

CHAPTER II

REVIEW OF THE RELATED THEORIES

This chapter is presented to highlight some theories functioning as the basis of the research. It covers about CLI, Function of CLI, Language Environment, Islamic Boarding School. The explanation of each literature is explained briefly as follows:

A. Language Environment

1. The concept of language environment

The environment is nature, including the living and non-living world above us. Ecology is the science that tries to answer some questions about how nature works and how organisms interact with other organisms or with the environment called ecosystems. Therefore, ecosystems consist of components that live and die or are rigid. Ecology is the study of living organisms and their relationships with people around us. Ecosystems are all non-living factors, living communities and species communities in an area. Nature automatically recycles the objects used to return them to useful objects. The food chain is above the ground and is a picture to show the flow of food energy into the environment.

The learning environment is all elements that are mobilized by educators from textbooks, teaching methods and educational activities during, before and after the semester, all of which lead to a single educational strategy that shapes the learner's response as desired.

Guehenno sees that the linguistic environment is all that students hear and consider related to the second language students learn. The environment intended by the researchers here is, as Helmi Zuhdi said, the English environment here has all the material and moral factors that will influence the educational process. The professionalism and surrounding potential are related to English, which can influence his efforts to find success in teaching English.

As said by luwis ma'luf al-yasufi that the Language environment is a language consisting of two words, which means the environment in the sense of the case and linguistic in the meaning of language. The language environment is all that students see and what they hear in their communication in English in learning it.

2. The goal of language environment

The objectives in forming and organizing a Language environment are:

- a. To familiarize students with the use of English through conversation, discussion, seminars, lectures and editorial expressions.
- b. Give reinforcement in the acquisition of English.
- c. Encourage creativity and integrated activities for English speakers between theory and practice In short term, the purpose of forming and organizing the language environment is to improve and enhance students' abilities and skills in the use of English in terms

of listening, reading, speaking, and writing so that during the learning process English becomes effective.

3. Types of language environments

The language environment has two parts:

a. Formal environment, one of the language environments for learning languages, which is concentrated on understanding rules in particular. The characteristics of formal environment are:

- 1) Artificial
- 2) This is one of all language educations in schools
- 3) That during their education, students are given jobs to support the rules and then collected to the teacher for examination. Either the influence of the language environment on acceleration and success Language education is divided into three roles meaning the role of inspection, the role of expansion, and the role of standards in language acquisition.

b. The informal environment is a natural environment that is not produced. Like friends, mother tongue or educators, language in the ensemble, the teacher's own language in a mother outside the classroom. All said to affect student outcomes in language acquisition. The Language Environment itself is divided into three areas:

- 1) The school environment, as we know that education staff are used in the family and also in teaching English.

Therefore, the environment at school is part of family education and is a connection of family education and at school, boys talk to others and in this case help students to speak skills.

- 2) The community environment, and in this environment, students are not seen from boys or professors and in this student are seen by scientists and friends from the group, and this environment must be helpful for cases used for education and education. What goes into the social environment are signs: openness, positive attitudes from new positive attitudes toward novelty, comparing individual differences, giving mixed attention.
- 3) The accompanying environment, such as school owners and close friends. This has a big impact on the pedagogical promotion of boys especially for moral promotion such as living boys who are treated with delinquent youths who lead to everyday manners. As well as a boy who lives with those who can speak English every day and night is followed.
- 4) Conditions in the organization of language environments.
 - a. Positive attitude and appreciation of English from all school populations such as students, workers, institutions and teachers / professors. Because this

all has a big impact in regulating the linguistic environment.

- b. Basic and clear principles in terms of methods, body, and models in organizing the linguistic environment as desired by the school itself. This foundation is very important, if the system requires that there must be a "language court" that has the obligation to observe, observe the discipline of language as well as determine to impose sanctions.
- c. People who are able to blunt fluent in English.
- d. Give sufficient funds or money, to prepare everything that accompanies the language movement from the language center in the language environment organization.

5) The basis for the organization of language environments

- a. Basic integration with vision, tasks and direction in English language education. Placing the language environment in the structure of the drive for the purpose of teaching English.
- b. Based on intrinsic scale and diversity of creativity programs. This step gradually increases attention to specific points, such as congratulations that are needed at each meeting. The basis for everyone's active participation in the practice of speaking English.

- c. Basic in speaking English in a row, because it is difficult to require creativity and interactive.
- d. Basic uses of technology in teaching English, such as the use of the Internet in providing new and contemporary vocabulary.

B. Islamic Boarding School

The development of the world has created a modern period. Fundamental changes in the socio-cultural structures often hit on a variety of establishment. So, implicate for the necessity to conduct modernization, without exception for the pesantren education system. Therefore, pesantren education system must always execute reconstruction of his teachings in order to keep survive.

This was shown by the innovations that have started since 1930, which is marked with the emergence of modern predicate for some boarding schools. In addition to the system that has been exist; the classical education system (Madrasah) in some boarding school also proves that there is an educational renewal among Muslims. (Djaelani: 31).

Then, how the modernization of boarding school (pesantren) is implemented is still in question and there should be clearly restrictions. For more details about pesantren, the system and the modernization will be explained as follows:

1. The Definition of Pesantren

Moreover, according to M. Arifin in Farida (2007: 8), a boarding school is an Islamic education institution which is grown and recognized by the community around it. With dormitory system (boarding school in the complex) the students receive religious education through recitation or madrasah system that is fully under the leadership of one or some Kiai. From the explanation above, it is clear that the word “santri” has two meanings when viewed from two aspects. First, as a social phenomenon, santri that means a community or a group of people who obedient about following the teachings of Islam. Then, second as an education category, santri that means students who studying Islam to the teacher or Kiai and they stayed in lodge or dormitory. In the further development, the name of Islamic education is growing to boarding school.

2. Types of Pesantren

According to Ali (2007: 44) there are pesantrens that still maintain the shape of pesantren that was originally called Pesantren Salafi, and there are pesantren that adopted renewal in accordance with the rhetoric of the community and the development of modern technology, those boarding schools called as Pesantren Khalafi. Thus, today's Islamic educational institutions in the form of boarding schools can be divided into two, namely:

- a) Pesantren Salafi or Traditional Boarding School is boarding school that still maintains the traditional form with the components of Kiai, lodge where students stay, mosques, santri, lessons of yellow books (classical Islamic texts) with the bandongan and wetonan teaching methods.
- b) Pesantren Khalafi or Modern Boarding School, is boarding schools that have received the changes with classical or madrasah system and put general studies. The institutional organizations and religious thought also accepts contemporary issues.

C. CLI

CLI (Central Language Improvement) are the manager which manage and supervise all the language program at Modern Islamic Boarding School. The duties of CLI is to make English language material and CLI gives it to the dormitory. Than the material that given by CLI gives to the students by staff of dormitory. CLI controls these activities if there is any problem. Vocabularies learning is one word one day after pray Shubuh in everyday, teacher is the language leader in rayon. For all parts of boarding school must be using the language, if do not use it, there is no tolerance. There are hard punishments to students who break the language rule. But for new students in first half semester can be use Arabic language and a little English language, but in the last year they must use both of language.

D. Review of Previous Study

There are four previous study in this research they are:

1. A thesis by Syaiful Ma'arif 2015. This research is find on study in teaching and learning speaking in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. The difference that study and this study is in the finding result, in the previous study only focused in technique used and the explanation of the theory of teaching and learning speaking at all English learning and teaching process at Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. While in this study the researcher focused on The Role of CLI (Central Language Improvement) in Managing Language Environment at Darul Hikmah Modern Boarding School. This study served the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility, materal and the evaluation of the program managed by CLI Department.
2. A thesis by Miftahurrohmah 2012. This research is only focused on the language speaking activities conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung, includes the description of activities of English language learning in the school and the purpose of language speaking activities conducted at Islamic Boarding School Jawaahirul Hikmah Besuki Tulungagung. While in this study like the researcher explained before that focused on The Role of CLI in Managing Language Environment

at Darul Hikmah Modern Boarding School and the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility, material and the evaluation of the program managed by CLI Department.

3. The previous study by Nurma 2018. The focus of data in the research was the process in implementation of daily conversation towards students' speaking ability. While in this research focused on The Role CLI in Managing Language Environment at Darul Hikmah Modern Boarding School and the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility, material and the evaluation of the program managed by CLI Department.

A thesis by Danisa Puji Wahyuni 2014. The aim of the research was to improve the speaking skills of grade VII D students at SMPN 1 Mlati, Sleman in the academic year of 2013/2014 through video clips. The research was classified into action research which was conducted in two cycles with three meetings in the first cycle and three meetings in the second. While in this research focused in describing The Role of CLI in Managing Language Environment at Darul Hikmah Modern Boarding School and the descriptive information of the program during several time on the rules in the boarding school with the explanation of the activity, facility, material and the evaluation of the program managed by CLI Department.