

ARTIFICIAL ENVIRONMENT FOR ENGLISH COMMUNICATION “CASE STUDY AT ONE OF BILINGUAL ISLAMIC BOARDING SCHOOL IN PROBOLINGGO”

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Abstract: The built environment with the aim of mastering English with a communicative approach is indeed often applied in the educational environment of Islamic boarding schools or bilingual schools or boarding-based educational institutions. This is to form students who are capable and master foreign languages needed for preparation for entering college and preparation for work. The purpose of this research is to find out the application of an artificial environment in one of the bilingual Islamic boarding schools in Probolinggo, in communicating using English. This research uses descriptive methods with a qualitative approach including primary data, namely data taken from interviews, observation, and documentation and secondary data, namely data collected from various previous studies in scientific articles, relevant books, and other research, to internet sites that have a relationship with this research. The results found that there was success in implementing an artificial environment for English communication in one of the bilingual Islamic boarding schools in Probolinggo. This is seen through the mental or social processing carried out by students in empirical institutions. *First*, a communication strategy by selecting communicators or English teachers who are truly competent in their fields. *Second*, using a mapping strategy for students of various levels to hone their communication competence in English. *Third*, the challenge faced by students is listening to foreign vocabulary that is difficult for them to understand. *Fourth*, the implementation of the environment in this pesantren shows maximum value even though there are some students who are reluctant to communicate in English because of awareness and lack of pressure from parents. *Fifth*, the symbolic result of mandatory English communication is the way students joke, mingle, socialize, and learning activities in the cottage using English

Keywords: *artificial environment, communication, English language.*

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INTRODUCTION

The English language proficiency of Indonesians ranks 32nd out of 70 countries in the world. This survey is based on a survey conducted by the English First (EF) tutoring agency. (Team, 2022) This survey shows that the English language skills of Indonesians are still at the middle level in the world. It could be a little overview, how Indonesian learner's ability to speak English. Speaking means the learner repeats sentences or dialogues, or chants English words. Repetition is just one useful way to practice a new language. It is important for learners to practice the language they are learning in situations similar to life outside the classroom. They need to practice real communication: talk about their lives, talk about news, express their ideas, discuss problems, etc. (J. Baker

& Westrup, 2003) In accordance with the opinions of the speakers above, it can be concluded that speaking English in class requires situations that are made as if in real life. Therefore, an artificial environment is needed by teachers or learning institutions to improve learner learning, especially in speaking English.

Otto Sumarwoto said that environment is the number of objects and circumstances contained within the space occupied which affect our lives. Theoretically, that is infinite space for the number, but practically, they are always given the space limitations that may be determined according to needs, for example: rivers, political factors, education factors, and so on (Bazzul, 2023). Meanwhile according to Munib, environment is the unity of an object space, power, and the state of the living creatures, including humans and behavior that affect the continuity of the livelihoods and welfare of human beings and other living creatures. (Munib, 2005) In other words, artificial is unnatural that shows everything that is modeled on whether the shape, nature, the workings of something already in existence that have been created.

Research relating to artificial (human made) such as artificial intelligence and educational shows, there are three kinds of models in the educational process, first model is a scientific tool, the second model is a part in the education component, and the third model is as the basis for the design of the educational component (M. Baker, 2000). From the explanation above, shows that in the educational process required an artificial, indeed the description above shows only a part of the artificial intelligence and education. However, the environment also becomes one of the supporting educational processes. In addition, the artificial environment is an aspect that is suitable in the educational process. Because, the environment is also a determinant in education, if the environment is nice, the results obtained will be also good and vice versa.

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

these Islamic boarding school use English on a regular basis as if we were in the original English-speaking countries.

Artificial environment is an example of using a simulation environment. This environment is fully controlled by the artificial environment modeller. (Khosrow-Pour, 2023) In other words, artificial environment is a training demonstrated in the form of an imitation, similar to the actual state which is controlled by the makers of the training. In this research, the simulated is the artificial environment program which requires students to speak as if they are in English-speaking countries. And this program is controlled by the school as an initiator or the program makers.

The ability of Indonesian students to speak English are still not good enough, because the English language is not used as a daily communication language. English is only used for language mastery in schools also for mastery science. So they use English in certain places such as school, tutoring agencies, tourist spot, and they use it in their gadget application and so on. Relating to those issues, as English language tends to be used in certain places and things; an artificial environment in Islamic boarding school help to improve their ability to speak foreign languages, especially English. Artificial environment that discussed here could be the holding English competition in schools, implementing English day routinely in certain days of the week, describe students experience using English, convey the discussion using English, etc. Thus, students be faced with the real situation which is common in countries that use English as the primary language (first language/L1).

Researcher chooses a title an artificial environment for English communication as research material, because the students are expected to speak English properly in real life. However, they do not use English as the primary language in their daily life. Therefore, teachers or educational institutions are expected to implemet an artificial environment. In expecting students improvement in speakig skill and their understanding towards the use of English language, artificial environment can be applied, because it is expected to improve their speaking skill. This study focuses on the artificial environment and speaking or communication in English to know how the artificial environment can increase their speaking skill in English. Researcher chooses this study because there are many students who consider English is difficult, they do not want to learn English and eventually their skill to speak English are less or even bad, and with applied the artificial

environment are expected to increase the English proficiency of students in particular skill to speak. Because the focus of this research is on speaking skill, then the artificial environment become the focus here is all artificial environment program that can increase students' speaking skill.

This research was conducted at one of the Islamic boarding schools, namely in probolinggo. The researcher chose this Islamic Boarding School because the Islamic Boarding School applies bilingual language, namely Inggrisc and English. Apart from that, this school has implemented arabic and English days for its students, then English speaking training is also held every day, namely after Isha' and once a week English grammar deepening. However, the phenomenon of the built environment that occurs in this one of bilingual islamic boarding school is that many students who attend school here have not maximized their skills in using the two foreign languages applied at this school, especially English, and also many students still complain that Inggrisc and English are difficult to understand and applied as the language of everyday communication and because of time constraints prefer reading the yellow book.

The previous research that related with the phenomenons above is a journal from Cheng-Ti Lin entitled A Successful Artificial English Learning Environment-Hong Kong Study. The aim of this study tries to analyze the social status so that the reason for this phenomenon can be induced. The researcher in this journal applied content analysis to analyze the social context of Hong Kong. Using literature study, the researcher hopes to find out how Chinese culture and the government policy have worked together to create a unique artificial English environment through education system to cultivate their human resources good English ability. The result of this research is Hong Kong creates an artificial English learning environment in its education system for students to cultivate their English. Thus, becomes a useful tool for learning in school, and in turn, a useful tool for finding a better job, it works for it goes well with the culture and benefit all. (LIn, 2011)

Oksana Bartosh in her master degree thesis, entitled Environmental Education: Improving Student Achievement. The aim of this study is to obtain statistical evidence of the positive impact of Environmental Education (EE) on student learning and to make and educational case for environmental education. The research compares two groups of school selected by the author after consulting with various EE providers, and other EE

for at least three years, and a group of comparison (non EE) schools which do not have an environmental education program or are only starting to develop it. Schools were paired using US census and OSPI (Office of Superintendent of Public Instruction) information. To evaluate the impact of the EE programs on student achievement, data about WASL (Washington Assessment of Student Learning) and ITBS (Iowa of Basic Skills) test from OSPI web site were used. WASL was Washington's state test from 1997 until summer 2009. The result of this study is schools that undertake systemic environmental education programs consistently have higher test scores on the state standardized test over compInggrisle "non-EE" schools. The mean percentages of the students who meet standards on WASL and ITBS test are higher in WASL and ITBS in the schools with environmental programs. There were no EE schools that had lower percentage of students who meet or above standards in all six areas. Overall, 73 pairs out of 77 EE schools had higher scores in at least one subject. (Bartosh, 2003)

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

Thus, the researcher tries to examine the problems that exist in zainul hasanain genggong, the students' lack of ability to speak English, but the school has an implements many language programs. This research entitled "Artificial Environment for English communication case study at Islamic boarding school zainul hasanain genggong." The scope of this research is all students or students who are enrolled in one of bilingual Islamic boarding school in probolinggo consists of grades one to four maullimin. However, the researchers only enrolled third-grade girls at the muallimin because they had received the "built environment" program for several years at this school, and the results can be seen now. How are their English skills especially in speaking when they first attended this Islamic Boarding School and how are their English speaking skills when they have been in this school for several years.

Researchers limit research only to "artificial environment" in communicating or speaking English at the one of bilingual islamic boarding school in probolinggo . One of the programs that makes this environment speak English is that in one week there are two meetings or the term extra in the afternoon. And every night there is a short prammer between five minutes and thirty minutes focused on conversation and story telling. Students are expected to practice every sentence in English only in class but not outside class.

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

English communication spoken by students in learning interactions is a medium for learning to train and develop their language knowledge and maximize strategic competence. In communicating, a person tries to use various forms of language that he has mastered to express his intentions and thoughts to others. In an effort to be able to communicate, there are important things that need to be studied, namely how students communicate in the language they are learning. Delivery of messages in communication by students who master the target language perfectly, can take place in various ways. It depends on the situation and conditions when the communication takes place and various other influential factors. (J, 1983)

So, based on the identification of an artificial environment and communication in the one of bilingual Islamic boarding school in probolinggo, this research will show how is the implementation of an artificial environment for English communication at that school. Because this research have a goals to know what are the artificial environment for English communication programs thath implemented in at one of bilingual Islamic boarding school in probolinggo. This research shown with empical effect for student communication with English ini this research.

METODE

This research was conducted using descriptive research and qualitative approaches. This descriptive research is carried out by taking data observatively, interviews and documentatively also not forgetting data with literature review. This research will certainly include various things such as strategies, the effectiveness of using the built environment, and indices in communication. The population in this study is the object observed in the form of the life of students who daily speak using English. In addition, several people related to being questioned randomly related to the dormitory policy that implements communication using English. Data collection techniques using random sampling techniques to get the results desired by the author related to the effectiveness of students who attend school. The object of this research was those who were at that time in the research location, namely in one of bilingual islamic boarding school in probolinggo. So that his real identity is unknown, be it the boarding school administrator, guardian, or teacher who teaches at the school. Therefore, there are primary and secondary data in this study. Primary data are data taken from interviews and observations of objects. Secondary data taken from literacy studies that support this study were also updated in this study. The process of occurrence in qualitative research is very dependent on the complexity of the problems to be answered and the sharpness of the researchers' traceability in making comparisons during the data collection process.

RESULTS AND DISCUSSION

This research tries to reveal the involvement of tutors and students in the development of the English language environment and the ins and outs of how well they are able to manage the English language environment. as previously stated in the background of the study that how is the built environment program to improve English communication skills. Thus, the findings of this research document several aspects regarding the Artificial Environment of English communication through interviews with teachers and students.

Among them are a) an English artificial environment strategy b) mapping of students to hone their English speaking skills c) Challenges faced by students listening to English vocabulary d) Implementation of an Artificial Environment for English Communication in the Islamic Boarding School e) Symbolic results of mandatory communication regulations in English.

A. interview with the teacher

1. English Strategy

The English strategy used by the islamic boarding school is that the tutor goes directly to the students to socialize and communicate directly in English because this is more effective, not only the monotony of delivering material in class and can quickly form an English-speaking environment. Based on the interview, Mrs. Ayu stated the following:

" Teachers prefer to work directly with students, so automatically their daily activities can be corrected immediately. because the tutor immediately went into the field to socialize using English. Likewise, there is an addition to the English vocabulary " (*Mrs. Ayu*).

Based on the clarification of the interview above, the strategy used by the tutors at the Islamic boarding school is already good, but with the addition of using game media it can actually be fun for students to learn English, not monotonous, just communication and also added to the writing of all announcements, boarding rules in English. more training students in mastering English.

This system is common in the Islamic Boarding School hut, where names who violate language rules are called after Isya's prayers in the congregation to be summoned into the language courtroom where they must relearn material that is not understood. The term court is deliberately used to give a scary impression, but in fact, when a student enters the room what is asked is remedial English skills to refresh the student's memory related to the learning that has been learned. There are also additional penalties determined by the degree of wrongdoing committed, such as cleaning the bathroom. Not stopping there, the students have to pay off the additional punishment by remembering new vocabulary in their heads. The courtroom if practicing this pattern consistently can function as an instrument in providing opportunities for students to train themselves who have not been perfect to implement the rules properly and as enforcement of language obligation rules. (Awwaludin et al., 2022)

2. Mapping students to hone English competence

The mapping of students or levels of students in the pesantren produces the following: in learning English at this pesantren, three classes are applied, namely low

class for class one SP (preparatory school), middle class for class two SP, and high class for grades one through four. SP .

For the low grade classes the focus is on mastering vocabulary or memorizing English vocabulary, while the second grade or medium class places more emphasis on mastery of making sentences from several English vocabulary, for the high class that places more emphasis on mastering the SLANK language, the term language used by a group of students who do not meet the grammar of English, such as the expression *coldent ask for more*, in *lafadz* means not the same as it should be but translated just fine. Based on the interview, Mrs. Maryam stated the following :

"So for the lowest level or low more emphasis on mastery of vocabulary or English vocabulary and interspersed with openings in the form of speech. for those in the medium class more emphasis on English pronunciation procedures and composing English words into sentence forms. then the high or high class places more emphasis on SLANK or sentence, which is a language called the language of a group of people which is not in accordance with the qoidah of English, such as the expression I'm fine, I'm fine, I'm fine or I'm good, but there are also slank expressions in the form of coldent ask for more in lafadz means not the same as it should be but translated is fine. If classes are made there are SP classes (preparatory school) 1 to 4. low class or low class 1 SP while middle class class 2 SP and high class are grades 1 – 4 SP for a total of three years of learning students are required to be able to master English "(Mrs. Maryam).

Based on the clarification of the interview above, That the mapping applied in the pesantren is quite good, but there is a lack of assessment when I observe that there is still a lack of good systematics such as combining all levels from grade one to grade four. It is better to make groups according to the abilities and talents of each student both in speaking, writing and how to pronounce in English so that students are able to master English evenly.

3. The challenges faced by students listening to English vocabulary

The challenge faced by the santri is to change the style of English inappropriately, such as communicating in English with the Madurese style. So there is no meeting point and difference which one should speak English or Maduranese. then many often use English so it feels foreign when listening to English or lack of habituation every day. Based on the interview, Mr. balya stated the following :

"Changing the English style with the Madurese style. often listen to foreign vocabulary. so the tutors put more emphasis on the accent or style of English to the students. because there is no continuity when we speak English in the Madurese style. this also makes it easier to understand English well " (Mr. Balya) .

Based on the clarification of the interview above, That the challenge in any Islamic boarding school is that there is generally a regional language that is often used by students. so that it can maximally increase more competent English tutors not only speaking in class but every tutor and administrator must speak English like this to be a reflection for future students both in terms of speaking, writing, listening, and correct language style.

Interaction using a second language, English carried out by students, be it interaction with fellow students or interaction with ustadz can affect the acquisition of input. Santri gets input when interacting with fellow students and ustadz, the amount of input obtained by students depends on the frequency of students interacting with fellow students and ustad. When a student interacts with other students or teachers, the interaction will provide input. It appears from input and interaction. This study states that input and interaction are two important things in second language acquisition. (Choiriah, 2022)

Language can direct students's attention to new objects or new relationships that are new notobene in the environment, introduce students to different views and provide information to students. Language is one of the various devices contained in the cognitive system of each individual. Piaget one of the cognitive psychologists emphasized that students are active and adaptive but egocentric individuals whose thinking processes are very different from adults, thus the learning experience is adapted to their understanding. Language skills are one of the abilities that must be developed in preschool students because with good language skills, students can not only develop in academics but students are also able to interact well in their social environment. (Bunnell, 2023).

4. Implementation of the Built Environment for English Communication in the Islamic Boarding School

The implementation of the English-speaking environment at this pesantren has been maximized, although there are still some who cannot use English in their daily lives due

to the lack of pressure from parents or local administrators, it could be a lack of awareness. so that more than thirty percent of the students still do not form an English-speaking environment. because it is not easy to form an environment because it requires the cohesiveness of a team. Based on the interview, Mr. Bayu stated the following :

"Little by little, there has been development, although the development is not rapid. there has been an increase, especially in the style of language, which was initially Madura to become an English style " (Mr. Bayu) .

Based on the clarification of the interview above, That creating a foreign-language environment depends on the systems and programs run by the pesantren management, what if the students are comfortable and comfortable when forming a foreign-language environment, we need to learn from other Islamic boarding schools that have been able to implement it, such as Gontor Islamic boarding schools or perhaps setting up written writing structures. with American or European nuances.

The language environment that is manifested in the interaction using English between students and students and the interaction of students with ustad can help increase their motivation to communicate with a second language and can provide opportunities for students to use English. In addition, this can also build closeness between students and fellow students and students with ustad, so that in communicating with English, students do not have a high level of anxiety and fear. Thus, this can build a meaningful language environment and can help their second language acquisition. (Al-Murtadha, 2023)

The environment is defined as something that is circled (circled) as a circle, based on the General Dictionary of Indonesian. In contrast to other definitions, it is an area with what it encircles. Environment, range, domain, sphere, surroundings, area, and circle are other terms of environment translated into English, with the meaning of more or fewer conditions and things that are around and around.

The role of environment can be used as a container and an instrument to develop teaching materials. The environment in the context as a source of learning in it includes events that occur amid the community along with natural events, tools in the learning and teaching process from the use and processing of used objects around, various materials that are not used and left, the physical environment in the school area, and the community within the school environment. (Gibson et al., 2021).

Language environments are categorized into two types, namely: (1) Formal environments, generally implemented in classrooms and laboratories on certain subjects that cover all concepts of formal and informal education. In a formal environment, students receive suggestions and input from teaching staff in the form of education related to language components (language systems) and language skills (language acquisition), which is based on the methods and types of teaching applied by teachers. In the formal environment there is a tendency that this type provides less language discourse than the material of the language system; (2) Informal environments, generally carried out outside the classroom and concentrating on activities that are natural in language acquisition. The intended form of language acquisition is parties who are part of the entire environment ranging from natural to artificial as well as school activities in the area of educational institutions such as employees, students/students, and teachers/lecturers. (Lestari & Wahyudin, 2020)

5. Symbolic results of mandatory communication rules in English

The symbolic results of the students communication in English were found when they joked, socialized, socialized, or studied, even if they were not able to do much, only a few of these could be a motivator for others in implementing the English language environment. Based on the interview, Miss. laila stated the following :

"Most of the students actually interact in English by hanging out, joking, or when they socialize with the teacher. This shows that the strategy implemented in this pesantren is working, although not up to one hundred percent." (Miss Laila).

Based on the clarification of the interview above, When the language is running, all students are able to practice the language properly and correctly because with frequent practice, gradually they will be able to pronounce it and it can be heard even if it's only a few sentences, but they are able to add new vocabulary in communicating.

Fluency or fluency in speaking using a second language, English possessed by students at one of islamic boarding school in pronolinggo affects the interlocutor's understanding of ideas, ideas, and the purpose conveyed. The fluency of students speaking in English and English helps listeners to more easily understand the content of the message in an interaction. The accuracy of the use of words, pronunciation, and grammatical structure in an interaction helps the speaker and interlocutor to understand each other's message content conveyed in an interaction.

The language environment can help students have high motivation to speak using English. The intensity of interaction between students and fellow students can increase their level of social closeness. The closeness that is possessed between students and ustad affects the language skills of students. Social distance owned by students and teachers plays a positive and significant role in students' English learning. Teachers need to create a language environment that builds a social closeness between teachers and students so that teachers can transfer their language skills to students more effectively. In addition, students are motivated and have low levels of anxiety in interacting with English. The language environment is important in the acquisition of meaningful input. (Zhang & MacWhinney, 2023)

B. Interview with the students

1. English Strategy

According to the students at this pesantren, the strategy should depend on the skills of each student, where is the ability, then we can conceptualize a good and correct strategy. In this Islamic boarding school, English began with students who were determined to study at Pare, then after returning home, there was a new atmosphere for students, where English learning would be applied. Based on the interview, rizka stated the following :

"Actually, the strategy depends on the skill, because English has existed in this pesantren since there were Mr. Mr. from Pare. caregivers have the goal of making English areas or environments that speak English. Then there were three students who were determined to learn English in Pare, finally they went to the caretaker and they were allowed to study in Pare. after returning from pare then apply the knowledge gained from pare for two years. These three students have different skills, the first student is speaking skills, the second is writing skills, and the third is skills on how to pronounce lafadz in English. then the students were interested in learning English because there was a new and motivated atmosphere from the three students:" (Rizka).

Based on the clarification of the interview above, That what the santri said was true, the strategy was in accordance with the needs of the santri, not all of them could speak or like English. administrators must be able to sort out which should come first learn to listen first or read first. According to the author, it should be adapted to the four skills, namely listening, speaking, reading and writing.

2. Mapping students to hone English competence

Mapping according to the students at this pesantren is that there are pressures or regulations that must be implemented by processing them through the skills or competencies that they are capable of both in terms of speaking, vocabulary mastery, or how to compose the correct words. Based on the interview, ahmad stated the following :

*"It depends on the activity of the children too, so there is a system of pressure because there is interest or not. because in the boarding house you are required to speak the language and then sort it out if you can communicate and have a good vocabulary you can be in the high class who still memorize vocabulary or are still beginners in medium class if you have mastered vocabulary and just learn to compose words. Usually new students are given courses to focus more on teaching English, teaching vocabulary mastery and communicating in English " (**Ahmad**).*

Based on the clarification of the interview above, That administrators and tutors should be able to find out the abilities of students where their weaknesses and strengths lie by testing them one by one in class mapping, we don't teach or course them directly, I'm afraid there are those who don't like English, but if learning the language is taught in a good system that doesn't bore students It is better.

3. The challenges faced by students listening to English vocabulary

Not much different from English tutors, students also feel that the challenges they face are language style and pronunciation when pronouncing English vocabulary. it is necessary to have daily habits to be able to communicate properly and correctly. Based on the interview, fahrah stated the following :

*"The challenge we face is that students have a lot of difficulties in pronouncing English properly and correctly. because in reality English is not the same as Maduranese or other languages, this is a challenge that is prepared to be included in the supervision program " (**Fahrah**).*

Based on the clarification of the interview above, The challenge faced by a student is not the same as the challenge faced by a tutor because the student does not feel the environment or the characteristics of all students. so in my opinion students must understand and obey the rules in the pesantren. Therefore, if the regulations require English, the student must be able to learn optimally how the student can speak

English well in terms of pronunciation and vocabulary that he memorizes, even if it's one or two sentences.

This system is common in the Islamic Boarding School hut, where names who violate language rules are called after Isya's prayers in the congregation to be summoned into the language courtroom where they must relearn material that is not understood. The term court is deliberately used to give a scary impression, but in fact, when a student enters the room what is asked is remedial English skills to refresh the student's memory related to the learning that has been learned. There are also additional penalties determined by the degree of wrongdoing committed, such as cleaning the bathroom. Not stopping there, the students have to pay off the additional punishment by remembering new vocabulary in their heads. The courtroom if practicing this pattern consistently can function as an instrument in providing opportunities for students to train themselves who have not been perfect to implement the rules properly and as enforcement of language obligation rules. (Awwaludin et al., 2022)

4. Implementation of the Built Environment for English Communication in the Islamic Boarding School

It's been fifteen years since this language rule has been in effect, so nearly seventy percent of the students are able to speak English, although there are some students who violate it, which is a natural thing because not all students here like English. therefore the environment also somewhat influences in speaking English. Based on the interview, herol stated the following :

"It has been running smoothly because this program complies with laws or regulations. That language has been around for fifteen years. but there are some students who do not understand or are self-aware about it, so there are some students who do not speak English. This is also a cause for an inadequate English environment" (Herol).

Based on the clarification of the interview above, Creating a foreign language environment must be at least ninety percent able to master English to the fullest. it all depends on the administrator or tutor how to conceptualize and organize the students so that they are comfortable applying the English language environment whether with media or games and so on.

This system is common in the Islamic Boarding School hut, where names who violate language rules are called after Isya's prayers in the congregation to be summoned into the language courtroom where they must relearn material that is not understood. The term court is deliberately used to give a scary impression, but in fact, when a student enters the room what is asked is remedial English skills to refresh the student's memory related to the learning that has been learned. There are also additional penalties determined by the degree of wrongdoing committed, such as cleaning the bathroom. Not stopping there, the students have to pay off the additional punishment by remembering new vocabulary in their heads. The courtroom if practicing this pattern consistently can function as an instrument in providing opportunities for students to train themselves who have not been perfect to implement the rules properly and as enforcement of language obligation rules. (Awwaludin et al., 2022)

5. Symbolic results of mandatory communication rules in English

Based on the statement of the students that the results of the English communication regulations were quite satisfactory even though there were a few of them who still spoke the Madura language style but this was the first step for them to dare to speak English rather than not speaking at all Based on the interview, rini stated the following :

“Of course, what stands out here is the competence of students in using English to communicate. The way they joke, socialize, play, listen, tell each other stories, conserve, and do things they like using foreign languages. In addition, they can understand each other even in English which is so foreign to students here “ (Rini).

Based on the clarification of the interview above, The mandatory language regulations must be obeyed so that all students can communicate in English well, but these regulations cannot be obeyed immediately. There are several factors that influence one of which is that there are still many students who are reluctant due to difficulties learning English. whereas if the rules are neatly drafted then the students will not be bored to learn English. The rules are not written, but must be applied neatly.

The English-speaking environment is formed based on the objectives of: (1) developing English-related activities and creativity by involving practice and understanding of theory under pleasant and informal situations; (2) learners can be

communicatively accustomed to using English in discussion activities, dialogue practices, and various English materials obtained in class. (Ardoïn et al., 2020)

Based on the interview above, it can be seen that in communicating with English students at the one of bilingual islamic boarding school in probolinggo. From the results of this short interview, it is known that the communicator or teacher at the one of bilingual islamic boarding school in probolinggo is a teacher who is competent in the field of English. Because the scope of English learning does not run only in the classroom, therefore the participation of students helps language learning as a whole. Judging from the selection of communicators carried out by one of bilingual islamic boarding school in probolinggo, it is by the understanding of communicators said by Harold Lasswell. A source or communicator is a party who takes the initiative or has a need to communicate, the communicator can be an individual, organization, group, company, or even a country.

They do a strategy to pump students' competence with English is to do the mapping. As explained earlier that they prioritize social. So they do the mapping to communicate well and not be awkward or don't understand what friends who have a higher language level say.

Then the competence that is highlighted in the application of English in the Islamic Boarding School environment is the way they use English for listening, speaking, joking, playing, and other activities. From here the compatibility they get is competence in language learning in the form of vocabulary use and selection, grammar use, and competence in listening to foreign terms used by others.

From this it can be concluded that the one of bilingual islamic boarding school in probolinggo has an educational program in the form of implementing an English language environment. First, the communication strategy by choosing English communicators or teachers who are really competent in the existing fields who are required to work directly with students is not just material in class. Second, using mapping strategies for students of various levels to hone communication competence in English. Third, the challenge faced by students is listening to foreign vocabulary that is difficult for them to understand. Fourth, the implementation of the environment in this pesantren shows maximum value even though there are some students who are reluctant to communicate in English because of the awareness factor and lack of

pressure from parents. the five symbolic results of the implementation of the English language environment are quite satisfactory even though there are some students who are still not enthusiastic about learning English.

SIMPULAN

The application of the built environment for communication has found results. From this it can be concluded that the one of islamic boarding school in probolinggo has an educational program in the form of applying English. First, a communication strategy by selecting communicators or English teachers who are truly competent in their fields. Second, using mapping strategies for students of various levels to hone communication competence in English. Third, the challenge faced by students is listening to foreign vocabulary that is difficult for them to understand. Fourth, the implementation of the environment in this pesantren shows maximum value even though there are some students who are reluctant to communicate in English because of the awareness factor and lack of pressure from parents. the five symbolic results of the implementation of the English language environment are quite satisfactory even though there are some students who are still not enthusiastic about learning English.

From here this research has been found and known results that can be used as a reference and application of the existence of a language environment for communication. Suggestions for this research are that this research is continued in accordance with aligned interests. This research can be used as a reference in applying the language environment for student communication. The author hopes that this research will be able to produce more innovative and up-to-date follow-up research.

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