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Strategy of Bi'ah Lughowiyah (Language Environment) in Improving Arabic Language Proficiency at Wali Songo Islamic Boarding School Ngabar Ponorogo

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ABSTRACT

The creation of an Arabic language environment supported by effective and integrated strategies can support the development of linguistic skills. The urgency of learning Arabic requires an intensive learning process supported by certain types of approaches, strategy methods and media. It is required to have an Arabic language learning system that can be implemented effectively and efficiently. Islamic boarding schools as a basis for Islamic education have a tradition of using Arabic to support Islamic education activities, including the Wali Songo Ngabar Ponorogo Islamic Boarding School, as one of the Islamic boarding schools that helps develop Arabic language learning, so it requires a good understanding of the effectiveness and efficiency of the Arabic language learning system for students. This research aims to describe the implementation of Arabic language development that has been implemented at the "Wali Songo" Ngabar Islamic Boarding School. This research uses a qualitative approach and field research type of research. The data collection process uses in-depth interviews, non-participatory observation and documentation. The research results illustrate that the implementation of Arabic language learning is an effort to enable students to achieve Arabic language learning competencies, namely: listening competence, speaking competence, reading competence and writing competence.

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INTRODUCTION

Language is an important communication tool in human life. With language, a person will communicate, both when he is going to convey something in his mind and receive news from others. As stated by Roqib, chronologically the function of language is to express self-expression, a communication tool, a tool to carry out social adaptation integration and as a tool for social control (Hidayat Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau et al., n.d.).

Along with the social progress of society and science, Arabic is one of the world's languages that has undergone development. As an Arabic learning system is increasingly varied with the development of human thought. The language environment is one way that can support the development of a person's language skills (Awwaludin UIN Sunan Gunung Djati Bandung, Malik UIN Sunan Gunung Djati Bandung, and Sunan Gunung Djati Bandung, n.d.). The existence of an Arabic-speaking environment will form an ideal learning gradation and context. If the Arabic-speaking environment is conducive, then the learning process will also be conducive. The language environment is a means of developing the Arabic language by providing a stimulus for language activity. With the existence of a language environment, it is hoped that it can develop students' potential in Arabic (Astuti, Akla, and Sarbaini 2020).

An Islamic boarding school is an institution in which it teaches and inherits Islamic traditions, so that with the development of Islamic boarding schools can be divided into several Islamic boarding school models that we already know, including salaf Islamic boarding schools, modern Islamic boarding schools, and others. Among the modern pesantren curriculum, in addition to being able to master religious knowledge, they can also master foreign languages, especially Arabic. However, most students have diverse backgrounds, applying Arabic as a daily language is not an easy thing. The language of the speaker used in daily life is the mother tongue (regional language) or Indonesian. The language environment is one of the containers that has a great effect on language learners. Therefore, the language environment must be improved to improve language skills.

Based on the above explanation, the researcher chose a study at the Wali Songo Ngabar Islamic Boarding School, related to the strategy of applying the Arabic language environment in improving Arabic language proficiency, so the researcher formulated a question as the basis of the research, namely how the strategy used by the Wali Songo Ngabar Islamic Boarding School in improving the proficiency of students in mastering Arabic. The

purpose of this research is to describe and also identify the strategies carried out by the Wali Songo Ngabar Islamic boarding school in creating a language environment so as to improve the proficiency of its students in mastering foreign languages, especially Arabic.

RESEARCH METHOD

The approach used in this study is a qualitative approach. The qualitative approach has a natural characteristic because it uses direct data sources, here the process is more important than the result (Arikunto 2005). A qualitative approach can be used in expressing and understanding something behind the phenomenon that occurs (Strauss and Corbin 2003). In some areas of study, it is basically more appropriate to use a qualitative approach, for example research that seeks to reveal a person's nature or experience about a phenomenon. The types of research used in this study include field research, research that is carried out systematically by raising data in the field (Arikunto 2005). *Field research is carried out in the community or institution* (Lexy J Moleong, 2008).

In this study, the researcher acts as a key instrument, where the researcher plans the research, prepares a research proposal and a research permit. Then look for data that includes data on the implementation of students' Arabic language learning. Next, collect data, analyze data, and finally write a report on the results of the research.

The location of this research is at the Walisongo Islamic Boarding School, Ngabar Village, Siman District, Ponorogo Regency. Data sources are the subjects from which research data can be obtained. Based on this understanding, it can be understood that what is meant by a data source is where the researcher will start and explore information in the form of necessary data. Data sources generally consist of people, places and paper or documents (Arikunto 2005).

In analyzing the data, the author uses descriptive analysis, where the method used for this study is to use qualitative descriptive, after the required data is obtained, the data is grouped and decomposed based on its type and analyzed using qualitative analysis (Mustari & Rahman, 2012).

The data collection technique in this study is based on Sugiyono's opinion (Sugiyono 2013), Therefore, the author uses interviews, namely by using the free guided interview technique, meaning that the interview is carried out by asking the main questions that have been arranged based on the core of the problem which aims to enable the author to obtain data, especially about learning Arabic which focuses on the language environment *(bi'ah lughowiyah)* to improve the Arabic language in maharah al-kalam at the

Walisongo Islamic boarding school. Then observation, in this study the author uses participatory observation, that is, the author is directly involved in the program activities of the language class, especially the observed Arabic language learning. Among the types of activities observed, namely the Arabic language learning process, Strategies for creating an Arabic language environment, Advantages and disadvantages of the linguistic environment in Islamic boarding schools.

RESULT AND DISCUSSION

A. *Bi'ah lughawiyyah/Arobiyah* (Language Environment)

Bi'ah lughawiyyah or language environment comes from two words, namely Bi'ah which means environment or state while the word Lughawiyyah comes from the word lughah which means language. According to the Great Dictionary of the Indonesian Language, the environment can be interpreted as a place that affects human growth. The language environment is the situation of a particular region where a language grows, develops and is used by its speakers. In other words, the language environment includes the situation of everything that can be heard and seen by speakers in a given region where a language is spoken (Rahmawati et al., n.d.).

Siti Imaniatul revealed that the Arabic-speaking environment is known as *"Bi'ah Arabiyyah"*. *"Bi'ah"* in Indonesian means "environment". And *"Arabiyah"* means "Arabic". So, *"Bi'ah Arabiyah"* means an environment that includes all activities related to learning Arabic.

Talking about the language environment, it will be inseparable from two terms, namely *iktisab al-lughah* and *bi'ah lughawiyyah*. "These two terms are known in the teaching of foreign languages and are interrelated. *Iktisabul al-lughah* is the acquisition of language which is a process of mastering a second language naturally through the subconscious by communicating directly with people who use the language (Fuad Efendy 2005).

After *dialogizing* between theory and data in the field related to learning Arabic at the Wali Songo Islamic Boarding School, it turned out that there was a match. According to Acep Hermawan, learning Arabic from a general perspective is an activity that with learning will produce students who are proficient in Arabic through an effective and efficient process. The understanding of learning, especially learning Arabic, can be an introduction to understand the ideal process for students at the Walisongo Islamic Boarding School in learning Arabic properly, effectively and efficiently.

There are several Arabic learning methods that can be a barometer of the

effectiveness and efficiency of Arabic language learning, especially in this case Arabic language learning at the Walisongo Islamic Boarding School. In general, the Arabic language learning method includes the Arabic language learning approach which is the basis of philosophies, the Arabic language learning method which is practical as a general systematics to determine the selection, preparation and presentation of Arabic language learning materials and strategies that operationally carry out philosophical and practical demands The three components as a system unit cannot be separated from each other, Even in its implementation, the three must run in harmony, not contradict each other and complement each other (Hermawan 2018).

The Walisongo Islamic *Boarding* School combines two academic contents, namely *Tahfiz al-Qur'an* and *Kulliyatul Mu'allimin al-Islamiyyah* (KMI). Various subjects generally use Arabic and United Kingdom, so that students have the motivation to understand and master Arabic and United Kingdom. In addition to knowing the content of the Qur'an and hadith, they are also able to understand the books that are teaching materials even though there are lessons that are collaborated with general lessons such as Indonesian, chemistry, physics and others, but pesantren lessons are still attached, which is why *bi'ah lughawiyyah* is applied at the Walisongo Islamic Boarding School.

B. *Bi'iah Lughowiyah* Strategy (Language Environment)

The *Bi'iah Lughowiyah* (Language Environment) strategy in improving Arabic language proficiency at the Wali Songo Ngabar *Islamic* Boarding School focuses on creating and maintaining an environment that supports the active and consistent use of Arabic. There are several strategies that can be implemented to improve Arabic language proficiency through a language environment approach, including:

1. Creation of an Arabic Language Environment

a. Language Use in Everyday Life

Creating a language environment is everything around that has an impact or influence on language skills. Because what is related to language is usually in the form of sounds, images and signs (writing). Therefore, it is emphasized that the language environment is all the symptoms, whether intentional or not, that are heard or expressed in learning situations in class, chatting with friends at home, in shops, in public places, information on television, reading books, magazines, newspapers or articles found on the street in the form of posters, advertisements, logos and banners or other objects (Hayati Nufus, 2019).

Create the habit of speaking, listening, reading, and writing Arabic in everyday life. For example, at the Wali Songo Islamic Boarding School there is *jidaru yantiq* where students are able to read information easily and interestingly, make notes of *ilqoul mufradat* in a small pocket book that is easy to carry anywhere, label goods, and discuss in Arabic.

b. Arabic Language Media

In Arabic the media is known as *al-wasā`il* which is the plural form of *al-wasīlah*. Based on the above opinion, it can be concluded that the media *(al-wasā`il)* is the process of delivering messages and information that bridges between the communicator *(al-mursil)* and the communicant *(al-mustaqbil)*. There are many media presented in the application of Biáh Lughowiyyah, including:

1) Audio Media *(al-Wasā`il al-Sam'iyyah)*

Listening plays an important role in using audio media. This technique is excellent for strengthening listening skills *(al-mahārah al-istimā'),* and can be integrated with other language skills. Audio media is anything that can be used to facilitate language learning that can be absorbed and digested through hearing (Hermawan 2018). At the Wali Songo Islamic Boarding School, the audio of Arabic conversations and songs has been set up through the hut's speakers during picket times.

2) Visual Media *(al-Wasā`il al-Bashariyyah)*

Visual media is a collection of message tools in learning that can be captured in image and non audio formats. In creating an Arabic language environment, teachers can use a variety of visual media, including videos. Visual media is one of the platforms that allows students to think to describe the concepts displayed in the picture with words. In this case, the teacher can use visual media by providing pictures that show events that occur in the classroom, cooperative or canteen. If the use of this image is very appropriate for use in the program, then the teacher can instruct students to write down the program that occurs and its discussion according to the image displayed (Azhari, 2015).

Walisongo Islamic Boarding School utilizes visual media to create *bi'ah lughowiyah* by having posters, flannel boards, pictures, bulletin boards in

various corners or places where all students can see, understand and describe the images.

3) Audio-Visual Media *(al-Wasā`il al-Sam'iyyah al-Bashariyyah)*

Audio-visual is an application method used by teachers to convey information so that students can learn through a combination of hearing and vision. This audio-visual media is a type of media that is based on the sense of absorption. They include DVD, TV, VCD recordings, study tours, and art or drama performances (Imam Ansori, 2015).

In foreign language teaching, al-Qasimi suggests the importance or benefits of using audio-visual media, namely to 1) minimize the use of translation techniques 2) ensure that students really understand the meaning 3) foster a sense of pleasure and interest in the language 4) be a stimulus and role of student involvement.

Walisongo Islamic Boarding School in its audio-visual development efforts has a TV in every corner which will display a short video or foreign language film, and also a language laboratory equipped with sound repeaters, tape recorders, DVD, video monitors, headsets as santri facilities to support the success of a *bi'ah lughawiyah* formation. In addition, there is also a digital multimedia platform software component as an additional component that can be used to develop foreign languages.

2. Arabic Language Community Development

a. Discussion Group

Formation of Arabic discussion groups. In Walisongo Islamic Boarding School there is a language club or study group that is regularly trained to speak in Arabic.

b. Language Exchange

The Wali Sogo Islamic Boarding School always brings in expert Arabic tutors to motivate students to further explore the Arabic language called *tasyjiul Lughah*. And also the presence of native Arabic speakers or those who also want to learn Arabic and conduct language exchanges. This will provide an opportunity to practice Arabic in a more natural, relaxed and fun context.

3. Arabic Language Activities

It should be noted that language learning at the Walisongo Islamic Boarding School is highly prioritized so that all santri activities are directed in the context of language development. The activities related to language learning activities include the following:

a. Daily activities include:

1) Roviding vocabulary *(Ilqoul Mufrodat),* A person's language ability can be influenced by three things, namely vocabulary, phonetic system, and grammar. Therefore, the addition of vocabulary *(mufradat)* is mandatory in learning a foreign language (Arabic). Ilqo mufradat is a program to add new vocabulary for students so that students have a lot of vocabulary. The students are asked to repeat the *mufradat* that has been given before, then someone is appointed to read it and the students write down what has been written by *Qism Lughah* on the blackboard. Providing mufradat every day is a provision for students to be able to communicate easily using Arabic in daily activities. Giving vocabulary *(Ilqoul Mufrodat)* which is done every day after dawn and isha prayers as much as 1 vocabulary, at the end of the week there is an oral vocabulary test and every 3 months a written test which aims to find out the extent of the vocabulary they have mastered. In addition, to increase vocabulary and help in mastering and fluency in the use of Arabic.

2) *Mahkamah Lughah* where the language department calls students who violate the language, starting from grades 1-4. For grades 5-6 directly from *musrifah lughoh.* This activity is carried out every night after Isha. The goal is that all students can speak with fushah and there are not many violations.

3) Language tutoring for new students guided by language tutors every evening bada isya. This activity is an effort to review the formal lessons that have been given by the teaching ustadzah in the morning

4) *Muhadtsah* for grades 1-2 is carried out every day after Ilqoul Mufradat this activity is filled by the language driving section by providing Arabic language material for daily conversation so that grade 1-2 students are fast in mastering Arabic.

A method of teaching Arabic through conversation. *Muhadatsah* can increase students' vocabulary. Basically, the purpose of *Muhadatsah* is to train

students to speak fluently and understand what the interlocutor or other people say. Therefore, the characteristics of communication skills are: the ability to listen to speech, understand sentences, fluency in pronunciation and the ability to compose speech sentences. The goals of *muhadatsah* are: a) the ability to pronounce Arabic, b) the ability to express concepts found through the correct use of Arabic, c) knowledge, interpret and communicate what others say.

b. Weekly activities

1) *Muhadatsah* is conducted every Friday after dawn which is attended by students in grades 1-4. This activity is filled with conversation practice or adding up to date phrases. The conversation here adjusts the use of language (Arabic or English) this week.

2) *Muhadloroh* is conducted every Thursday after school and after Isha prayer. This activity hones Arabic speaking skills through Arabic speeches.

This *muhadloroh* activity is carried out in class when returning from school, and in the room at night, the form of activity is that previously their group will be determined by the language section and the teaching section. The activity begins with the MC who will guide the activity, some are in charge of reading the holy verses of the Qur'an, and are in charge of singing the Mars and Hymn of the Wali Songo Islamic Boarding School and the activity is opened with *bismillah,* before the students who come forward, the students will sing together first, then the students who come forward deliver their speeches. After that the activity is closed by the MC by reading *alhamdulillah.* So, at each change of session, the students will sing or say greetings. And before performing, they have prepared each speech text that will be displayed. This muhadharah program has benefits, among others, fostering self-confidence, increasing fluency in Arabic, making students more critical thinking, and improving writing *skills (maharah al-kitabah)* and speaking skills *(maharah al-kalam)* (Damateja Andika dkk, 2020).

3) Language For Fun is an extracurricular activity around language learning that focuses on Istima and Kalam skills in Arabic. Here is an opportunity for class 5 to become teachers.

4) Arabic Club is an extracurricular activity that focuses on material and improvement in Arabic language. The aim is to accommodate students who

are talented in Arabic, increase competence in Arabic and prepare materials for queuing to take part in language competitions outside the boarding school.

c. Monthly activities

Tasjiul Lughah An activity that contains language motivation and conversation as well as the latest linguistic information. Held on Friday morning for all students.

d. Annual activities

1) Arabic Course is an intensive training for 3rd and 1st grade students that is packaged in the form of a quarantine (camp) for a certain time. The goal is to equip and hone in Arabic before turning into administrators.
2) Arabic Camp is a general activity for all students who want to take part in Arabic language training. Usually this activity involves outside parties to be invited to fill in the material.
3) Youth Delegation of Language is a talent competition event for 5th grade students in Arabic language skills who can become ambassadors or qudwah in Arabic. This activity is carried out during the introduction week.
4) Language Festival is a language competition activity between rayons/classes such as poetry, drama, story telling, speeches and so on.
5) Debating Contest is a competition for grade 5 to hone grade 5 language skills and determine the language development of grade 5 students.
6) TOAFL is a compulsory activity for 6th grade students to accommodate language development and language certification.
7) *Public Speaking* individual, namely Arabic speech and MC competitions. This activity provides a habit of reward for students who excel. Usually carried out in commemoration of big days every year, such as the commemoration of national santri day, cottage birthday, introduction week and others which must be followed by all students. This activity aims to produce students who excel in Arabic (Irhamudin Abdullah dkk, 2020).

The data above is as the theory states that learning Arabic by reviving the environmental atmosphere is the right and fast way to achieve language learning results, today various methods have been developed but maximum results have not been obtained, for that bi'ah lugawiyah is an alternative in

learning Arabic as a communicative tool (Hidayat Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau et al., n.d.).

4. Arabic Learning Resources

a. Books and Magazines

Books are very important, because books are the main source from which the theory emerges or as a reference source. Santri Pondok Pesantren Walisongo diligently read books, magazines, and articles in Arabic according to the level of ability which will hone their Arabic language skills.

b. Internet Technology

Internet technology is one type of media that can create two or more interactions online. This continues to be developed at Walisongo Islamic Boarding School. In addition to being interactive, technology is also connected to the network so that its reach is very wide throughout the world. With this educational resource, students can learn independently and actively just by visiting the website through a computer screen connected to the internet. Using language learning applications, such as Duolingo, Memrise, Quizizz or other applications that offer Arabic language practice. These platforms often provide various interactive activities that help in learning the language easily and practically. With this, the role of internet technology can improve the process of creating *bi'ah lughawiyah* so as to improve the quality of students' proficiency in Arabic.

5. Integration with Education

a. Formal Education

The formal environment is one of the learning environments that focuses on conscious mastery of the rules or rules of the target language. That is, the formal environment is the environment or place where the learning process takes place. In general, in Indonesia, the learning process takes place in the classroom. The characteristics of the formal language environment are artificial, language learners are directed to perform language activities that display the rules of the language that has been learned, educators provide feedback in the form of correcting learner errors, is part of the overall learning at school (Nurlaila, 2021).

In the Wali Songo Islamic Boarding School, formal learning is a learning model presented in the classroom. Where ustadzah as a teacher and facilitator

who presents the learning model. For the Formal Learning Process at Wali Songo Ngabar Islamic Boarding School Learning is carried out from 07.30-12.45 which consists of 6 lesson hours, before the lesson begins with a morning prayer which is carried out in front of the Tarbiyatul Muallimat Al-Islamiyah building at 07. 00 (morning prayer, recitation of asmaul husna and juz 30 letters), while the break is done after 2 hours of lessons, the teaching staff consists of devoted ustadzah who are in the dormitory, non-dormitory ustadzah and some asatidz, while the book dirosah islamiyah some ngabar cottage prints, and some use gontor books.

As a support in creating a language environment, the subjects taught are durusul-lughah, nahwu, shorof, fiqh, tauhid tafsir, qowaidul imla', tajweed, ushul fiqh, tarbiyah and so on. (Eisya Nauntika. dkk, 2024).

b. Informal Education

An environment that focuses on the process of language acquisition naturally through the subconscious mind by communicating directly with people who use the language. The characteristics of the informal language learning environment are that it takes place in natural situations such as in children who learn language carefree, and outside of school, experienced directly by children and occurs in a language context that is meaningful to children, language ownership is not through formal learning such as in educational institutions, done unconsciously or spontaneously. (Nurlaila, 2021).

Wali Songo Islamic Boarding School embodies Informal learning, where the learning process is received outside the classroom. In improving the mastery of Arabic, there are several efforts that have been carried out by the boarding school, as follows: a *Ilqoul Mufrodat*, namely the provision of one day one vocab by the Language Activator Section which begins with opening, material, evaluation and closing. b. *Muhadatsah* The provision of daily language by the Language Activator Section and the deepening of formal material that has been given by ustadzah in class. Where in this muhadatsah new students are required to be brave to come forward with their friends to get used to communicating using Arabic. The provision of muhadatsah is carried out every day in the morning before school. c. *Tasjiúl Lughah* In improving the language of new santri, Walisongo Islamic Boarding School also invites Arabic language expert tutors

from within and from abroad, in order to motivate new santri in the use of Arabic properly and correctly.

6. Ratings and Feedback

a. Periodic Evaluation

Evaluation is the systematic collection and use of data relating to a situation in order to assign a "value" to that data based on certain criteria. Basically, evaluation is the process of determining the value of something based on certain criteria. The criteria can be the type of good result or good process expected from an action (Junda Miladya, 2015). Walisongo Islamic Boarding School conducts periodic evaluations of Arabic language progress through tests, self-assessment, or feedback from native speakers.

b. Sustainable Development

Based on the results of the evaluation, it can be identified which needs to be improved in adjusting the strategy of creating *bi'ah lughawiyah* to achieve better Arabic language proficiency.

By applying these strategies, we can create a supportive language environment and accelerate the process of creating an Arabic language environment, making it an integral part of daily life.

C. Arabic Environmental System at the Walisongo Islamic Boarding School

The Islamic Boarding School has an agreed system to preserve the language environment and the agreement has been agreed upon. In order for the sustainability of this language to be controlled systematically, there is a name of language spies who spy on students where they are around the students to record anyone who violates the language. this has been agreed upon by mudabbir and students, they are ready to accept the agreed sanctions if they violate the language this is an effort so that Arabic continues to live and never goes out at Walisongo Islamic Boarding School. The language activities every day are as follows:

1. Using Arabic as the official language in the 24-hour boarding school
2. Making Arabic as the crown of Language
3. Not mixing Arabic with local languages
4. Speaking with musyrifs in Arabic and not applying to guests
5. It is forbidden to use abusive language

For students who violate and do not follow the system, the following sanctions

will be imposed:

1. Memorizing mufordat 5-15 words according to the level of language errors made
2. Cleaning the pesantren environment.
3. Writing a 5-page Arabic essay.

With the habituation to the Arabic language environment, the beauty of an Islamic boarding school will be maintained by respecting culture and socialization to the environment. Then the strategy of implementing an Arabic-speaking environment can run well because of the rules that have been set (Marpaung and Lubis, n.d.)

The language boarding school implements a language environment to develop good language in daily life which can later be applied in the classroom or outside the classroom (in daily life). It is hoped that this can become a productive habit and become the added value of the students of the language boarding school.

D. Inhibiting and Supporting Factors of *Bi'ah Arabiyyah*

In every way and effort made by humans, no exception in fostering love for Arabic, of course there are inhibiting and supporting factors ("Strategi Menumbuhkan Budaya Berbahasa Arab Dengan Bi'ah Arabiyyah Di Pondok Pesantren," n.d.).

In this context are the inhibiting factors in building biah lughowiyah:

1. Lack of awareness from some students to speak foreign languages in the dormitory.
2. The sanctions applied have not fully provided a deterrent.
3. Some students who are in the final level, have not fully shown a good language role model attitude to their younger siblings, because they feel older and want to graduate.
4. Lack of supporting media in the form of posters or language magazines as a place for santri literacy.

There are several factors that support the creation of *Bi'ah Arabiyah*, including:

1. Language events are always the most awaited and wanted to be followed, because in this language event, students are motivated to show artistic performances wrapped in language (Arabic). They practice every day until the day of the event by improving their language.
2. The existence of language consultants and sections.
3. The existence of spies who motivate them to always speak Arabic. There is an intristic motivation in the students, because they see their peers speaking Arabic.

4. The *muhadatsah* lessons given are in accordance with their daily language application. So that they are easy to practice.
5. When learning, be it Islamic or linguistic, there is always new vocabulary, which from this vocabulary can be applied by students in their daily lives. After being known together from what has been presented by researchers, in the form of interview results, data and observations at the Wali songgo pesantren, all of them are a form of artificial environment construction, which is carried out to generate language activities. But on the other hand, from the application of this language environment, there are still shortcomings, such as the provision of vocabulary posters or Arabic Pearl words, not optimal supervision of language spies due to a sense of heartlessness or discomfort to report to the language section and there is still a need for a review in the application of the environment to run optimally.

CONCLUSION

Based on the results of data analysis and the results of interviews and observations, it can be concluded that the application of the *bi'ah lughowiyyah* strategy at the Wali songo Ngabar boarding school, where all students are required to be active in foreign languages (Arabic-English) in their daily activities is considered quite good, because it is more practical than theoretical, indirectly with the formation of this language environment, students are encouraged to speak Arabic.

The factors that influence the language environment include: *mudabbir* (Policy), *bi'ah lughowiyah* (Method), student (Motivation). Then the obstacles found in the field so that there needs to be an evaluation in the future, namely: It is necessary to increase strict supervision (up and down) and there is a system that needs to be reviewed so that the system formed can be followed by every layer of Islamic boarding school.

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