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Exploring the Influence of the Environment on Students' Second Language Acquisition: A Comprehensive Psycholinguistic Study

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Abstract - Al-Maliki 2 Sukodono Islamic Boarding School employs a distinctive approach by implementing a bilingual education system using both English and Arabic languages. However, in this regard, there are several obstacles, namely lack of students' enthusiasm, inconsistency, lack of interest and family support, as well as limited facilities. Therefore, to address these issues, a concept is introduced that every student who wishes to become a member of that community is required to use the same language, either English or Indonesian. Furthermore, the research aims to demonstrate various types of motivation that can be employed by educators, institutions, and parents. Al-Maliki 2 Sukodono Islamic Boarding School implements bilingual education, incorporating both English and Arabic for communication. However, throughout this process, several barriers hinder the students, such as a lack of interest in foreign languages and inadequate support from families with no foreign language background. This research explores the process of acquiring English as a second language for students and emphasizes the significance of the environment in second language learning. Data can be collected through speaking or writing tasks, where participants are asked to generate specific language. This aids in understanding the language production process, planning, and decision-making involved in selecting words and sentence structures. The findings of this research are expected to assist schools and non-formal institutions as organizers in identifying motivational approaches that can be applied to students in English language learning. Ultimately, this can lead to improved quantity and quality of students' English language proficiency, fulfilling Indonesia's workforce demands.

Keywords: Comprehensive Psycholinguistic Study, Various Types of Motivation, Bilingual Education System

I. INTRODUCTION

Language is a means of communication used by individuals to interact with others. The type of language used by a person can vary depending on their origin and the environment in which they grew up. Purba (2013) says that a second language is generally acquired after an individual has already acquired their first language. Before someone learns a second

language, they undoubtedly already have their first language, which they use for communication. This is what gives rise to the terms first language and second language. Purba (2013) defines the first language as the language learned first by an individual, while the second language is acquired after the first language. With the abundance of languages used for communication, each person has a first language

and a second language used as a tool for communicating with others.

However, in this context, the English language proficiency of Indonesian society is still considered very low. This is in line with findings from EF Education First, which indicate that Indonesia has a relatively low level of English proficiency, with a score of 48.45 in the EF English Proficiency Index 2021. A survey conducted by the Indonesian Ministry of Education and Culture in 2019 also revealed that about 75% of junior high school students felt their English language skills were below average. As a result, future generations may face limitations in terms of resources, inconsistent implementation of learning, fear of speaking in international settings, cultural barriers on a global scale, and several other challenges. Therefore, strategies to address these challenges must involve government policies related to improving a well-structured curriculum, teacher training, technology integration, and other initiatives.

This assertion is made because the role of the English language is crucial in Indonesia's efforts to participate on the global stage. By recognizing the importance of English as a second language, overcoming obstacles faced by students, and fostering a positive learning environment, Indonesia can prepare its citizens to confidently communicate in the global arena. This is due to the fact that the English language has become a primary global language that connects people from various cultures and backgrounds. In the context of Indonesia, where diversity is celebrated and the need for effective communication with the world is increasing, the significance of English as a second language cannot be overlooked.

It is important to realize that English holds significant relevance in the global arena, including the ability to engage in international communication, access opportunities in the global job market, and pursue higher education. In the context of international communication, English serves as a universal language that enables cross-cultural interaction, exchange of ideas, and economic opportunities. In the global job market, English proficiency adds value and enhances competitiveness in the international arena, opening up broader career prospects. Finally, in higher education, English proficiency

is often a requirement for accessing many academic programs at international universities.

Therefore, for the young generation of Indonesia, it is essential to have a second language like English as a means of communication. English is considered crucial as a second language because it is an international language studied by all countries. It is also one of the mandatory subjects in schools, emphasizing the importance of learning foreign languages. In the era of globalization, individuals interact not only with Indonesians but also with people from various parts of the world who use English as the language of communication.

English language learning has been widely developed in Indonesia, both in formal settings such as schools and universities and non-formal institutions like tutoring centers, which also play a role in facilitating the learning of a second language. However, there are still many young people who lack motivation to learn English as a second language. One of the factors influencing a student's learning achievement can be seen from their performance on school exams. This is due to the lack of motivation from their environment or family.

Motivation is crucial for students in the learning process as it provides enthusiasm and encouragement for them to be active and enthusiastic in their studies. If students have high motivation, their English language learning achievements will improve, leading to an increase in the proficiency of English language learners. This improvement will have an impact on the availability of English-speaking workforce. Conversely, if students have low motivation, their performance in learning English will also be low. This condition can result in a lack of skilled English-speaking workforce. Given the increasing demand for English-speaking workforce, effective anticipatory actions are necessary.

According to Dörnyei & Csizér (as cited in Ying et al., 2013), in the theory of second language acquisition, motivation is usually considered a factor that consists of aspiration to achieve specific goals through language learning, willingness to make efforts and sustain efforts in achieving those goals, and attitude towards language acquisition and the community using the language. From the above opinions, there are three influential factors that

motivate someone to learn a second language. First, the goal of achieving something in a person's life is the greatest motivation to obtain or learn a second language, as individuals will do everything to achieve something that has become their ultimate goal. The second motivation aims to maintain or develop the goals that have been achieved. The third motivation is the role of society or situation that encourages individuals to act in the same way as learning a language frequently used in communication to equalize their position within a group.

The third motivation is the most critical aspect that supports an individual in learning a second language because, in a group that has different language habits, a person in that group must force themselves to adapt to the existing language culture. Tarigan (as cited in Syahid, 2015) states that the process of language acquisition can be considered as one aspect of acculturation, where individuals experience a level of acculturation to a particular language group to obtain a second language or foreign language. This opinion is also reinforced by Klein (as cited in Ying et al., 2013), who mentions four motivational factors in learning a foreign language: social integration (learning a language to participate in a society that uses the language), communicative needs (the purpose of language learning), attitude (subjective orientation toward the language being learned and the people who use it), and education (learning a foreign language as part of compulsory education in a society).

So far, researchers have not found a specific study that addresses the exploration of the influence of the environment on students' second language acquisition through a comprehensive psycholinguistic investigation. However, there are several studies that bear resemblance to this research. The research conducted by Nursanti & Purbani (2022), which focused on a thorough examination of language acquisition and development in individuals with mild mental retardation. This research explores language acquisition and development in a 14-year-old child with mild mental retardation. Caregivers, including parents, family, teachers, friends, and neighbors, play a crucial role in language development. The study employs a qualitative case study approach, revealing that the child underwent speech therapy and received

parental support through resources like books, stationery, and gadgets. The child learned four languages, namely Bahasa Indonesia, Javanese, English, and Arabic during schooling, each serving distinct communication purposes. Attending an inclusive school with specialized teachers contributed to academic and non-academic progress. The supportive neighborhood environment boosted the child's social confidence. This research suggests reference to these findings for enhancing language acquisition treatments for mentally disabled students. This study bears similarity to the research by the scholar, particularly in terms of language development and acquisition. However, the distinction lies in the research subject, which involves 14-year-old students, while the scholar's research focuses on students at Pesantren Al-Maliki Sukodono 2.

The research conducted by Karakas (2020) about exploring psycholinguistic difficulties in learning foreign language vocabulary in light of the English language. This research explores challenges learners face in English vocabulary acquisition through psycholinguistics. It delves into mental processes of memorizing, storing, and using words. The study addresses questions about ease of learning words, word knowledge, storage and retrieval difficulties, and psychological and linguistic factors affecting learning. The paper offers practical suggestions to tackle vocabulary issues from a psycholinguistic angle, drawing from psycholinguistics' relationship with applied linguistics and foreign language education. This research shares similarity with the researcher's research in terms of English language acquisition. However, it differs in terms of theory, methodology, and research subject. The researcher's research concentrates on the influence of formal and informal environments on the acquisition of Arabic and English language skills among students at Pesantren Al-Maliki Sukodono 2.

The research conducted by Milal, Kusumajanti, Jannah, & Fi'aunillah (2021) about environmental factors promoting learners' language acquisition. External factors encompass elements external to the learners yet significantly shaping their language acquisition. This research explores the potential impact of these factors on language skill development and how they interact with language abilities. The

result show that the assertion is that multiple external factors affecting learners' language competence can be attributed to both formal and natural environments. These environments manifest in rich linguistic input readily available and consistently accessible to learners. These insights are valuable for language teaching and learning practices, particularly in enhancing effective language acquisition. This study shares similarity in terms of environmental factors, while the differences lie in the theories, methodologies, and research subjects employed.

Furthermore, there are several studies that bear resemblance to this research, specifically regarding the role of Kyai, conducted by Mahardhani, Nawiruddin, Jalaluddin, Julhadi, & Muta'allim (2023); and Similar research in terms of and Pesantren was conducted by Haryono, Wibisono, Sofyan, & Muta'allim (2023); Sofyan, Yudistira, Muta'allim, Alfani, & Ghaffar (2022); the research about language, and culture was conducted by Muta'allim, Sofyan, & Haryono (2020); Muta'allim, Alfani, Mahidin, Agustin, & Wicaksi (2021); Muta'alim, Nawawi, Alfani, Ghaffar, & Wafi (2021); Salikin, Muta'allim, Alfani, Hosaini, & Sayfullah (2021); Yudistira, Muta'allim, Nurcaya, Julhadi & Pattiasina (2022); Sofyan, Firmansyah, Muta'allim, Solissa, & Rosikh (2022); Irsyadi, Fitriyah, Hanifiyah, & Muta'allim (2022); Dumiyati, Musnandar, Julhadi, Na'im, & Muta'allim (2023); and Yudistira & Muta'allim (2023).

Based on several prior studies, there is specific research that examines the influence of the environment on students' second language acquisition with a comprehensive psycholinguistic study. Consequently, this research falls under the category of relatively recent studies. Thus, the researcher is highly motivated to conduct this study to address this research gap. Moreover, this study holds various contributions and implications for the general audience.

The contributions of this study encompass providing a nuanced and holistic understanding of language acquisition through the interplay between psychological processes and environmental factors; bridging theoretical insights from psycholinguistics with practical language teaching scenarios; offering novel insights into the impact of environmental factors, both formal and informal; potentially

influencing language education-related policies, thus fostering supportive language learning environments within educational institutions; and guiding professional development initiatives for language educators, providing strategies to effectively navigate environmental influences.

Meanwhile, the implications include offering in-depth information for language teaching methodologies regarding environmental impacts. Educators can adjust their strategies to harness these influences for more effective language acquisition. This research can guide the development of language curricula that incorporate environmental factors, thereby promoting a more holistic language learning experience. Recognizing the environmental impact on language acquisition could lead to personalized instruction, catering to learners' diverse backgrounds and experiences. Educational institutions and policymakers can allocate resources to create language learning-supportive environments, considering both formal and informal settings.

Overall, this research has the potential to reshape language education by highlighting the critical role of the environment in second language acquisition. Its implications for teaching practices and curriculum design, coupled with its contributions to the theoretical and practical understanding of language learning, make it a valuable resource for educators, researchers, and policymakers in the field of language acquisition. Building upon the aforementioned background, the researcher formulates the research problem, namely what is the influence of the environment on students' second language acquisition at Pesantren Al-Maliki Sukodono 2? To answer the research problem, i need theory of second language acquisition.

A second language is a language possessed by an individual residing in an area where several ethnic groups or cultures use different languages. It is considered a second language when someone already has their first language. The first language is the language first acquired by an individual for communication. From these factors, it can be concluded that if someone already has their first language, any language subsequently learned becomes a second language for them. In the process of language acquisition, whether it is the first or second language, there are many theories that

form the basis for understanding how this process occurs in individuals. Two commonly used theories are behaviorism and cognitivism. According to Purba (2013), behaviorism underlies the concept that at birth, an individual has no knowledge, and in language acquisition, the environment plays a vital role. This means that the environment significantly contributes to helping someone acquire a language. In contrast, nativism theory argues that since birth, an individual is equipped with a language acquisition device (LAD). With this device, an individual can acquire a language, but its function is optimized when supported by a suitable environment.

Considering both theories, it can be concluded that the environment always plays a significant role in an individual's language acquisition since the environment is where someone uses language with others. According to Skinner (in Tarigan, 2009), behaviorism theory serves to provide stimuli and responses to an individual, which includes all changes present in the environment. Skinner's data is the human speech that is highly influenced by the environmental conditions in which the speech is produced. These environmental conditions are essential factors in the language learning process. Individuals experiencing the same environmental conditions tend to learn in similar ways (Arsanti, 2014).

Behaviorist theories, as explained by McDonough (1981), emphasize the role of the environment in providing imitation and reinforcement stimuli in the language acquisition process. This theory states that only external environments influence language acquisition, both in modeling language and recognizing appropriate reactions to new stimuli. Littlewood (1984) also suggests that the behaviorist approach in language acquisition views a child's environment as the primary influencing factor. This environment provides models that children imitate and provides reinforcement that encourages the development of language knowledge in children.

Cognitivist theories, as also expressed by Littlewood (1984), acknowledge that interest plays a role in the internal process of a child's language acquisition. However, it is essential to remember that the environment acts as a trigger in this internal process. The environment provides various relevant materials for a child's

language acquisition in the environment where the child is situated. Subyakto (in Purba, 2013) also states that from birth, children already have procedures and language rules that allow them to process linguistic data in their environment. The role of the environment in language acquisition is also highlighted by Daulay (in Purba, 2013), who asserts that the quality of the language environment is crucial for language learners to achieve success in learning a new language.

The introduction provided by the teacher in the classroom can determine the language learning process experienced by students. Ellis (1986) also emphasizes the role of the environment in language acquisition, dividing it into two categories: formal and informal environments. Both of these environments have various effects on second language acquisition, including variations in language use according to situations, the use of language that adheres to rules, and satisfaction in mastering language rules or regulations. Based on the above views, it can be concluded that the environment plays a significant role in language acquisition, whether it is the first or second language. Therefore, the role of the environment in the process of second language acquisition needs to be further understood and analyzed in the context of this research.

II. RESERACH METHODS

This research is a type of descriptive qualitative study. According to Herdiansyah (2010), qualitative research is a scientific research that aims to understand specific phenomena in a social context with a scientific approach involving in-depth interaction and communication between the researcher and the phenomena being studied. Azwar (2010) also states that qualitative research emphasizes deductive and inductive analysis and explores the relationships between observed phenomena using scientific methods. Qualitative descriptive research is an approach that seeks to provide a comprehensive and detailed account of a phenomenon within its natural context. This methodology focuses on capturing the richness and complexity of experiences and behaviors, making it particularly suitable for studying the intricate relationship between environment and second language acquisition.

In this research, the results are presented in narrative form. The subjects of this study are the first-year students of Pesantren Al-Maliki 2 Sukodono who use the bilingual learning model. The variables are the methods and the role of the language environment in learning English as a second language. In this research, data was collected through the method of participant observation accompanied by interviews. The researcher conducted interviews with the school principal, English teachers, and several students. In this regard, the researcher recorded and documented every English conversation among the students, particularly those related to this research, both in the classroom and outside. As such, the researcher could ascertain the influence of the language learning context at Pesantren Al-Maliki 2 Sukodono, such as classrooms, social interactions, and cultural events, to gather insights into how the environment shapes learners' language skills.

Additionally, the researcher employed a reflective introspective method due to their decades of experience as an English language instructor. Upon gathering the data, the researcher performed data analysis, data classification, data reduction, data verification, and drew conclusions. In the data analysis phase, the researcher extracted themes and patterns from the collected data to reveal recurring trends related to the effects of the environment on second language acquisition (SLA). Subsequently, the researcher categorized the data into several categories, namely the influence of formal and informal environments on English language acquisition. Furthermore, the researcher developed a nuanced understanding of how various environmental elements influence language acquisition processes.

III. RESULT & DISCUSSION RESULTS

This research will present the concept of language environment that can influence comprehensive second language acquisition. The concept of the language environment encompasses formal and informal language environments.

Language Environment

The language environment can be described as a space or setting that engages

human senses, particularly hearing and sight. In general, the language environment in the process of language acquisition can be distinguished into two types: formal and informal environments. The formal environment is a place where social interactions take place formally and according to rules, while the informal environment is where social interactions are more casual. Krashen (1981) distinguishes two types of language environments: artificial and natural environments. The artificial environment corresponds to the formal environment, such as what occurs in a classroom during learning. On the other hand, the natural environment corresponds to the informal environment, which happens spontaneously without planning. Based on the explanations above, it can be concluded that the language environment is divided into two groups: formal and informal environments. The formal environment is structured through agreements or rules, while the informal environment naturally evolves without deliberate planning, commonly occurring organically.

1. Formal Environment

As mentioned earlier, the formal environment is a setting that is governed by specific rules and is characterized by its formality and future planning. One example of a formal language environment is the process of learning English at Al-Maliki 2 Islamic Boarding School, conducted within classrooms using formal uniforms with a teacher as a guide and students as the recipients of guidance to learn the rules of the language. Additionally, formal situations can also occur outside the classroom. For instance, when a student communicates with their teacher, both the speaker and the interlocutor are expected to use formal language rules. Such situations involve language learners and instructors consciously.

Based on the preceding explanations, there appears to be alignment with Dulay's (1985) standpoint that the formal environment constitutes one of the language learning contexts emphasizing conscious mastery of rules or regulations in the target language. A parallel viewpoint is echoed by Krashen (1983) while delineating specific attributes of the formal environment. Krashen posits that the formal environment exhibits the subsequent

characteristics: (1) it is deliberately constructed or artificially created, (2) learners are guided to participate in language activities that involve the application of acquired rules or language regulations; in case of errors, the instructor provides feedback for correction, and (3) the formal environment is integral to the language learning process within educational institutions or classrooms.

Upon deeper examination, the relationship between consciousness and the formal environment shows an intentional connection by its participants. This relationship can be observed in the language acquisition process during formal language learning, where those in the classroom are consciously engaging in learning; in other words, the formal environment consists of educators and language learners who consciously convey and record until the learners can speak the taught language. The formal environment is also referred to as artificial, meaning that everything in it is made or arranged beforehand. The formal environment typically involves teachers and their students guided through instructional materials used in language learning.

2. Informal Environment

As previously mentioned, the informal environment is a natural situation that exists without being formed or planned. It occurs spontaneously without any planning. The informal environment plays a significant role in the language learning process, whether in language acquisition or language learning. Both individuals and language learners frequently encounter informal situations while learning and applying the language because of the wide and diverse time and location settings. For instance, when communicating with friends, family, at the market, or at the office, the time required for learning in informal settings is generally longer compared to the formal learning process. The relatively longer duration of the informal environment compared to the formal environment makes it more influential in language acquisition and language learning. In other words, learners often find more opportunities to acquire language in informal settings. On the other hand, formal situations occur based on schedules or predetermined programs. These situations mainly emphasize learning language rules. Although more time is

spent informally learning the language compared to formal learning, the formal environment also actively contributes to language acquisition, especially regarding the rules in the process of second language acquisition.

DISCUSSION

In this discussion, we will present several impacts of the language environment on students (santri) at Al-Maliki Sukodono 2 Islamic Boarding School, specifically regarding the roles of the formal and informal language environments in students' second language acquisition.

The Role of the Language Environment

As previously explained, the language environment is a specific region where a language grows as a communication tool used by its speakers. The language environment encompasses all situations that can be observed by speakers and interlocutors in a specific region, where language serves as a means of communication between individuals. Generally, the language environment can be divided into two types: macro and micro environments. The macro environment includes aspects such as (1) language input that is heard, (2) the role of learning in communication, (3) the availability of concrete references to explain meanings, and (4) models of target language usage.

Conversely, the micro environment encompasses attributes of language structures, encompassing factors such as (1) the clarity of auditory or visual perception of language structures, (2) the availability of feedback, and (3) the frequency of encountering language structures (Dulay, 1982). This division of the language environment aims to avoid problems that can hinder language learners. This study focuses on the language environment's issues in the process of language acquisition at Al-Maliki 2 Islamic Boarding School in Sukodono, where a bilingual curriculum is applied in everyday conversations, encompassing both formal and informal environments. The focus of this research is to understand the connection between the formal and informal environments with second language acquisition and their roles in the process.

1. The Role of Formal Environment on Second Language Acquisition

In the process of mastering a language, both in language acquisition and language learning at Al-Maliki 2 Islamic Boarding School, the role of the language environment is not overlooked in the students' success. The involvement of the formal environment, such as classroom learning, is highly needed to facilitate the process of language acquisition. The formal environment assumes a pivotal role in the progression of second language acquisition, delineated by two discernible facets: (1) the sequence of second language acquisition itself, and (2) the attainment of proficiency in the second language. The sequence of advancement in second language acquisition pertains to the unequivocal order which language learners must traverse to achieve mastery in the second language. He partitions the sequence of advancement into two categories, namely order of development and sequence of development. The order of development encapsulates the concept of prioritizing the sequence for acquiring specific grammatical elements in the second language. conversely, the sequence of development alludes to the comprehensive forms of progression in the course of second language acquisition, uninfluenced by learners' native language background or learning context.

In learning English as a second language, teachers also provide additional stimuli in the form of learning motivation. The research results showed that high motivation can increase students' desire to learn and make them more diligent in studying English as a second language. Pondok Pesantren Al-Maliki 2 Sukodono implements these three processes in learning English as a second language. The formal environment at the boarding school plays a corrective, expansion, and frequency role in the students' second language acquisition. An effective formal environment influences the success of English language acquisition as a second language, including the order of second language acquisition and the level of development achieved by language learners.

In this regard, the researcher will elucidate the influence of the formal environment learning model and its effects on the English language acquisition of students at Pesantren Al-Maliki 2 Sukodono. The formal environment learning model is an educational

approach centered around the use of the target language within the learning environment. In this case, English is employed as the medium of instruction throughout the teaching and learning processes in the classroom. This model fosters a deep and integrated learning atmosphere that engages students at Pesantren Al-Maliki 2 Sukodono actively in English communication across diverse situations, including social interactions, classroom activities, and cultural events.

The influence of this Formal Environment Learning Model encompasses several aspects: enhancing content comprehension, improving listening and speaking skills, introducing language culture, and promoting language acquisition. Under the content comprehension enhancement aspect, students delve into a profound understanding of subject matter in the English language. Through the use of English in the classroom, students become accustomed to vocabulary, phrases, and grammatical structures relevant to the course material. Moving on to the advancement of listening and speaking skills, students are provided the opportunity to refine their abilities in articulating thoughts, asking questions, and engaging in conversations in English.

Furthermore, the introduction of language culture exposes students to English language culture, encompassing expressions, idioms, and distinct communication practices. This not only facilitates mastery of language structure but also enables an understanding of cultural nuances linked to the language. Consequently, the implementation of the formal environment learning model at Pesantren Al-Maliki 2 Sukodono yields positive impacts on students' English language acquisition. Students are afforded the chance to experience English in authentic and profound contexts, directly influencing their understanding and language proficiency. The formal environment, comprising classrooms, social interactions, and academic activities, serves as an effective platform for fostering students' English language competencies. The formal environment learning model at Pesantren Al-Maliki 2 Sukodono significantly influences students' English language acquisition. Through the utilization of English within the educational and daily interaction contexts, students have a heightened opportunity to integrate and master

the language more effectively. In endeavors to advance language education, the incorporation of the formal environment learning model remains a crucial aspect to consider.

2. The Role of the Informal Environment on Second Language Acquisition

In the previous explanation, it has been described that the informal environment plays a crucial role in second language acquisition. This role is related to its function as input and monitor for second language learners. The informal environment itself has various types, but this time, we will specifically discuss the informal environment that plays a more significant role in the process of second language acquisition. Some types of the informal environment include (1) environments with foreign language speakers, (2) environments with language teachers, (3) environments with parents, (4) environments with peer learners, and (5) support institutions.

Environments with foreign language speakers also contribute significantly to second language acquisition. This similarity relates to the characteristics of simplification and adjustment in the foreign language used to communicate with second language learners. This will result in language refinement from the language used by native speakers. In other words, this aspect will eventually make students aware of the authentic language spoken by native speakers. This is implemented by Pondok Pesantren Al-Maliki 2 Sukodono by regularly inviting native speakers and organizing visits to places frequented by foreign language speakers, such as visiting Mount Bromo and Borobudur Temple. These steps are taken to raise the interest of language learners and motivate them to learn English.

Thus, this can stimulate students' motivation to enthusiastically learn the English language. This is stated because they are motivated to further their English language studies with the goal of achieving their aspirations, such as being able to converse with tourists at Bromo, being recognized as active and outstanding students, becoming esteemed and favorite students, receiving a holiday prize to Bromo, being prioritized and praised, enjoying beautiful natural scenery, and more.

Building upon these points, they will be driven to avoid punishment and attain rewards.

The teacher's language environment also influences the students' second language, but it doesn't play as significant a role as the peer role among the students. The communication employed by teachers tends to use short sentences according to their needs or messages they want to convey, which also affects the students' second language. The environment of parents who can speak a foreign language plays a role in the second language acquisition of children, acting as caregivers or motivators. Parents who can speak a foreign language will serve as a reference for their children to learn a second language. It was found that a seven-year-old child of Japanese descent who migrated to Hawaii understood the Hawaiian Creole English he learned from his peers more quickly than the standard English he learned from his teacher at school.

The peer environment of students has a significant impact on second language acquisition. The study found that a seven-year-old child of Japanese descent, after migrating to Hawaii, understood the Hawaiian Creole English he learned from his peers more quickly than the standard English he learned from his teacher at school. The factor of friends who speak foreign languages will make children who are in that environment try to speak like their peers. The last informal environment is a support institution. In this study, informal institutions chose the Al-Maliki 2 Sukodono Islamic Boarding School as the object of study which makes modern educational institutions by applying two languages (English and Arabic).

The boarding school model or Islamic Boarding School, which is also known as Pondok Modern, can accelerate children's ability to master a second language. In Pondok Modern, students are emphasized to learn two languages, namely foreign languages, such as English, and Arabic. Apart from learning these languages in class, students are also directed to use these foreign languages in everyday conversations. This situation can be characterized as a process of learning and acquiring a second language, as the utilization of both English and Arabic extends beyond the confines of the classroom and encompasses everyday communication.

Based on the explanation above, it is clear that the informal environment plays a very important role in second language acquisition. Of the five existing roles, the role of peers and institutions is the dominant role in acquiring a second language. These two roles are more often experienced by students at Al-Maliki 2 Sukodono Islamic Boarding School compared to the language environment of teachers, parents and foreign speakers. The informal environment provides a lot of time and facilities for second language learners, and plays a major role in second language acquisition. However, the informal environment may not be able to provide input in the form of structured linguistic rules that are used as teaching materials or monitors, because every place that implements a second language acquisition program has different constraints and backgrounds of students. Therefore, it is important to pay attention to the role of the informal environment in the second language acquisition process.

IV. CONCLUSION

The research explores the influence of the environment on students' second language acquisition through comprehensive psycholinguistic study. This study understands how environmental factors, both formal and informal, affect students' ability to acquire a second language. Additionally, the research identifies various environmental factors contributing to students' language acquisition ability and formulates its practical implications within the context of language teaching and learning. The roles of formal and informal environments in second language acquisition at Pesantren Al-Maliki Sukodono 2 are significant, as they involve foreign language speakers, teachers, parents, peers, and support institutions as alternative strategies to motivate students in learning a second language.

The formal environment plays a role in guiding grammar, speed, and success in acquiring a second language. Meanwhile, the informal environment, particularly peers and support institutions, has a significant role in second language acquisition. It also applies to language environments involving teachers, parents, caregivers, and foreign language speakers. This research still has a scope that needs further development, which is not just about the influence of the environment on

students' second language acquisition, but also about the accuracy of the influence of the environment on acceptability, readability, pronunciation accuracy, word structure, and binding grammar rules. This aspect involves a more autonomous learning approach that is not tightly constrained by English grammar rules.

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