

## **Chapter One**

### **Introduction**

Chapter one discusses the introduction of the research. This chapter consists of several sub chapters starting from the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, and the organization of the chapter.

### **Background of the Study**

In the learning process, environment has become one of the important elements for students in helping them through their learning journey. Regardless of the school environment, home environment and playground can also be their means for the learning process. The difficulty of finding a good social environment for the learning process is one of the problems that we can see today. Even in the classroom, students sometimes find it difficult to keep up with the atmosphere and process of the learning they participate in. One of the things done by students is learning a foreign language. In learning a foreign language, it needs a good social environment. According to Ellis (2015), supportive environment promotes significant communication between students and teachers as well as between students and other learners, supporting language development through meaning negotiation and communication.

When learning a language, for example English, there might be challenges. There are various problems that can be found such as lacking students' courage in speaking using the English language, lack of interaction using English, disadvantages in accessing and obtaining reading in English and many more. The English skills become very difficult to obtain due to the lack of

knowledge of the language itself and not accustomed to using the language. Another problem that we can see about the learning of English skills is the environment that is not conducive.

The correlation between supportive social learning environments and the improvement of English skills becomes very clear where the environment can help students in learning the language and increase their knowledge of the language and also increase their motivation because they can use English language without fear of making mistakes in any English skills. An environment where they feel equalized to be positive in learning, they will not be afraid to do wrong things and will continue to learn because students are surrounded by people who are also studying with them.

The researcher is drawn to this issue because of his own experience of learning English in different environment. Now that he is studying in English Education Department, he is exposed to environment that requires all students to participate in many activities. Every day, students can use English in the Department area. This place can be one example to form an environment that can help students in learning and improving their skills.

Researchers look at phenomena where some people or students who has a friendship with other person who has a good English skill. Engaging in daily conversation with English-speaking friends not only facilitates language acquisition but also enhances comprehension of syntax, vocabulary, and tone. They learn best through imitation, and with friends who speak English well, they have an excellent role model to follow. Friendships with English-speaking friends also expose them to genuine English-speaking environments, giving them a firsthand understanding of the language's everyday context. Consequently, making friends who speak English well not only improves students' communication abilities but also provides them with fresh perspectives on

culture and the outside world. Upon witnessing this behavior, researcher developed an interest in understanding their viewpoint of the social environment that can impact their proficiency in English skills.

Hence, there are numerous circumstances that can be utilized as an environment for language acquisition. Therefore, this research aims to explore the perspective of students towards a social learning environment.

### **Identification of the Problems**

Based on reason above, the researcher is interested in investigating students' perception on social learning environment towards English skills mastery. Social environment has become one of crucial factors for students in learning language. Unfortunately, not all students have a good environment to help them developed their language learning. There is some problem which students deal with in their social environment. First problem is lack of peer connections. Peer relationships are essential for the development of critical communication skills, empathy, and development of identity. Peer interactions also give students a forum for collaborative learning where they can share ideas, lend assistance, and have beneficial conversations. Second problem is cultural factors to determine their individual and collective effects on students' English language acquisition. Due to the wide range of perspectives, they offer and the encouragement of tolerance and understanding among students, these cultural variations can enhance the educational process.

### **Delimitation of the Problem**

In line with the identification of the problems, the researcher tries to see how the environment of the English Education Department is described by students, the environment which is concerned with a social environment in terms of family, peer and friends, and community. The

researcher will investigate several students of the English Education Department who are related to the social learning environment and English skills.

### **Research Questions**

Based on the limitation of the problem above, the researcher formulates the research problems as follows:

How do students of English Education Department perceive the importance of social learning environment towards their English skills' mastery?

### **Objectives of the Research**

Based on the formulation of the problems above, this research aims to:

To explore the importance of social learning environment in terms of family, peers and friends, and community, towards their English skills' mastery based on students' perspective.

### **Significances of the Research**

The findings of this study are intended to be useful both conceptually and practically, as detailed in the next section.

### ***Students***

The findings of the research are expected to help students know the importance of social learning environment. It is expected that this study will help students in opening up their perspective on the influence of the language learning environment to master English skills. In addition, students can be more aware about something which affects their learning process.

## ***Teachers***

The findings of this research give information about the importance of social learning environment based on the students' perspective. These results also can give a new idea about learning methods for teachers according to students' perspective about social learning environment.

## ***Other Researchers***

The findings of this research will provide information and reference related to research to be carried out. In particular, this study will assist other researchers in finding solutions to overcome the language learning environment. These findings also can deliver to other researchers a new point of view about the language learning environment.

## **The Organization of the Chapter**

This research consists of five chapters and each chapter has sub-chapters. The detail information of each chapter can be seen as follows:

The first chapter covers the study's introduction, which includes background of study, identification of the problem, delimitation of the problem, research questions, research objective, and significance of research. The second chapter is devoted to a review of the literature. The researcher addresses about the environment, learning environment, and social learning environment, as well as a review of relevant studies and a conceptual framework, in the literature review. The research methodology was discussed in Chapter 3, which cover the study design, research environment, research participants, data collection techniques, data collection procedures,

and data analysis. Chapter 4 presents the findings. While the last chapter, Chapter 5 discusses the conclusion and recommendations.