"A Comparative Study of Boys' and Girls' English Study Differences"* by Xin Xiong discuss about the point of English educational psychology and see the motivation factor, ability factor and intellect factor affect the students' English learning most. The result of the research explain that the schoolgirls have stronger motivation than schoolboys in learning English and also have more interest in English.[26]

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[23] Chengjun Wang, *On Linguistic Environment for Foreign Language Acquisition*, vol. Vol. 1, No. 1 (2009).
[24] Ela Rosyida, *"Learning Environment Which Support Students Fluency In Speaking English: A Case Study In SMAN 2 Jombang"* (UIN Sunan Ampel Surabaya, 2013).
[25] Larisa Nikitina, Fumitaka Furuoka, *"Language Classroom: A 'Girls' Domain'? Female And Male Students' Perspective On Language Learning",* MICOLLAC, University Malaysia Sabah (2007).
[26] Xin Xiong, *"A Comparative Study of Boys' and Girls' English Study Differences",* ACADEMY PUBLISHER Manufactured in Finland., vol. Vol. 1, No. 3, pp. 309-312 (2010).

Other next previous study from Department of Language and Humanities, Faculty of Educational Studies, University Putra Malaysia, Serdang, Malaysia entitled *"The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies"* by Shima Kameli that investigates the reported vocabulary learning strategies of ESL university students at UPM (University Putra Malaysia) in Malaysia in formal situation. The formal situation meant is the role of formal teachers and classmates in the formal situations in the classroom.[27]

Then, the last previous study from Azadeh Asgari and Ghazali Bin Mustapha from University Putra Malaysia, Serdang, Malaysia *"The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies"* this study is discuss about how mediating agents interfere in acquiring vocabulary learning strategies of ESL students or support them. The result of the previous study is studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies could be very helpful to get better understanding of the relevant strategies.[28]

This research is different from those researches on the relationship between genders in language development. The differences with those previous studies in term the coverage point not only examine the circumstances that exist in the schools but this study will examine the students' language environment not only inside the school but outside the school as well as schools that will be examined is integrated with the boarding school dormitory also in terms of related regulations both of its. After find the result of the role of language learning environment in developing students' speaking skill based on gender, the researcher will find the applicable teaching speaking strategy in developing students' speaking skill.

After find the result of the role of language learning environment in developing students' speaking skill based on gender, the researcher will find the applicable teaching speaking strategy in developing students' speaking skill.

Bilingual program should provide a preservative bilingual environment where the students have the occasion to learn a second language while continuing to develop their native

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[27] Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies".

[28] Azadeh Asgari and Ghazali Bin Mustapha, "The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies", *English Language and Literature Studies, Universiti Putra Malaysia, Serdang, Malaysia*, vol. Vol. 1, No. 1 (2011).

language proficiency.The students are not forced to change their native language into English immediately but they are directed to adapt English as second language slowly step by step. That principle was also applied in Integrated Junior High School Al Amanah Krian. The rules of the school support the students' language proficiency. Every student are required to speak English that have set as a rule of bilingualism.[29]

With those reasons from previous studies about gender and learning environment support speaking skill, the researcher interested in researching gender and speaking development supported by language learning environment. So, the researcher will conduct this research in Integrated Junior High School Al Amanah Krian because the researcher has some reasons. Firstly, because the school use bilingual in daily conversation, there are English and Arabic, and all of students Bilingual Integrated Junior High School Al Amanah are required to interact or speak the language of bilingual pre-defined and agreed upon by the school and modern boarding school Al Amanah. The next, the school has a language regulation and special language training programs prepared for the eighth grade students that integrated with the Islamic boarding school. So, the students are obligated speaking English not only in the school but also in the Islamic boarding house. The next, the curricula of the school has a different education system than the other school. It is the implementation of combining two curricula, the Islamic boarding school curriculum and the junior high school curriculum. The two curricula are applied integrated.[30] In addition students of Bilingual Integrated Junior High School Al Amanah also have many achievements in academic and non-academic, and in particular achievement in the field of linguistics such as storytelling. In the last three years, they always get a lot of achievements and the average rank at the first or runner –up at the district and provincial such as Imathoh (Arabic competition), scout, marching contest, marching band contest, sport competition, and so on.[31] The last, school and Islamic boarding school have a unity in which students must attend boarding school rules also regulations that have been established. For the example, the rules of language, in two weeks

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[29] Viorica Marian, Michael Spivey, and Joy Hirsch, *"Shared and separate systems in bilingual language processing: Converging evidence from eyetracking and brain imaging"*, Elsevier Science (USA), vol. 86 (2003), pp. 70–82.
[30] *SMP BILINGUAL TERPADU, http://www.smpbilingualterpadu.sch.id/ accessed 15 Jun 2016.*, http://www.smpbilingualterpadu.sch.id/, accessed 15 Jun 2016.
[31] *Sang Juara Lomba PORSENI 2014*, http://www.smpbilingualterpadu.sch.id/berita-179-sang-juara-lomba-porseni-2014.html, accessed 9 May 2016.

the students changed the language in accordance with the rules specified. The language used by the school is English and Arabic.[32] Knowing those facts, the researcher is interested to know the students' speaking skill of Integrated Bilingual Junior High School Al Amanah Krian.

In this research, the researcher will focus on students from eighth grade in Bilingual Integrated Junior High School Al Amanah Krian because start from eighth grade, the students are required to use English and Arabic one hundred present in their daily conversation not only in school but also in any places they are. In the seventh grade before they are still adapt with the environment and try to save their bravery to speak with their environment. The adaptation period for one year in the seventh grade, the students are also taught a wide range of vocabulary as stock later they headed to class two where they are required to obey the rules of the language. The regulatory of language that is intended is a regulation requiring students grade eight and nine to one hundred percent use of language that has been determined that are Arabic and English.[33] In addition, class divisions in this school are divided by gender then the class between males and Female separated with this fact makes the researchers are also interested in whether gender affects language development of students or not. In short, the purpose of this research is knowing the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian

This study will investigate the evidence of the role of language learning environment on students' speaking skill development in bilingual situation based on different gender. This research is an attempt to find out which gender will become more capable of speaking in bilingual school environment that requires the students to speak English. And also, the researcher will find the teaching strategy in speaking which appropriate in developing students' speaking skill based on gender.

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[32] *SMP BILINGUAL TERPADU, http://www.smpbilingualterpadu.sch.id/ accessed 15 Jun 2016.*
[33] www.pma-college.sch.id. Accessed 20 September 2016

B. Research Question

Based on the background of the study above, the problems of the research can be formulated as follow:

1. What is the role of language learning environment on students' speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

2. What are the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

3. What is the applicable strategy for improving students' speaking skill based on gender?

C. Objective of the research

According to the problem of the study, the researcher has formulated the major objective of this study.

1. To describe the role of language learning environment on students' speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian.

2. To analyze the differences of each gender language learning environment that support speaking skill development at eighth grade students' of Integrated Bilingual Junior High School Al Amanah Krian.

3. To know the appropriate learning strategy in developing students speaking skill based on gender.

D. Scope and Limitation of the Research

In this research, the researcher want to know the speaking ability of eighth grade in different gender environment. The environment that the researcher means including teacher, monitor, fellow learner and the system or curriculum of the school Also, the researcher would observe about the process of environment affect the students' speaking ability in classroom and out of classroom, and the suitable learning strategy of the students' environment.

E. Significance of the Research

The significance of this study is to provide information about the needs of learning in terms of speaking by gender. Many schools or boarding school who apply the learning without

regard to gender differences. With this research study is expected to address the learning speaking needs based on the type of gender, especially in preparing environments in accordance with the type of gender. And hopefully it will get better results

F. Definition of Key Terms

1. Language learning environment

Language in this research means English language that use as the students' daily communication either inside or outside the school. The term of learning environment entered educational discourse in close relation to the emerging use of information and communication technologies for educational purposes, on the one hand, and to the constructivist concept of knowledge and learning, on the other.[34] In Kameli's research, Learning Environment can be reflected as teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, and homework assignment. In a brief, learning environment is the location where the student learned. While Language Learning Environment itself can be define as the locations, which are EFL or ESL learning environment, when they learned the target language.[35]

Based on this research, language learning environment means the location where students learning a foreign language with the target language.

2. Gender

Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.[36] According to American Psychological Association the definition of gender is different depends on the context use. Gender in identity context refers to "one's sense of oneself as male, female, or transgender". Gender in expression context refers to the way in which a person acts to communicate gender

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[34] Marja Mononen-Aaltonen, "A Learning Environment-A Euphemism for Instruction or a Potential for Dialogue?", *Media Education Publication 8*.

[35] Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies".

[36] The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives, *Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation* (2011), accessed 8 Aug 2016.

within a given culture; for example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.[37] Based on this research, the meaning of gender is female and male behavior in the way of their communicate activity, culture, patterns and interest.

3. Speaking development

According to Hybel, "speaking is any process of sharing information, ideas and feeling, it involves all of body language mannerism and style-anything that delivers meaning to "a message".[38] In this research, speaking means delivering message to someone by using language and all of body language in a dialog or monolog. While the word "development" means biological, cognitive and environmental factors all contribute to language learning.[39] Based on this research, the meaning of speaking development is the result of ongoing process of increasing speaking ability.

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[37] *Ibid.*

[38] Arini Siska Savitri, "The Use of Language Games to Improve Speaking Ability of Class VII A SMP Ma'arif Terpadu Muntilan in The Academic Year of 2012/2013".

[39] "Language Development", *Ethnologue* (20 Nov 2012), https://www.ethnologue.com/language-development, accessed 8 Sep 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are about speaking and developing speaking, language learning environment, gender and language skill, integrated education and Strategy for developing speaking skill, while the review of previous studies is described in the last sub-chapter.

A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter describes some theories related to the area of interest of this research, for example

1. Speaking and developing speaking

a. Definition

Speaking is the most important of language skill.[1] In a line with Savitri explaining that speaking is one of oral language which the most important powerful learning tool for communicating, thinking and learning. It shapes, modifies, extends and organizes thought. As an oral language, it becomes a foundation of all language

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[1]Penny Ur, *A Course in Language Teaching: Practiceand Theory. Cambridge: Cambridge UniversityPress. Reading to Speak: Integrating Oral Communication Skills* Zhang, YunEnglish Teaching Forum, v47 n1. 1996, 32-34.

development and the foundation of all learning.[2] So, it is the base for the other language components. The definition of speaking according to Thornburry is a skill which needs the ability to corporate in the management of speaking turns and represents a real challenge to the most language learners. Also, speaking needs to develop and practice it.[3] In this research, speaking means delivering message to someone by using language and all of body language in a dialog or monolog.

Developing speaking skills comprises several aspects that affect this process. It is more than understandable that the student together with the teacher are the most important ones.[4] Discuss about the development of speaking skills during a teaching- learning process, it is essential to deliberate some factors that affect this process. Oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact are only a small part of what developing speaking skills makes.[5]

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[2] Arini Siska Savitri, *"The Use of Language Games to Improve Speaking Ability of Class VII A SMP Ma'arif Terpadu Muntilan in The Academic Year of 2012/2013"* (Yogyakarta State Univrsity, 2013).

[3] Scott Thornbury, *How to Teach Speaking* (Pearson Education Ltd, 2005).

[4] Erik Vilimec, "Developing Speaking Skill" (Department of English and America Studies, University of Pardubice, 2006).

[5] *Ibid.*

In a short, developing speaking in this research means a process of the development of learners' ability to communicate using English in a dialog or monolog..

b. The importance to develop speaking skill

The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, for instance researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important not only in education but also in career success, but certainly not limited to one's professional aspirations. Speaking skills can also improve one's personal life.[6] So, speaking skill is greatly important, especially for the language learners.

There are two things which are very important in mastering speaking skill, accuracy and fluency. Accuracy means how to use language in the correct sentence in term of grammar, vocabulary and

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[6] Mrs Ishrat Aamer Qureshi, *The Importance Of Speaking Skills For EFL Learners* (Department of English, Alama Iqbal Open University, Pakistan), accessed 14 Oct 2016.

pronunciation. Then, fluency is the speakers' capability when using the language quickly, spontaneously and confidently.

Besides fluency and accuracy, there are three areas of knowledge that students need to recognize according to Stoval:[7]

1) Mechanics (Pronunciation, grammar, and vocabulary)

Using the right words in the right order with the correct pronunciation.

2) Functions (transaction and interaction)

Knowing when clarify of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/relationship building).

3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)

Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

c. Problems in Developing Speaking

In spoken language, there are some characteristics of producer (speaker) must be taken into account in the productive generation of

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[7] *Teaching Speaking*, http://www.nclrc.org/essentials/speaking/spindex.htm, accessed 26 Oct 2016.

speech, but with a slight twist. Here some spoken language characteristic can make speaking easy as well as or on the contrary.

1. Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering

2. Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language

3. Reduced forms

   Contractions, reduced vowels, etc. all are special problems in teaching spoken English.

4. Performance variable

   One of the benefits of spoken languages is that the development of thinking as you speak allows you to mark a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial language

   Make sure the learners are equitably well familiar with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

Make learners achieve an acceptable speed along with other attributes of fluency of the task in teaching spoken English.

7. Stress, rhythm, and intonation

The stress-times rhythm of spoken English and its intonation patterns deliver essential messages

8. Interaction

Learning is to produce wave in language in vacuum-without interlocutors-would rob speaking skills of its richest component: the creativity of conversational negotiation.[8]

According to Ur the problems faced by the learners are included inhibition, the lack of them to be spoken, the low participant and the use of mother tongue.[9] Those problems can be explained as follows:

a. Inhibition

Sometime, the students are often inhibited in trying to say something in second language. Usually, many students feel shy and afraid to speak the second language in the classroom. They are worried that they will make mistakes in speaking about the vocabulary, pronunciation and the structure of grammar. According to Penny Ur the learners are worried about making

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[8] H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy* (Pearson Education, 2001). P.270-271

[9] Penny Ur, *A Course in Language Teaching: Practicing and Theory* (New York: Cambridge University Press, 1991).p.121

mistakes fearful or critics or losing face, or simply shy of the attention that their speech attracts.

b. Having no idea

Although, the students are not inhibited, we know that the students often say or complain that they do not want to speak. The learners get difficulties in thinking of anything to say so they have no motivation to express in English.

c. Low Participant

Only one participant who is active to talk in front of the class while others are listening to him or her. In large group, someone or one student will have little time to talk. Therefore, one learner will dominate to speak in the classroom, while others speak very little or not at all.

d. Using mother tongue

As we know that many students use mother tongue in the classroom frequently. They will feel more enjoyable when they use their mother tongue in speaking activity.[10]

e. The Role of Community in Developing Speaking

Speaking need partner when practicing. In learning speaking also need a partner or even community to practice speaking. A good community gives good environment to practice speaking. "In groups, students can begin to feel a sense of community and can

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[10] *Ibid.*

learn from each other as well as the teacher. Cooperation, not competition, is encouraged."[11] The students are asked to use the target language communicatively. In addition, they use the target language in a real practice as if they use their own language in their life. In the community, the teachers' role is that of a counselor. This does not mean that the teacher is a therapist, or that the teachers do not teach. When the students face the difficulties they will discuss with others, while the teacher will only give solution if the students really do not get the solution by themselves. Finally, the teacher supports his students in their struggle to master the target language.

In conclusion the roles of community in speaking are:

a. Building a relationship with and among students

b. Language is for communication to others

c. Learners feel free to lower their defenses and the learning experience becomes less threatening

d. Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation

e. Speaking practice can be done without teachers, but with friends

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[11] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching: Teaching Techniques in English as a Second Language*, Second Edition (Oxford University Press).

2. Language Learning Environment

a. Definition

Learning environment is the complete physical, social and pedagogical context in which learning is intended to occur.[12] The term most often refers to school classrooms but may include any designated place of learning such as science laboratories, distance learning contexts, libraries, tutoring centers, teachers' lounges, gymnasiums and non-formal learning spaces. The components and attributes of a learning environment are conceptualized in relation to their impact on learning processes and outcomes in both cognitive and affective domains. This term may also refer to the natural environment surrounding school buildings when they are used as a learning space.[13] In short, we can simplify learning environment as a place where the student learning something and get much knowledge, include inside or outside the school.

In Kameli's research, Learning Environment can be reflected as teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, and homework assignment. In a brief, learning environment is the location where the student learned. While Language Learning Environment itself

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[12] Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies", *ACADEMY PUBLISHER Manufactured in Finland*, vol. Journal of Language Teaching and Research, Vol. 3, No. 1, January 2012, pp. pp. 23–9.

[13] Jean Bernard, "A Place to Learn: Lesson from Research Learning Environment", *UNESCO Institute for Statistics Montreal, Canada* (2012).p. 12

can be define as the locations, which are EFL or ESL learning environment, when they learned the target language.[14]

Based on this research, language learning environment means the location where students learning a foreign language with the target language.

b. Elements of language Learning Environment

According to Sandberg there are several component of learning environment that should be there to optimize learning. It also can be implemented in various different ways.

1. "Teacher" component: Its role is to provide something between loose guidance and direct instruction. It can be a human agent (present or distant), an intelligent agent, instructions like some text books provide, etc. This component provides information from the syllabus to the task level.

2. "Monitor" component: Ensures that something is learned. A role taken by either the human teacher, the learner (self-control) or by some program.

3. Fellow learners component: Improves the learning process by collaborative learning principle

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[14] Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies".

4. Learning material: Contains what has to be learned in a very broad sense (knowing what, knowing how). It can be computational in various ways (exploratory hypertext, lesson and task oriented hypertext, simulation software, task solving environments, etc.).

5. External information sources: All kinds of information which is not directly stored in the learning material (e.g. the Internet as a whole, a web site, additional materials, handbooks, manuals, etc.).

6. Tools: Everything which may help the learning process other than the learning material (e.g. calculators, communication software, etc.)

7. School [a category we added]: Something that provides a curriculum.[15]

modified from Sandberg

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[15] Sandberg, J. A. (1994). *Educational paradigms: issues and trends. In Lewis, R. Mendelsohn, P., (ed.), Lessons from Learning*, (IFIP TC3/WG3.3 Working Conference 1993), pages 13-22, Amsterdam. North-Holland.

In this research, the researcher take four elements based on the limitation of the research. There are teacher, monitor, fellow learner and school. Teacher means human teacher that teach in real classroom. Monitor means the self control of learner and vocabulary program in the dormitory, and the language rule of school and the dormitory. Then, fellow learner means the students it self. Then, school provide curriculum and the environment.

c. **Sequential of language learning environment**

In sequential language learning environment, the child speaks its native language but is also exposed or introduced to a second language. For example, when a Spanish speaking child attends class where English is the dominant language spoken. Halgunseth states that contrary to simultaneous language learning, sequential learning is not related to any age factor, but it can be stimulated or influenced by elements like motivation. There are four stages of sequential second language learning according to her, which are the following:

Stage 1: Home Language Use: Children might refuse to use their native language even though others do not understand them.

Stage 2: Silent Period: Children can hardly speak but rely on nonverbal communication. It is argued that the younger the child is, the longer the silent period might last.

Stage 3: Telegraphic and Formulaic Speech: At this stage children will start to speak in the target language but only using short phrases or repeat the words of others.

Stage 4: Productive Language, children construct their own sentences. Those sentences might be very basic and incorrect but with time it will improve. [16]

d. Creating a supportive teaching and learning environment for English language learners

It is necessary to build the environment that will support learning because environment is also take a role in the success of student learning. In creating a supportive and responsive learning environment for language learners, the environment created should make students impression as comfortable, confident and capable of accessing the language and content, and teachers feel more competent, and know they have done their best to fulfil the students' need.[17]

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[16] Halgunseth, L. C. *"How children learn a second language. In A. Umaña-Taylor, Classroom Diversity and Academic Success, an Online Special Edition".* Retrieved from http://www.education.com/reference/article/how-children-learn-second-language/

[17] Michigan Departement of Education, *Creating a Supportive Teaching and Learning Environment for English Language Learners*.

According to Haynes and Zacarian the characteristics of an effective learning environment learning activities must be based on purposeful and decisive instruction that allows multiple opportunities for

a. Student understanding of the lesson's key content goals and activities;

b. Teacher modeling of activities before students engage in them;

c. Frequent opportunities for students to practice activities comfortably; and

d. Multiple and repeated connections to student's personal, cultural, linguistic, social, and academic experiences[18]

After qualify then the desirable learning environment can be accomplished in several phases which have been cited by Michigan Department of Education.

a. Get to Know Your Students Get to know them as a whole individual, not just as an English Language Learner.

b. Build Connections and Relationships It is important that the child see that you value them as a person, and are willing and eager to become an important part of their lives.

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[18] Judie Haynes and Debbie Zacarian, *Teaching English Language Learners across the Content Areas: Creating an ELL-Friendly Learning Environment*, http://www.ascd.org/publications/books/109032/chapters/Creating_an_ELL-Friendly_Learning_Environment.aspx, accessed 2 May 2016.

c. Increase Your Cultural Knowledge Learn as much as you can about the language and culture of your students.

d. Create an Environment of High Expectations English Language Learners must strive to achieve the same goals as native speakers, and are capable of achieving those goals if proper supports are put in place for them from the onset.

e. Develop a Student-Centered Approach to Teaching and Learning. Students can better acquire language when activities are planned that actively involve students.[19]

e. **The role of language learning environment**

Environment takes a role in the success of student learning will support learning because the environment support learning process.[20] In language learning, in general role of the environment is that will support the learning process is language learning environment. In language learning environment there are seven elements that support the environment and have the specific role its self. Based on this limitation of the research, the researcher take four elements. There are teacher, monitor, fellow learner and school. The role of the four elements will explain below:

1. Teacher

a. Lecturer refers to those who solely consider their professional skills but neglect teaching methodology.

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[19] Michigan Department of Education, *Creating a Supportive Teaching and Learning Environment for English Language Learners*.
[20] *Ibid.*

b. Teachers here refer to those who possess professional skills and teaching methodology.

c. As facilitators, they try to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed into a harmonious group. As the facilitator. Teacher is also skillfully manipulate students from loving language classes and attract students to participate actively.[21]

d. Teacher as planner should prepare for what will be done in the learning process (pre-teaching problems).

e. Teacher as organizer, which should be able to create a situation, lead, stimulate, mobilize, and direct teaching and learning activities in accordance with the plan, in which it acts as the source (resource person), consultants wise leadership in the democratic sense & humanistic (human) during the process (during teaching problems).

f. Teachers as assessor or evaluator should collect, analyze, interpret and eventually had to give judgment, on the level of success of the learning process, based on

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[21] Yan chuanhai & Zhang Meijuan. *Affective Factors in Foreign Language Teaching*. Foreign Language World, No.5. (2002).

defined criteria, both regarding aspects of the effectiveness of the process and product qualification.[22]

g. Teacher as role modeling. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

h. Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning.

i. Teacher as sign trouble. Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the.[23]

2. Monitor

Based on the theory above. The role of monitor can be as

a. Organizer in this research based on the theory above means the rule or the program that should be able to

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[22] Gage, N. & Berliner, D. (1991). *Educational Psychology*. (5th ed). Boston: Houghton, Mifflin.pp. 218.

[23] *Roles of a Teacher in the Classroom*, http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom, accessed 26 Jan 2017.

create a situation, lead, stimulate, and mobilize the students to develop their speaking skill.

b. Facilitator in this research means the rule or program that facilitate the students to practice in their environment and to support in developing their speaking skill.

3. Fellow learner

The general role of fellow learner in language learning are

a. Discover how to learn independently, like researching or asking questions.

b. Learn how to collaborate, delegate, and communicate with group members.

c. Adopt responsibility for self-learning.

d. Learn to teach others.

e. Present information to others.[24]

Based on this research and theory above can be simplify that the role of fellow learner is as the facilitator and sign trouble that help the other fellow learners to discover, learn and present their knowledge.

4. School (the environment and curriculum)

a. As developer, the school develop the intelligence of the mind and impart knowledge. In addition to the

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[24] "Student Roles in a Learner-Centered Environment", *Study.com*, http://study.com/academy/lesson/student-roles-in-a-learner-centered-environment.html, accessed 29 Jan 2017.

task of developing a thorough students' personality, the more important function of schools is to impart knowledge and actually implementing intelligence education. In this research, the role of the school is help the students to develop their speaking ability.

b. As facilitator, the school give the students facilities to help them in get the knowledge of speaking and practice it. The facilities such as teacher, material book and so on.

3. **Gender and language in communication skill**

   a. **Definition of gender**

   Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.[25]

   According to American Psychological Association the definition of gender is different depends on the context use. Gender in identity context refers to "one's sense of oneself as male, female, or transgender". Gender in expression context refers to the way in which a person acts to communicate gender within a given culture;

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[25] The Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients, adopted by the APA Council of Representatives, *Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation* (2011), accessed 8 Aug 2016.

for example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.[26] Form the term above the researcher conclude that gender as the way of communicate activity, culture, behavior, patterns and interest of females and males

b. Gender and communication skill

Gender is an interesting discussion topics were always discussed, as has been talked about in a journal entitled "Relationship between Gender and Language" by Rafiul Islam Shazu that talks about the relationship between gender and language. The relationship are in structure of the language, norm of the society or people of the society who use the language.[27]

Whether males or females, on one side, they form their values and way of behavior within their culture; in spite of that, they have their own values and way of behavior within their sub-culture. So their behavior, including language behavior must have differences and similarities.

The similarities and language between men and women has to do predominantly with unique communication processes that are communicators use for example the use of language is used by both

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[26] *Ibid.*

[27] Rafiul Islam Shazu, Student of M.A., "Relationship between Gender and Language", *Journal of Education and Practice*, vols. Vol.5, No.14 (2014).

to state the thought or to convey the cognitive processes inherent in both groups the use of language can be utilized to aid in determining the way we think and express our behavior of thinking. In workplace environments languages also use similarly to reflect and express our unique world views we also both use language to reflect our a very unique personal identities be the backgrounds differences be based on race ethnicity or social class the transactional or linear models are utilized by both genders finally both men and women utilize their unique language differences to transmit cultural values.

On the other side, here are some differences of the languages both female and male. In Rafiul Islam Shazu's journal is explained that the differences are in:

a) Pronunciation

Social dialect research focuses on difference between women's and men's speech in the areas of pronunciation and morphology with some attention to syntactic constructions (such as multiple negations). The difference is also in the intonation delivery between women and men, the women more vary than man delivery.

Robin Lakoff suggests that women's speech is characterized by linguistic features such as following:

1. Lexical hedges or fillers, e.g. you know, you see, sort of, well.

2. Tag questions, e.g. She's very nice, isn't she?

3. Rising intonation on declaratives, e.g. it's really good?

4. 'Empty' adjectives, e.g. divine, charming, cute.

5. Precise color terms, e.g. magenta, aquamarine.

6. Intensifiers such as just, and so e.g. I like him so much.

7. 'Hypercorrect' grammar, e.g. consistent use of standard verb forms

8. Avoidance of strong swears words, e.g. fudge, my goodness.

b) Politeness

Women use certain patterns associated with surprise and politeness more often than men. For instance, overall the women used more politeness device than the men, so the pattern seemed to resemble the western pattern. But, increasingly, the men used far fewer politeness forms to each other than to women. So, male talk to males was relatively plain an unmodified. In this community, 'men's talk' could be seen as the unusual variety rather than women's talk.

c) Interruption

Holmes explain that there are many features of interaction which differentiate the talk of women and men. Despite the widespread stereotype of women as the talkative sex, and proverbs which characterize women as garrulous. But

in the fact, women tend to interrupt less in conversation and "to be more attentive listeners, concerned to ensure others get a chance to contribute. In the same gender interruptions are pretty evenly distributed between speakers. In same-sex pairs: a) Men argue more with other men, b) Women are more dramatic with other women than men

d) Cooperative vs. competitive

It is found that women are more supportive and cooperative conversationalists; and men are more competitive conventionalists. A research on the Malagasy community clearing up that in general, research on conversational interactional reveals women as cooperative conversationalists, whereas men tend to be more competitive and less supportive of others.

e) Topic of conversations between Men and Women

In conversations involving members of both sexes, men speak more than women. The topics of the conversations also vary. Men-men: competition and teasing, sports, aggression, business, politics, legal matters, taxes. Women self-feeling, affiliation with others, family and social life, books, food and drink, life's troubles, and lifestyle.

f) Question

Men and women differ in their use of questions in conversations. For men, a question is usually a genuine request for information to engage others to conversation contribution. Despite of that, women use question more frequently. In women's language they may also be used to avoid making strong statements

g) Turn-taking

This desire for turn-taking gives rises to complex forms of interaction in relation to the more regimented form of turn-taking commonly exhibited by men.

h) Changing the topic of conversation

According to Bruce Dorval in his study of same-sex friend interaction, males tend to change subject more frequently than females. This difference may well be at the root of the conception that women chatter and talk too much.

i) Self-disclosure

Both men and women have completely different views of self-disclosure. Developing a close relationship with another person requires a certain level of intimacy, or self-disclosure. It habitually is much easier to get to know woman than it is to get to know a man. It has been verified that women get to know

someone on a more personal level and they are more interest to share their feelings.

j) Listening and attentiveness

It appears that women attach more load than men to the importance of listening in conversation, with its connotations of power to the listener as confidant of the speaker. This attachment of import by women to listening is inferred by women's normally lower rate of interruption

The conclusion of gender differences in a table

Verbal Qualities: In verbal communication, there are differences in the quality of speech used by men and women.

Men	Women
Talk loudly	Talk softly
Deep pitch	High pitch
Slow rate	Fast rate
Downward inflection	Upward inflection
Relaxed tone	Strident tone
Powerful style	Powerless style

Non-Verbal Qualities: Similarly, there are differences in the quality of non-verbal communication used by men and women.

Men	Women

Use more physical space	Yield physical space
Stare	Use moderate eye contact
Use commanding gesture	Use acquiescent gestures
Hold head straight	Tilt their head

4. Integrated education

a. Definition

There is some definition of integrated education proposed by experts, this definition is as follows:

1. Ollin and Dixon

As quoted by Muh. Faisal, Ollin and Dixon explained that "integrated learning is learning that occurs when an event is authentic or discussion of a topic is a major driver in the curriculum. Through active participation in the discussion of the topic or event, students can learn both the process and the content related from various fields of study in the same time.[28]

2. According to Frazee and Rose

Quoted also by Muh. Faisal, Frazee and Rose provide a definition that integrated learning is learning carried out by

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[28] Muh. Faisal, *Pembelajaran Terpadu,* dalam Ekspose Penelitian Hukum dan Pendidikan, Jurnal STAIN Watampone, ISSN: 1412:2715, hlm.58.

combining a number of scientific disciplines through the determination of the content (content), capabilities, and affective objectives.[29]

3. Fogarty

Integrated curriculum model indicate interdisciplinary approach (interdisciplinary). The integrated model emphasizes the four major disciplines by arranging curriculum priorities and determine the skills, concepts and attitudes in four parts. Integrated curriculum is assumed as an interdisciplinary team that works toward curriculum laden. Starting with the exploration or digging a priority, the concept of complementary supporting disciplines. In elementary school, an integrated model that describes the essential elements of this approach is the ability to speak as a whole. The language skills include reading, writing, listening and speaking holistically evolving, based on the literature and disciplines.[30]

In short, integrated in education define as a plan or a pattern which is used as a guide in the classroom learning or learning in the tutorial. Integrated learning as a concept can be considered as an

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[29] *Ibid.*
[30] Robin Forgaty, "Ten Ways To Integrated Curriculu,m", *The Association for Supervision and Curriculum Development* (1991).

approach to learning involving some fields of study to provide meaningful experiences to students

b. Models of integrated education

Viewed of by combining the concepts, skills, and unique thematic topics, according to an expert named Robin Fogarty argued that there are some models in planning for integrated education.[31]

1. Integrated Learning Connected

Integrated learning model type connected in principle to seek a connection between the concepts, skills, topics, ideas, and activities within an area of study. This model does not train the students to view some facts from various points of view, because in this model the relationship materials are limited to a Study Field only.

This model connects several materials or related concepts in the field of study. The material is fragmentary but is concerned, deliberately connected and integrated into a particular topic. For example, teachers connect or combine the mathematical concept of money with the concept of buying and selling, profit and loss, savings and loans, and interest.

2. Integrated Learning Webbed

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[31] *Ibid.*

Model webbed or model spider webs is a model by using a thematic approach, then developed sub-themes with regard relation to the related fields of study.[32]

Webbed type of integrated learning model is a learning model that uses an approach to the field of study. Learning activities begins with the provision of the theme, and the theme is attached to some material on different subjects so that is shaped like a spider web. This model is known as thematic, and used at the elementary level. For example: the teacher gives the theme environment in a learning activity. This theme will be associated with the subject knowledge, social and citizenship

3. Integrated Learning Nested Types

Integrated learning model of nested (nested) is the integration of curriculum in one discipline in particular put the focus on the integration of a number of learning skills that want to be trained by a teacher to the students in a learning unit for the achievement of the subject matter (content). Study skills include thinking skills (thinking skills), social skills (social skills), and organizing skills (organizing skills).[33]

Integrated learning model nested type is an integrated learning approach that uses inter study. Skills who want to be

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[32] Sa'ud, Udin Syaefuddin, *Inovasi Pendidikan*, (Bandung: Alfabeta, 2009), p. 117.
[33] Trianto, *Model Pembelajaran Terpadu Konsep, Strategi dan Implementasinya dalam KTSP*, (Jakarta: Bumi Aksara, 2010), p. 42-47.

trained in one field of study, connected in a learning activity. These include skills, thinking skills, organizing skills, and social skills. For example: the English subjects are aspects of reading, writing, speaking, listening. The fourth aspect into a coherent set that produces language skills.

4. Type Integrated Learning (combined)

Integrated type of integrated learning model combines field studies by finding skills, concepts and the same attitude and interconnected in some fields of study. The first time the teacher selects the concepts, skills and attitudes which has a close relationship and similar between the various fields of study. In this model, the need for a central that can be reviewed from various disciplines in solving problems.[34]

Integrated learning model is the integrated type of integrated learning model that uses an approach to the field of study. Some material from a variety of different subject areas connected in a particular topic. The material is a materials that has incorporated concepts or teach the same skills and related issues. For example: materials flat wake cubes and blocks in mathematics integrated with the skills to make safe materials from recycled materials. Both of these materials have a concept

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[34] Sa'ud, Udin Syaefuddin dkk, *Pembelajaran Terpadu*, (Bandung: Universitas Pendidikan Indonesia Press, 2006), p. 35.

and essence the same, so it is suitable to be integrated in a learning activity.

Integrated education best suited to the system used by Bilingual Integrated Junior High School Al Amanah is a type of integrated learning (combined). The integrated learning that combine some fields' studies and some material from variety of different subjects areas connected in a particular topic.

c. **Bilingual Integrated Education**

The definition of Bilingual Education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.[35] Integrated itself means combining some fields study and some materials of differents subject area that use connected topic. In short Bilingual Integrated Education in this research means as a teaching academic process that use two language in teaching learning process and combining some fields study and subject of the study using a connected particular topic.

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[35] "Bilingual education", *Wikipedia* (2016), https://en.wikipedia.org/w/index.php?title=Bilingual_education&oldid=747469696, accessed 11 Nov 2016.

B. Previous study

The researcher provided previous studies that have been completed by the previous researchers. There are three previous studies which have been read by the researcher.

The first previous study from Department of Language and Humanities, Faculty of Educational Studies, University Putra Malaysia, Serdang, Malaysia entitled *"The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies"* by Shima Kameli that investigates the reported vocabulary learning strategies of ESL university students at UPM (Universiti Putra Malaysia) in Malaysia in formal situation. The formal situation meant is the role of formal teachers and classmates in the formal situations in the classroom. This research using qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problem.

Then, the next previous study from Azadeh Asgari and Ghazali Bin Mustapha from University Putra Malaysia, Serdang, Malaysia *"The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies"* this study is discuss about how mediating agents interfere in acquiring vocabulary learning strategies of ESL students or support them. The result of the previous study is studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning

strategies could be very helpful to get better understanding of the relevant strategies.

The other previous study by Chengjun Wang from School of Foreign Languages, Yangtze Normal University, China, entitled *"On Linguistic Environment for Foreign Language Acquisition"* which mainly discuss about the linguistic environmental setting for foreign language acquisition. This research use qualitative method. This research reported about which effective situation is learning a foreign language? in the classroom or in the community?. This research use a qualitative method. In short, the concerns the learning situation to be found in the classroom and the role relationship between teacher and student are likely to be crucial in. The other is the level of support which parents give to the foreign or second language program.

Then next previous entitled "*Learning Environment Which Supports Students' Fluency In Speaking English : A Case Study In SMAN 2 Jombang",* was conducted by Ela Rosyida which investigating the elements of Learning environment which supports student's fluency in speaking English and why do those elements support, and why some elements do not support. This research using descriptive qualitative method. This research mainly discuss about senior high school students speaking fluency is supported by the learning environment around them.

The next previous study entitled *"Language Classroom: A "Girls' Domain"? Female And Male Students' Perspective on Language Learning"* by Larisa Nikitina and Fumitaka Furuoka comes from University Malaysia

Sabah. The research present aims to address this gap and examines beliefs held by one hundred seven students learning a foreign (Russian) language at Universiti Malaysia Sabah (UMS). This research using quantitative. Questionnaire become the instrument, and the result served in percentage of data. In the end of the research result revealed that gender-related differences in beliefs about language learning had been minimal among this particular cohort of learners.[36]

The last previous study from Changde, Hunan, China entitled *"A Comparative Study of Boys' and Girls' English Study Differences"* by Xin Xiong discuss about the point of English educational psychology and see the motivation factor, ability factor and intellect factor affect the students' English learning most. This research using quantitative and the result is served in percentage. The conclusion of result of the research explain that the schoolgirls have stronger motivation than schoolboys in learning English and also have more interest in English.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previous studies become the resource and foundation to continue the current research about second language learning environment support in developing students speaking skill.

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[36] Larisa Nikitina, Fumitaka Furuoka, "Language Classroom: A 'Girls' Domain'? Female And Male Students' Perspective On Language Learning", *MICOLLAC, Universiti Malaysia Sabah* (2007).

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Larisa Nikitina, Fumitaka Furuoka, "Language Classroom: A 'Girls' Domain'? Female And Male Students' Perspective On Language Learning", *MICOLLAC, Universiti Malaysia Sabah*, 2007.

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Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies", *ACADEMY PUBLISHER Manufactured in Finland*, vol. Journal of Language Teaching and Research, Vol. 3, No. 1, January 2012, pp. pp. 23–9.

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http://study.com/academy/lesson/student-roles-in-a-learner-centered-environment.html, accessed 29 Jan 2017.

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CHAPTER III

RESEARCH METHODOLOGY

The description of the research methodology is employed in this research. This chapter discusses approach and research design, research presence, research location, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages.

A. Approach and Research Design

In this research, the researcher use qualitative approach as the design of analyzing the data. Qualitative research is concerned with subjective assessment of attitudes, opinions and behavior.[1] Besides, qualitative approach is general way of thinking about conducting qualitative research which three major categories of data, such as in-depth interviews, direct observation and written document[2]. The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people.[3] The purpose of the study is primarily to describe a situation, phenomenon, problem or event.[4] In conclusion qualitative is a systematical application of the oral and written data.

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[1] C.R. Kothari. *Research Methodology Methods and Techniques Second Revised Edition*, (India : New Age International Publisher, 20014P.5

[2] Trochim, William M.K., *The research Method Knowledge Base 2nd Edition* (Cornell University: Custom Publishing, 1999), 159

[3] Ranjit Kumar, *Research Methodology a step by step guide for beginners third edition*, (New Delhi : SAGE Publication,2011)p.104

[4] Ibid,. p.32

In this study, the researcher define the phenomenon at the eighth grade junior high school at Bilingual integrated junior high school Al-Amanah Krian about the role of language learning environment based on gender in supporting students speaking skill.

B. Research Presence

In this research, the researcher acted as the instrument and the collector of the data. Interview guidelines used in definite function to endorse the researcher's task as instrument. Therefore, the researcher analyzed the data by interview students eight grade (VIII A and VII D) of Bilingual Integrated Junior High School Al Amanah Krian. The researcher analyzed the role of language learning environment on female and male students' speaking skill development. Also, the researcher analyzed the differences of each gender language learning environment that support speaking skill development.

In the end, the researcher interviewed the teachers about the teaching speaking strategies which appropriate in developing students' speaking skill at Bilingual Integrated Junior High School Al Amanah Krian

C. Research Location

This research conduct in Bilingual Integrated Junior High School Al Amanah Krian. Based on some reasons, firstly, the curricula of the school Has a different education system than the other school. It is the implementation of combining two curricula, the Islamic boarding school curriculum and the junior high school curriculum. The two curricula are applied integrated. The next, all of students Bilingual Integrated Junior High School Al Amanah are required to

interact or speak the language of bilingual pre-defined and agreed upon by the school and modern boarding school Al Amanah.[5] In addition students of Bilingual Integrated Junior High School Al Amanah also have many achievements in academic and non-academic, and in particular achievement in the field of linguistics. In the last three years, they always get a lot of achievements and the average rank at the first or runner –up at the district and provincial.[6] The next, the school has a language regulation and special language training programs prepared for the eighth grade students that integrated with the Islamic boarding school. So, the students are obligated speaking English not only in the school but also in the Islamic boarding house. The last, school and Islamic boarding school have a unity in which students must attend boarding school rules also regulations that have been established. Like for example the rules of language, in two weeks the students changed the language in accordance with the rules specified. The language used by the school is English and Arabic.[7] Knowing those facts, the researcher is interested to know the students' speaking skill based on their gender

D. Setting of the Study

a) Research Subject

There three variables in this research. There are english teacher, dormitory administrator and the population of the students eighth grade students (VIII A and VIII D) of Bilingual Integrated Junior High School

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[5] *SMP BILINGUAL TERPADU, http://www.smpbilingualterpadu.sch.id/ accessed 15 Jun 2016.*
[6] *Sang Juara Lomba PORSENI 2014.*
[7] *SMP BILINGUAL TERPADU,* http://www.smpbilingualterpadu.sch.id/ accessed 15 Jun 2016.

Al Amanah Krian Surabaya. In researching eight grade students, the researcher use purposive sample. Purposive sample are used if description rather than generalization is the goal.[8] This type of sampling is extremely useful when you want to construct a historical reality, describe a phenomenon or develop something about which only a little is known.[9] The researcher choose the eighth grade they begin to speak full English language in everyday conversations both in school and outside of school (pesantren). In the seventh grade before, they were just adapt to the English language and learn a lot of vocabulary to requirements in eighth grade. This fact can support the researcher to achieve the purpose of this research. The selection or criteria of the students who interviewed by the researcher based on the characteristic is stated below:

a. Four students (two female and two male students)which has good score

b. Four students (two female and two male students) which has moderate score

b. Four students (two female and two male students) which has low score

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[8] Dr. Catherine Dawson. *Practical Research method*. UK: Oxford. p. 49

[9] Ranjit Kumar. (2011). *Research Methodology a step by step guide for beginners third edition*. New Delhi : SAGE Publication. P. 189

b) Place

The researcher conduct this research in eighth grade because according the language rule of the school and Islamic boarding school, eight grade students were appropriated using full English language in everyday conversations both in school and outside of school (pesantren). The researcher choose two classes of female and male class randomly.

E. Source of Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.[10] In research, data and source of the data is the key to answer the problems in the field.

In this study, the researcher gained the data interview some of students and the teacher. The result interview processed as a data. The data explained and answered the research question about what the role of language learning environment on students' speaking skill development and what the differences between female and male learning support.

F. Data collection technique

To obtain the valid data, the researcher use kinds of data collection. For conducting the research, the researcher used some methods of data collection as follow:

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[10] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : PT Rineka Cipta, 1996) p. 123

1. Observation

   In this research, observational studies use to understand complex issues through direct observation and then, conceivably, asking questions to search clarification on certain issues.[11] The researcher use the observation to clarify the issue on the field. The researcher observed the environment inside and outside the school which support the students' speaking development.

2. Interview

   The researcher did interview to get the information from the interviewee[12]. The researcher used the interview as an instrument, because the researcher wants to know the influence of language environment on their speaking. The researcher interviewed the teacher's teaching method in teaching speaking class and will interview twelve students consist of six male and six female students of eight grade.

G. **Research Instrument**

   To obtain the valid data, the researcher use kinds of data collection. For conducting the research, the researcher used some methods of data collection as follow:

   1. Language learning environment checklist assessment

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[11] Phyllis Tharenou. Ross Donohue and Brian Cooper, *Management Research Methods* (UK: Cambridge University Press, 2007). 134.

[12] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung:ALFABETA, cv., 2010), 155.

The researcher used observation checklist to check the elements of language learning. According to Sutrisno Hadi checklist is a list that contain of factors that are observed. Checklist is used to systematize the transcript of observation.

2. Interview guideline

The researcher used the interview guideline as an instrument to know the influence of language learning environment on students' speaking ability. The researcher interview the teacher's teaching method in teaching speaking class and interviewed six students from male and female students each every classes of eight grade.

3. Language learning environment checklist assessment

The researcher use the language learning environment assessment checklist to know what the elements of language learning environment that exist at the school. Also for convincing the data from the interviewee.

The instruments are adapted from Ela Rosyida's thesis entitled" *Learning Environment Which Supports Students' Fluency in Speaking English : A Case Study In SMAN 2 Jombang"*.

H. Data analysis technique

Initial data analysis are implemented in order to test for assumptions underlying the data, to gain descriptive data, and to help determine the property of the extent. Thus, this stage of data analysis involves of initial, or preliminary, data analyses, to describe the sample, check for data errors, check the reliability of measures for this sample, construct scale scores, and check if the data have

the properties that will allow the intended techniques of analysis to be used.[13]

time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents which must be examined and interpret are data analysis in qualitative research.[14] Qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and connect up the new knowledge with what is already known.[15] Therefore, after the data is gathered from the result of collecting data, they must be managed and organized. The data must be described, classified, and interpreted. Thus, the researcher represents the data for others.

In this case, there are three stages in analysis qualitative data[16].

1. Familiarizing and organizing

In this stage, the researcher must be immersed in the data. Field notes, audio tapes, video tapes, observer comments, and other data must be put into a form ready for analysis. The researcher can write notes or memo to capture the information from the data. It help researcher be familiar with the data. After that, Files can be organized in a variety of ways, for example, by interview, by questions, by people, or by places.

In addition, the researcher collected all of data she or he got. The researcher collected the result of preliminary research, field note, interaction

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[13] Phyllis Tharenou. Ross Donohue and Brian Cooper, *Management Research Methods*. 191.
[14] Donald Ary, *Introduction to Research in Education*, (Canada: Nelson Education, 2010), 481
[15] *Ibid.*
[16] *Ibid.*

with the subject, etc. After that all of the data are ready to process and analyze for the next step.

2. Coding and reducing

This is the process to generate categories and themes the data that gotten in writing form (script). In this stage, the researcher changes the result of documentation into script analysis of document. Thus, she or he changes the recording of interview in a writing form without decreasing or adding any words.

After that the researcher analyzed the result of interview and documentation. The researcher made a theme table to categorize the respondents' statement. The statement that explains the theme put on the theme table. Thus, the next step is giving code for the statement. Giving code is to show the identity and explain the subject. Thus the result of documentation analyze with the rubric of argumentative essay.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. In interpreting qualitative data, the researchers confirm what they already know is supported by the data, you question what they think they know and eliminate misconceptions, and they illuminate new insights and important things that they did not know but should have known. Then Representation involves how the data are presented. It can use graphs, pictures, diagrams,

figures, or frameworks. In this stage, the researcher interprets the finding and stating conclusions.

I. Checking validity of findings

The researcher use some techniques to check the validity of findings, they are:

1. Triangulation

   Triangulation is the most common way used to increase the validity of data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or to compare the validity of the data[17].

   Triangulation compares the observed data with the results of interviews and results of documentation. Thus it becomes evidence when compared to similar data which obtained from other different sources[18].

2. Peer Debriefed

   Peer debriefed is a technique that is done by exposing the interim results or final results obtained in the form of an analytical discussion with colleagues. Based on the information that was gathered, dissent is something which is expected, because it can establish result of the research[19].

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[17]Lexy J, Moleong, *MetodologiPenelitianKualitatif*, (Bandung: PT. RemajaRosdakarya, 2004), 178
[18]Lexy J, Moleong,……., 179
[19]Lexy J, Moleong,……., 178

3. Criterion-related validity

Criterion-related validity means that the measure predicts a relevant criterion. In other words, it attempts to answer the question, 'Does it matter?' Criterion-related validity is practical and pragmatic. However, the choice of the criterion variable is critical. Smithson notes that the criterion measure should be known to be reliable and valid already[20].

J. Research Stages

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research, research activity, and intensive analysis[21]. The researcher also writes the research report as the last stage[22]. In this study, the research uses some stages, they are:

1. Research design

In this stage, the researcher formulated research title and research questions, examined related literatures, choose the research location based on the suitability of research question, determine research subjects, and choose collecting data instruments.

2. Preliminary research

In this stage, the researcher collects the information to write research proposal, decide research instruments, organize preliminary research, construct research instruments, and prepare for research activity.

3. Proposal seminar

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[20]Phyllis Tharenou, Ross Donohue, Brian Cooper, *Management Research Methods,* (Newyork:Cambridge University Press, 2007), 156
[21]Lexy J, Moleong, *MetodologiPenelitianKualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004), 84
[22]Ibid, 84

In addition, the researcher presents her research proposal to the examiner of proposal. Thus, the researcher got some suggestions to repair the proposal.

4. Research activity

In this study, the researchers do some activities dealing with the description of research activity in the field. The description itself is divided into four parts, they are:

a. Recognizing research background and self-preparation

In this part the researcher choose the main focus of the research that were supported by the fact of the data such as the percentage of supporting elements of developing speaking skill on students environment, speaking interest of students and the other. Besides that, the researcher adjusted the paradigm with the related theory, explored the research instruments, observed the research place, and asked permission to the research object

b. Planning

In relation to the application of action research, the researcher made a prior preparation to the implementation of action based on preliminary research. In this case the researcher ask for the score data of the student to the teacher to determine the respondents will be interviewed and their opinion about which supporting element that most useful in increasing their speaking. Thus, the researcher met them again to interview.

c. Implementing

The researcher did this part after completing the planning step. In this step, the researcher analyzes which element of learning environment which using rubric assessment from the teacher and pervious study. Then, to answer research question number two, the researcher analyze the result of interview with students. The result of interview will match with their opinion which the most helpful elements.

d. Concluding

In this part, the researcher reflected the data that will have been found out through the related theory. Then, the researcher discusses all information concerning the research to find out the data. Finally, the researcher concluded the result and finding to answer the research question.

5. Writing the research report

In the study, the researcher consider some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion the role of language learning environment and the different of each gender language learning environment at eight grade in Integrated Bilingual Junior High School Al-Amanah Krian.

A. Research Findings

The researcher has conduct the research from 2 December – 16 December 2016 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research question as follows:

1. What are the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

2. What is the role of language learning environment on students' speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

The researcher observe eighth grade students of Integrated Bilingual Junior High School Al-Amanah Krian to show the result of the research clearly, those findings are categories based on the research question of the study :

1. **The Differences of Each Gender Language Learning Environment that Support Students' Speaking Skill**

In analyzing the different of the gender language learning environment that support students' speaking skill, the researcher used interview guideline and observation. The data of the observation taken by checklist of language learning environment and closed question. In addition, the language learning environment have mentioned in the limitation of the research. There are the teacher, monitor, fellow learner and the school (e.g. the environment, curriculum and the administration). There three subject of this research. There are students in eighth grade (VIII A and VIII D), English teacher and the dormitory administrator. There are 12 students that researcher observed, consist of six female students from VIII A (students who get high, moderate, and low score) and six male students from VIII D (students who get high, moderate, and low score). The raw data of transcript interview can be seen in appendix 1 and 2.

The observation data was gotten on December 2016. The researcher used the closed question in observation checklist to fill the other data. The observation data about the elements of the language learning environment. The elements of the language environment that include in the observation of

The first data taken from twelve students consist of 6 female and 6 male students use observation checklist consist of fifteen closed-questio

Female students' observation checklist assessment			
No.	Question	Yes	No
1	Does your teacher speak English all the time during the lesson?	2	4
2	Does your teacher always give a clear instruction?	6	-
3	Does your teacher have a good rapport with the students?	6	-
4	Does your teacher often have games during the lesson?	5	1
5	Are you enthusiastic in English lesson?	3	3
6	Are you enthusiastic in speaking English?	6	-
7	Do you speak English with your English teacher?	-	6
8	Do you speak English with all of teacher?	-	6
9	Does your teacher gives students chance to speak during the lesson?	6	-
10	Does your teacher guide you if you make mistake in speaking?	6	-
11	Is there any rule from the school for speaking English?	6	-
12	Is there any punishment for breaking the rule?	6	-
13	Do you speak English with your friend during the lesson?	4	2
14	Do you speak English with your friend out of the class?	3	3
15	Do you remind your friend when they forget when they must speaking English?	5	1

Then table above were taken from female students that also have given

fifteen closed-question in observation chekclist assessment.

From the table above we can make the result that a half of them agree and the other disagree of their teacher using English all the time during the lesson. Then, most of them said that the teacher always gives clear instruction, has good rapport with the students and often make a game. Then, next result is a half of the students do not enthusiastic in English lesson, but all of them enthusiastic in speaking English. All of female students do not speak English with all of teacher including their English teacher. But the English teacher gives them a chance to speak English in class and guide them when make mistake. There is a rule of speaking English and the punishment for breaking it. Most of female students speak English with their friend during the lesson but out of class just a half of them who speak English and most of them remain their friend when they forget to speak English.
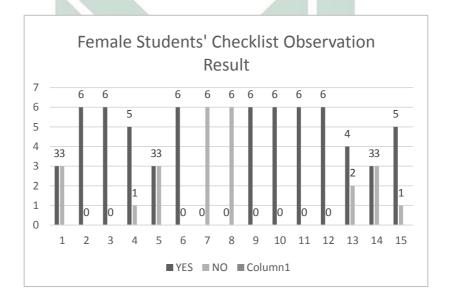

Table 4.1

Male students' observation checklist assessment			
No.	Question	Yes	No
1	Does your teacher speak English all the time during the lesson?	5	1
2	Does your teacher always give a clear instruction?	2	4
3	Does your teacher have a good rapport with the students?	6	-
4	Does your teacher often have games during the lesson?	5	1
5	Are you enthusiastic in English lesson?	3	3
6	Are you enthusiastic in speaking English?	6	-
7	Do you speak English with your English teacher?	-	6
8	Do you speak English with all of teacher?	-	6
9	Does your teacher gives students chance to speak during the lesson?	6	-
10	Does your teacher guide you if you make mistake in speaking?	6	-
11	Is there any rule from the school for speaking English?	6	-
12	Is there any punishment for breaking the rule?	6	-
13	Do you speak English with your friend during the lesson?	3	3
14	Do you speak English with your friend out of the class?	3	3
15	Do you remind your friend when they forget when they must speaking English?	1	5

From the table above we can make the result that the teacher using English all the time during the lesson, give clear instruction, have good rapport with his students and often gave a game. Then, the a half of students are enthusiastic and the other do not enthusiastic in English lesson, but all of

them enthusiastic in speaking English. Then, all of students are not speaking English with all of teacher, including with their English teacher. Although the students do not speak English with their teacher, the teacher give them the chance to speak English and correct their speaking when make mistake. There is a rule of speaking English and the punishment for breaking it. Even there is a rule and the punishment of speaking English, a half of the students do not speak English during the lesson, and when out of the class. Most of them do not remind their friend when forgetting to speak English.
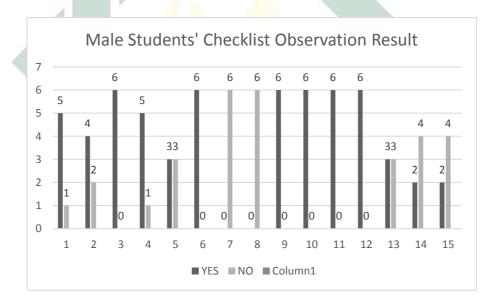

Table 4.2

There are some different data from male students and female students. The different data are in the first, second, thirteenth, fourteenth and fifteenth questions. The first question is about the teacher speaks English all the time

but most of male students agree that their teacher speaks English all the time during the lesson. The second question is about the clearness of teacher's instruction. Most of male students do not agree if they teacher gives clear instruction in teaching, but all of female students agree that their teacher gives clear instruction The thirteenth question is about speak english with fellow learner. A half of male students agree and the other do not agree if they speak english with their fellow learner during the lesson, but most of female students agree if they speak english with their fellow learner during the lesson. The fifteenth question is about reminding their friends to speak English. Most of male students do not remind their fellow learner to speak english, but most of female students remind their fellow learner to speak english.

2. **The role of language learning environment on students' speaking skill development at eighth grade students**

After knowing the different of gender language learning environment in Integrated Bilingual Junior High School Al-Amanah Krian. The researcher conducted interview for English teacher, students (as fellow learner) and dormitory administrator (as monitor). First, the researcher interview English teacher to know the language environment at the classroom and out of classroom, and the students' behavior in speaking English. Second, the researcher interview 12 students of eighth grade consist of six male students and six female students for knowing the role of fellow learner, English teacher

and their behavior of the school. Third, the researcher interview the dormitory administrator to know the students' behavior and the supporting program that support the students' language learning environment.

It is important to create supporting learning environment for language learner. The environment should make the language learner feel comfort, confident and capable of accessing the language and the content, and teachers feel more competent, and know they have done their best to fulfil the students' need. Because environment is take a role in the students' achievement.

In developing speaking, learners need to support from the learning environment around them. It is better when language learners developing their speaking skill and practice it in a community among inside class, outside class and other places without teacher but with friend.

The learning environment of language learners can be known as language learning environment. In language learning environment, there are seven elements that help the language learner to develop their speaking skill. Based on the limitation of the research and observation, researcher take four elements that most have a role in the eighth grade students speaking skill. There are teacher, fellow learner, monitor and school. The researcher will explain and categorize the findings of the role of those four elements based on the interview script. You can see appendix 4.

1. The role of language learning environment based on students' interview

a. The role of teacher

The roles of teacher in supporting students' speaking skill can be known from the first, second and third question of students' interview. The roles of the teacher are categorized below

1. Teacher

Teacher is who possess professional skills and teaching methodology. Based on the findings, teacher here is the knowledge transformer to the students and teaches use methodology.

Based on the interview data, most of the students said that the way the English teacher explain the material is undesrtable, fun and exciting.

2. Facilitator

The English teacher tries to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed into a harmonious group. As the facilitator, teacher is also skillfully manipulate students from loving language classes and attract students to participate actively.

Based on the interview data, the teacher said that he usually make a group in his lesson based on the system that applied in K-13. The Students also said that the teacher usually ask to make a

group for playing game to support the students' understanding the material. The teacher also invites two students to dare to speak by asking the students to tell a story in every meeting. Sometimes the teacher gives a song or movie as the reward for their game or for their good achievement

3. Organizer

As organizer, the teacher should be able to create a situation, lead, stimulate, mobilize, and direct teaching and learning activities in accordance with the plan, in which it acts as the source (resource person), consultants wise leadership in the democratic sense & humanistic (human) during the process (during teaching problems).

From the result of students' interview, the researcher know that the teacher is be able to create a situation to invite the students to speak such as telling story, lead the students to understand to the material, stimulate the students such as make a game and giving them a reward to invite the students to speak, mobilize, and direct teaching and learning activities in accordance with the plan.

4. Assessor or evaluator

Teachers as assessor or evaluator should collect, analyze, interpret and eventually had to give judgment, on the level of

success of the learning process, based on defined criteria, both regarding aspects of the effectiveness of the process and product qualification.

Based on the students interview result, the teacher as evaluator will know which students who understand to the material by asking them. If some students say understand, but some others students keep silent means that most of them do not understand. Then the teacher will give the explaining again.

5. Mentoring

Mentoring becomes a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning.

As the result of students' interview, mentoring can be seen by the opinion of the students that explain that the teacher is a kind person, nice and fun. His lesson is always fun, exciting, interesting and understable.

b. The role of fellow learner

Based on the result of the students' interview, there are two roles of the fellow learner.

a. As the facilitator

As the facilitator, the language learners utilize their fellow learners as the media to practice their speaking ability.

b. As the sign trouble

As the sign trouble, the students may correct their fellow learners' speaking and instead remind them.

Most of the students said that they feel comfort if they speak with their fellow learner. Their fellow learners can correct their speaking and they will get some inputs in their conversation such as new vocabulary.

c. The role of monitor

Monitor based on this research is the language rules and the supporting program of the speaking (vocabulary program). Its have two roles in supporting students' speaking development.

1. Rule as the organizer

Rule as the organizer means that, with the existences of the rules so will create an environment where the language learner must obey it and practice their speaking English.

2. Vocabulary program as facilitator

Facilitator in this research means the rule program that facilitate the students to practice their speaking in their environment and to support them in developing their speaking skill.

d. The role of school (learning environment)

1. As developer, the school develop the intelligence of the students' mind and impart their knowledge. In addition to the task of developing a thorough students' personality, the more important function of school is impart knowledge and actually implementing intelligence education. In this research, the role of the school is help the students to develop their speaking ability.

From the students' interview result, the researcher can conclude that school has many advantages for their speaking. in the school environment also has many written sign and written expression in English language that help the students in their developing speaking skill be better.

2. As facilitator, the school gives students facilities to help them in get knowledge about speaking and practice it. the facilities such as, has many books that written in English language, written sign and written expression that put in almost places in school, and so on.

Based on the interview result, the researcher conclude that school facilitate the students to get more knowledge in English and train them to speak with all of people, include their teachers.

3. The role of teacher, fellow learner, monitor and school based on English teacher's interview result.

2. The role of language learning environment based on teachers' interview

Every elements of the language learning has different role in supporting students' speaking development, but it complements each other. Based on the teachers' interview result, the researcher knows that the teacher hold the important role in developing students' speaking skill.

a. The role of English teacher are

1. As the facilitator, the teacher facilitate the students to develop the students' speaking skill by giving many chances to make students dare to speak, such as ask two students to tell a story in every meeting.

2. As the organizer, the teacher create some situation to invite the students in speaking English such as telling story, making a game and quiz.

3. As the assessor, the teacher can assess the students, he knows which students who do understand and do not understand. He will

give more explanation to the students who do not understand what is delivered by him.

4. As the mentoring, the teacher encourages students to strive to be the best they can. This is also includes encouraging students to enjoy learning. Such as making a group work or quiz, then gives a reward to the students who won the quiz. It can encourage students to interest in English then they enjoy with the lesson.

b. The role of fellow leaners are as the media or facilitator for students in practicing speaking skill. They also give the turn-taking to their friend when speaking practice, such as a new grammar and vocabularies, it can be simplify that the role of fellow learners also as sign trouble. As sign of trouble, they will remind their friends if their friends have mistaken in their speaking or forget some vocabularies.

c. The role of monitor includes the language and vocabulary program. The advantages of the vocabulary program is be able to enrich students' vocabularies stock to help them in practicing speaking. The role of the language rule is to keep the students in practicing their speaking skill.

3. The role of language learning environment based on dormitory administrator's interview result

Monitor based on this research means the language rules and the vocabulary program (the supporting program for students in Islamic boarding school).

The main purpose of vocabulary program is to enrich the pupils' vocabulary to help them in developing and practicing their speaking. They are given three vocabularies every day and we ask to them to repeat it many times until they remember it

Then, the language rules keeps students in always practicing their speaking. The rule is also applied in the school. First, they must use language that dormitory administrator have been set. Two weeks for Arabic and then the two weeks after for English. Then, they are not allowed to using bahasa Indonesia and Javanese. If they cannot speak English, they are allowed using Arabic or mix Arabic with English. Then, if they break the rule, they will get punishment.

There is little different. The punishment depend on how many times the students break the rule. Once, he must be a jassus. Twice, he must write 20 vocabularies and memorize it. Three times, he must write vocabularies with the theme that have determined and stood in the field. Four times, he will face dormitory administrator and get punishment from him. Usually if female students use a special veil from administrator, if male students use a vest with

bright color. Five times, if male students, their hair will be shaved and if female students will get special punishment and stood in the field while bringing a board. Six times, the parents must face the dormitory administrator and make a deal among the students, the parents and the dormitory administrator. The last, he will face to the headmaster of Islamic boarding school.

In short, the roles of monitor includes the language rules and vocabulary program are the language rules as the organizer of making language learning environment that support students' speaking skill and vocabulary program as the facilitator that support the students in developing their speaking skill by supplying vocabularies.

B. Discussion

In this section, the researcher discusses the result of finding data on the field study compare with some theories which related with the research of the problem. In the field, for the first research problem, the researcher found that there are some different of language learning environment between female and male students. Then for the second research problem, the researcher found that teacher, fellow learner, monitor (language rules and vocabulary program) and school (the system and the curriculum) have roles in supporting students'

speaking development. Thus, the discussion is categorized based on the research question of the research:

1. The Different of Female and Male Students' Language Learning Environment

In theory of gender and communication skill in Rafiul Shazu's journal, there are some differences in gender communication. The differences are in pronunciation, politeness, interruption, topic of the conversation, question, turn-taking, self-disclosure, cooperative and competitive, and attentiveness of listening. From the result of the observation, the researcher found the different between female and male.

a. In female students' language learning environment, they more cooperative with their friends in practicing speaking more than male students.

b. Female students are more careful than male students in using grammar in their speaking. In other hand, male students do not give attention on grammar in their speaking. Based on the Robin Lakof theory explain that female is hypercorrect on grammar.[98]

c. Female students are more capable in getting the teacher's instruction.

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[98] Rafiul Islam Shazu, Student of M.A., "Relationship between Gender and Language".

d. Female students are more active in speaking English than male students in group work.

e. In language learning environment, female students give more notice to their fellow learner in reminding speaking English. Based on the theory of Rafiul shazu' journal, women are more supportive and cooperative conversationalists, and men are more competitive conventionalists.

From those result above and the students' score (see appendix 1 and 2), the researcher coclude that female students are more capable in english lesson and speaking english than male students.

2. **The Role of Language Learning Environment on Students Speaking Skill**

Based on the interview result, language learning environment support is have important role in supporting students' speaking development. The research from Michigan Department of Education inform that environment is also take a role in the students' learning success.[99] In this research, the environment of students as language learner, include environment inside and outside the school. According to Sandberg there are several elements

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[99] Michigan Department of Education, *Creating a Supportive Teaching and Learning Environment for English Language Learners*.

of learning environment that should be there to optimize learning,[100] but the researcher take four elements based on the limitation of the research. There are teacher, fellow learner, monitor (language rules and vocabulary program) and school (the system and the curriculum) have roles in supporting students' speaking development.

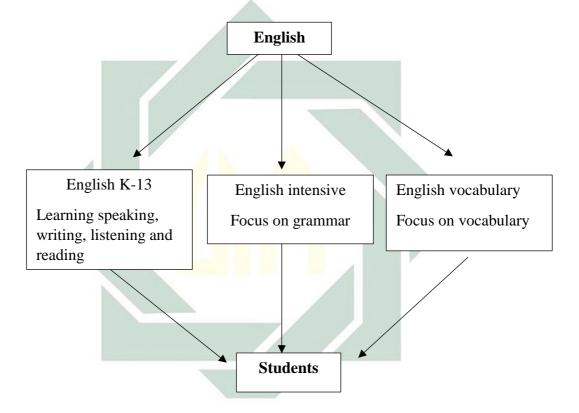The roles of four elements of language learning environment are

1. The roles of teacher is as facilitator, organizer, assessor and mentoring students in their language learning environment.
2. The roles of fellow learner is as facilitator and sign-trouble of students' speaking in their language learning environment.
3. The roles of monitoring is as organizer and facilitator of students' speaking in their language learning environment.
4. The role of school is a developer and facilitator of students' speaking in their language learning environment.

In addition, there are three kinds of English lesson that students of eighth grade learned. They are pure English lesson based on national curriculum 2013, vocabulary program and English intensive. Those three English lesson give different input on students' speaking. The English lesson from the school gives many skill to the students include speaking

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[100] Sandberg, J. A., *Educational paradigms: issues and trends. In Lewis, R. Mendelsohn, P., (ed.), Lessons from Learning,*.

skill and grammar. English vocabulary program from Islamic boarding school just focus on giving the students vocabularies in their daily conversation. Then, English intensive from the school program just focus on learning grammar and structure.

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              ▼                   ▼                  ▼
    ┌──────────────────┐ ┌─────────────────┐ ┌────────────────────┐
    │   English K-13   │ │English intensive│ │ English vocabulary │
    │ Learning         │ │Focus on grammar │ │ Focus on vocabulary│
    │ speaking,        │ │                 │ │                    │
    │ writing,         │ │                 │ │                    │
    │ listening and    │ │                 │ │                    │
    │ reading          │ │                 │ │                    │
    └──────────────────┘ └─────────────────┘ └────────────────────┘
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                          │  Students   │
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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion drawn from the research finding and discussion in the previous chapter. This chapter is divided into two parts. The first is conclusion and the second is suggestion.

A. Conclusion

Based on the research findings which were presented in the previous chapter, there are several points that can be concluded from the different language learning environment of female and male students. The different are, first, the way they practicing speaking, for female, they often practice their speaking English with their fellow learner and for male, they seldom practice their speaking because most of them seldom using English. Then, in language learning environment, female students are more notice to their fellow learner to remind using English in their speaking, in other hand, male students ignore to remind their fellow learner in speaking English. They will speak with the person that they most feel comfort.

Based on the interview data from the teacher, students and monitor, the researcher found four roles of language learning environment. The researcher categorize the role based on the elements of language learning environment:

1. The roles of teacher is as facilitator, organizer, assessor and mentoring students in their language learning environment.

2. The roles of fellow learner is as facilitator and sign-trouble of students' speaking in their language learning environment.

3. The roles of monitoring is as organizer and facilitator of students' speaking in their language learning environment.

4. The role of school is a developer and facilitator of students' speaking in their language learning environment.

In short, those four elements of language learning environment are the important elements in students' speaking development. Eventhough the elements have different role in supporting students' speaking development but the elements are complementing each other.

B. Suggestion

Based on the result of this study, there are some significant suggestion from the researcher which is stated as follow:

1. For students

Based on the finding above, from the researcher' interview, it would be better if the students keep reminding their fellow learner to speak and always the rule of their language, because it is very helpful for students' speaking

development. Never mind if we make mistake or get wrong pronunciation and grammar, because it is process to be better speaker.

2. For teacher

According to there is different between female and students' environment, try to keep good rapport with them and give the more chances to speak English. The important one is always motivate your students to be better and always confidents when speak in everywhere and with anyone.

3. For future research

Based on the result of this study, the researcher comes with suggestion for future research who are interested to conduct the research related with the speaking skill. For the future research, you can develop the teaching speaking strategy based on gender.

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