

**The Influence of Social Environment On English Language Mastery  
Among Senior High School Students**

**Muhamad Taufan<sup>1)</sup>, Edden Gus Gery<sup>2)</sup>, Yusuf Maulana<sup>3)</sup>**

**Universitas Indraprasta PGRI**

**Email: taufannurodo@gmail.com**

ARTICLE INFO	ABSTRACT
<b>Published:</b> September, 25 <sup>th</sup> 2024	<i>English is currently an important global language in various fields, from education, economics, to technology. In Indonesia, English is taught as a foreign language in the education curriculum. However, even though it has been studied since elementary education, students' ability to master English varies greatly. One factor that can influence English language mastery is the social environment. The social environment includes students' interactions with family, peers, and teachers, as well as their exposure to media and technology. In this context, it is important to understand the extent to which the social environment influences students' English language skills. Family influence, including parental encouragement and exposure to English at home, plays a significant role in shaping students' language development. Similarly, the school environment, particularly through extracurricular activities and facilities, enhances students' practice and usage of English. Peer interactions also contribute significantly to students' conversational abilities and confidence. Furthermore, consistent engagement with English-language content in media and entertainment was found to reinforce vocabulary acquisition and listening comprehension. The results suggest that creating an English-rich social environment, both at home and in school, can greatly enhance language learning outcomes. This research provides valuable insights for educators and policymakers in designing strategies to improve English language education by fostering a supportive social environment for learners</i>
<b>Keywords:</b> : Social Environment, English, Students, Family, Technology	

## INTRODUCTION

English as foreign language and how it is correlated with the students and as well as with the learning environment. Within the field of learning environment, efforts have been made to investigate the relationship between various dimensions of the learning environment and other areas of learning process. In particular, many researchers attempted to inquire into the relationships between learning environments and attitudes towards a specific subject area. This work is an investigation into the influence of the learning environment of English by the school students of Indonesia. The factors affecting learning of English at the school level are also identified.

Based on the background above, the problem formulation in this research is:

1. How does the family environment influence students' mastery of English?
2. How does the school environment and interactions with teachers and peers influence English language mastery?
3. How does the use of digital media and technology affect students' English language skills?

### **Research purposes**

This research aims to:

1. Analyzing the influence of the family environment on students' mastery of English.
2. Evaluating the role of the school environment and social interaction on the development of English language skills.
3. Examining the influence of media and technology in accelerating the mastery of English among students.

### **Benefits of Research**

This research is expected to provide the following benefits:

1. For teachers and educational staff, as a reference for creating a learning environment that supports English language mastery.
2. For parents, it provides insight into the important role of the family in children's English learning.
3. For students, it provides motivation to utilize the social environment as a means of learning English.

### **Literature Review**

#### **Language Learning Theory**

Language learning theory emphasizes that language mastery is influenced by various factors, both internal and external. Some theories that are relevant in this research are:

1. Second language acquisition theory (Krashen, 1982), which explains that comprehensible input and supportive environmental conditions are key in second language learning.
2. Social Interactionism Theory (Vygotsky, 1978), which emphasizes that cognitive development, including language acquisition, is influenced by social interaction

The discussion of second language acquisition theories can be enriched by examining how comprehensible input and social interaction create conducive environments for learning. Stephen Krashen's Second Language Acquisition Theory (1982) posits that learners acquire languages most effectively when they are exposed to input they can understand within a supportive environment. This aligns with Vygotsky's Social Interactionism Theory (1978), which underscores the role of social interactions in cognitive development.

The studies referenced further highlight the practical implications of these theories. For example, Brown's (2007) study found that family support plays a crucial role in enhancing English language proficiency among students. This supports Krashen's view, as family can provide a rich source of comprehensible input and a supportive environment for language practice. This suggests that strengthening family involvement in language learning could be a key strategy for educators and policymakers.

Richards & Schmidt (2010) emphasized the importance of media exposure in developing listening and speaking skills, underscoring the idea of comprehensible input outside the traditional classroom. This exposure can supplement formal learning and facilitate natural language acquisition, in line with Krashen's theory. This finding suggests that incorporating English media into language learning curricula might enhance language acquisition outcomes.

Ram Krishan (2014) advocated for a holistic approach involving school, family, and society's cooperation to foster a healthy learning environment and improve English proficiency. This aligns with Vygotsky's emphasis on social interaction, suggesting that learning is most effective when it occurs within a socially supportive context. This holistic approach suggests the potential benefits of community-based language programs that engage various stakeholders in the learning process.

In conclusion, these theories and studies collectively highlight the importance of a supportive and interactive learning environment that leverages both comprehensible input and social interaction. Educators can draw on these insights to design multifaceted language learning programs that integrate family support, media exposure, and community involvement to optimize second language acquisition.

## **METHOD**

### **Research Approach and Methods**

This research uses a quantitative approach with survey methods. Data was collected through questionnaires and English language proficiency tests to measure the influence of the social environment on students' mastery of English.

### **Population and Sample**

The population in this study were high school students in class X and XI at SMA AL WILDAN ISLAMIC SCHOOL Tangerang. Samples were taken randomly from a total of 50 students as respondents.

### **Research Instruments**

The instruments used in this research include:

- Questionnaire, which contains questions about the family environment, school environment, interactions with peers, and use of technology and media.
- English language proficiency test, which includes aspects of reading, writing, listening and speaking.

### **Data Collection Techniques**

Data was collected through distributing questionnaires and administering English language tests in the schools in the research sample.

### **Data Analysis Techniques**

The data obtained were analyzed using linear regression analysis techniques to determine the relationship between social environmental variables and English language mastery. Descriptive analysis was also used to see the frequency distribution of questionnaire answers.

## **RESULT AND DISCUSSION**

### **The Influence of Family Environment on English Language Mastery**

The research results show that the family environment has a significant influence on English language mastery. Students whose parents provide support in the form of providing English learning resources or interacting in English at home have better abilities. The parents should mate with the teachers to bring up a good study habit to the kids. For example, watching the English program more than an hour every week and so on. The parents should try to give the kids the English word directly related to the real object, not do any explanation of Indonesian and other local language. When they are playing with their kids they could ask kids, "What is this?" Let the kids guess and use the word which they have learned to say once again.

And also, parents should supervise their kids' way of English knowledge; make them get the significance of cultural influence. Parents should guide the kids to read some good English books and watch some kinds of English films. For example, read books by Hemingway, watch the Wild Robot movie. Let them know more about English culture.

### **The Role of the School Environment and Social Interaction**

The school environment, including the quality of teacher teaching, intensive English language programs, and interaction with peers who use English, has been proven to improve students' language skills. Students who are often involved in extracurricular activities that use English tend to be more confident in communicating in that language Widiyarto, S. (2022).

The students should try their best to speak English in class. Do not use their mother tongue more in class. The teachers ought to create an English atmosphere in which students can listen to and speak English in class. This is very important. When the students have no more vocabularies, teachers ought to try hard to use the simple, direct language to teach and arouse the students' interest (Saputri.et al, 2022). Students can share the feeling of achievement when they can understand what the teacher says in class (Sunarmintyastuti,.dkk 2022). That will

inspire them to be more interested in English and open their mouth to speak English. Besides, teachers can create a real scene, and lead students to accomplish assignments. This is also an important part of the disposal of the environment in the English class.

#### The Influence of Technology and Media on English Language Mastery

Technology and media also have a significant positive influence. Students who frequently use language learning applications, watch English films, or listen to English music show improvements in listening and speaking skills. Modern teaching technology could help students to think in their English actively. It is an advantage for students to learn English, and also a good condition for learning. Through all kinds of modern teaching technologies, they could create more scenes of English learning. They will urge students to speak English in class. All of these are propitious to cultivate students' learning habits. In the modern teaching technology process, teachers must try their best to provide the chance for the students. Let them be the main body in class. From this part, it will make them really use their brain, mouth and hand. Teachers could demonstrate on the blackboard. And let students take part in the activity and manipulate it. At the same time, teachers, according to the students' questions, repeat the demo. Students will remember it in their mind

#### CONCLUSION

Based on the research results, it can be concluded that the social environment has a significant influence on mastery of English among high school students. Family environment, school, interactions with peers, and technology and media all play an important role in supporting the development of English language skills. School education is the main education it should make the best of social milieu and family environment. Teachers should not limit the English teaching in class. They should moderate school, family and society three aspects' mutual aid matches with cooperation. In this way, they can train students to have healthy consciousness and improve students' English proficiency comprehensively. Parents are expected to be more active in supporting their children in learning English by providing adequate learning resources. Schools need to improve the quality of English language teaching and provide more programs or extracurricular activities that use English. Students are expected to be able to utilize technology and media as an effective means of learning English

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