

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some research-related theories that could provide guidance research. It includes speaking, classroom speaking activity, language environment, English Zone, and previous study.

A. Speaking

1. Definition of speaking

There is considerable disagreement among experts as to what constitutes speaking. Harmer (2007) defines it as the ability to speak fluently, which presupposes not only knowledge of language features but also the ability to process information and language on the spot. Quianthy (1990) defines it as the process of transmitting ideas and information orally in a variety of situations.

In his work, Nunan (as cited in Kayi, 2006:1) defines speaking as the utilisation of language in a rapid and assured manner with minimal instances of inauthentic pauses, which may be described as a state of fluency. Speaking is understood to be the act of developing and disseminating meaning through the utilisation of both verbal and nonverbal symbols within a multitude of contexts. (Chaney, 1998)

Therefore, the researcher concludes that speaking is the ability to produce language through oral with the aim of providing a description of sharing ideas or circumstances around.

2. Type of speaking

Nunan in Brown (2001) explains that there are generally two types of spoken language, as follows:

a. Monologue

According to Brown, a monologue is a speech that is delivered by a single speaker using spoken language for an extended period of time. This can occur in lectures, readings, speeches, news broadcasts, and other similar settings. The listener must process the information uninterrupted, and the speech will continue whether or not they understand what the speaker is trying to say.

b. Dialogue

A monologue is not the same as a dialogue, according to Nunan, which is speaking by two or more people. When the listener is unable to understand what the speaker is saying, the discourse may be interrupted.

Finally, like Nunan, Harmer (2007) suggests that we might distinguish between speaking that is scheduled (like a lecture or wedding speech) and speaking that is spontaneous (like a conversation that happens on the verge of the moment).

3. Affecting Factors for Speaking

In order to achieve excellent language skills, there are several things to consider. It depends on the perspective: language has long been seen as a social tool (sociolinguistics), language as a reflection of behaviour (behaviourists), and language is often seen as a system of mental rules and

symbols (psycholinguistics). In conclusion, to use language well and effectively requires continuous practice because language is an applied thing or something that needs to be practiced continuously (Harmer, 2007).

In addition to the three previous perspectives, speaking is influenced by several elements, which Isnawati (2015) outlines as follows in a Proceedings of the National Seminar on Education Strengthening Character Education in Facing Global Challenges:

Physical Factors: Voice can be impacted by an individual's physical state, including their teeth, mouth, and respiratory system. Physical problems that affect the tongue or lips might affect how words sound and are pronounced.

Psychological Factors: Communication can be impacted by uneasiness, anxiety, and self-assurance. An individual who experiences tension or anxiety when speaking in front of a large group of people may find it difficult to communicate clearly.

Neurological Factors: Speech can be impacted by nervous system problems, including those involving the brain or central nervous system. As an example, brain destruction or stroke might impair speech-related muscle coordination.

Semantic Factors: Speaking requires an understanding of the meaning of words and phrases. Misuse of words with incorrect meanings is an example of a semantic error that may block communication.

Linguistic Factors: Speaking fluently and clearly depends on one's command of syntax and sentence arrangement. Grammatical errors can make it difficult to understand and effectively communicate messages.

In addition to the factors above, the environment is one of the things that has an influence on speaking skills, in Sari & Lestari (2019) state an environment where English is utilised actively and extensively is known as the "English Zone." Students in this setting are accustomed to communicating in English both within and outside of the classroom on a regular schedule. As students regularly converse in English, this setting can help them strengthen their speaking abilities. Studies indicate that speaking competence can be enhanced in an environment that encourages the use of the target language, such as English. Because they are more used to using English in everyday contexts, students who are in a "English Zone" setting might improve their speaking abilities.

B. Classroom Speaking Activity

Teachers should be aware of certain speaking performance categories since they highlight distinct speaking abilities. According to Brown (2001) students are expected to perform in six areas in the classroom: imitative, intensive, responsive, transactional, interpersonal, and extensive.

In the context of imitative activity, students merely imitate the actions of others without necessarily understanding the underlying meaning. The focus of the exercise is on a specific aspect of language, such as the practice of an intonation contour or the attempt to identify a particular sound. In addition to

imitative activities, intensive performance tasks involve students practicing phonological or grammatical aspects of language. Intensive speaking can be initiated by the student or may form part of a pair-work activity. Responsive performance is defined as a mode of language performance that occurs within the classroom setting. It involves students providing short, spontaneous responses to teacher- or student-initiated questions or comments. This type of speaking performance encompasses direct interactions that are constrained to responding to a brief conversation.

Interpersonal and transactional are the next categories. They are similar in that the kids handle a discussion in the performance. However, the purposes of the two types of dialogues are different: in the transactional discussion, students exchange specific information, but in the interpersonal discourse, they are encouraged to manage their social connections. The final speech is either a lengthy monologue (extensive). The pupils are asked to deliver lengthy monologues. The monologues can take the shape of prepared or spontaneous brief speeches, oral presentations, or narrative tales.

C. Language Environment

Bialystok in Apriyani, et al. (2019) everything a language learner hears and sees in their new language is considered to be part of their language environment, which is defined as significant to the topic of second language acquisition and learning. Everything that a language learner hears and sees in the target language can come from a variety of contexts, including talks with friends, in restaurants and shops, while watching television, reading signs on the road, reading newspapers, and participating in classroom activities that give students

the chance to hear and see a range of topics related to the new language they will be learning.

The general framework that helps language learners absorb linguistic stimuli is known as the language environment. The environment has a significant impact on understanding of second languages. Both formal and informal (natural) inputs are acceptable. According to this viewpoint, language learners can acquire a language more easily in two different language environments: the formal language environment and the natural language environment. (Purba, 2013).

The function of formal learning environments in assisting learners of second languages in becoming proficient in the language they desire to study. According to their research, a formal language setting is not the most effective for promoting fluency in language learners (Bialystok, et al. 1982). In order to utilise language effectively for the circumstance, learners might first alter and reconstruct new language forms using the rules they have learned. Second, acquiring the grammar or rules of the target language can make the learner feel satisfied and motivate him to keep going with his studies. The language environment can be separated into two categories based on the extent of coverage: the macro language environment and the micro language environment (Taylor, 1990).

D. English Zone

English Zone was designed based on the institution's desire to facilitate and support the improvement of students' ability to speak English. English Zone

is an area for oral communication using English. Not just an area, where students are required to communicate in English, but this English Zone creates an atmosphere and activities that can support the speaking skills of the students. The intensity in interacting with English makes a form of habit that is created through the system and grows naturally.

In its implementation, there are several rules applied in the English Zone area. Among them; first, punishment for students who do not speak English when they are in the English Zone area. Students who violate the agreement will be given a punishment in the form of wearing a punishment necklace during the day's activities. It is hoped that the punishment given will make students more motivated to use English. Second, the implementation of senior mentors who will guide juniors who have just entered the Quran Village dormitory, so that they are able to adapt quickly and easily find conversation partners when in the English Zone.

For several years the English Zone has been implemented by the Quran Village of Hamalatul Quran, but until now there has never been an in-depth evaluation and major improvements have been made. Therefore, an objective assessment needs to be done by observing the process and the students' English-speaking ability, knowing the obstacles and perspectives that strengthen the success of language learners through English Zone. The results of this study are a consideration for the development of the implementation of this programme in the future.

E. Foreign Language Anxiety

According to Horwitz et al. (1986), foreign language anxiety (FLA) is characterised as a unique complex of self-perceptions, beliefs, feelings, and behaviours associated to language learning in the classroom that result from the process' uniqueness. In communication, sometimes anxiety is present through the feeling of whether the use of diction is appropriate or whether the grammatical arrangement we use is correct or wrong, whether the speech is in accordance with the pronunciation, even whether the person being spoken to understands what is being said. These questions often come to mind. In native language we sometimes still feel that way. It is undeniable that in foreign languages there is also anxiety that will arise. Psychological conditions certainly affect the emergence of feelings that circulate in the mind.

It is helpful to compare foreign language anxiety to three performance fears that are related to it: 1) communication anxiety; 2) test anxiety; and 3) fear of receiving a poor grade. This is because performance evaluation in academic and social situations is linked to foreign language anxiety. The concept of communication anxiety is highly relevant to the conceptualization of foreign language anxiety since it places a strong emphasis on interpersonal relationships. Three shyness that is defined by dread or anxiety when speaking with people is called communication anxiety. Communication anxiety can be manifested as difficulties speaking in front of big crowds (oral communication anxiety), appearing in public (stage fright), or having trouble listening to or learning spoken communications (receiver anxiety). Foreign language anxiety is

undoubtedly greatly influenced by communication anxiety or comparable emotions (Horwitz et al., 1986).

F. Previous Study

The following is a review of previous research. One of the previous studies conducted a study entitled "*Efektivitas English Zone dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa di IAIN Curup*". As indicated by the title, the research conducted by Apriani et al. (2019) had the objective of finding out how well English Zone was implemented for English language learners. In this study, a quantitative methodology was used. Tests and questionnaires were used as data collection methods. The results demonstrated that: (1) speaking abilities improved significantly with a score of 74.12, or 11.56%; and (2) students encountered numerous issues when using the English Zone, including limited speaking opportunities, trouble finding speaking partners, embarrassment when striking up a conversation, attachment to grammatical rules, eagerness to speak English because there are few lecturers who speak the language consistently and no consequences for breaking the rules.

Anwar (2015) carried out the second study, with the title "Enhancing Students' Speaking Skill through Gallery Walk Technique". The purpose of this study is to (1) outline the process used with class X students at SMA Muhammadiyah (plus) Salatiga in the academic year 2014–2015 to enhance their speaking abilities through the "gallery walk" technique. (2) to determine whether or not the "gallery walk" strategy can help students become better speakers; and (3) to determine the degree to which using the "gallery walk" technique may help students become better speakers. Class action research is the research

methodology employed in this study. 34 grade X students at SMA Muhammadiyah (plus) Salatiga served as the study's subjects. Two cycles were employed by the researcher; each cycle included preparation, action, observation, and reflection.

The third research is conducted by Mahdi (2022) entitled “Improving speaking and presentation skills through interactive multimedia environment for non-native speakers of English”. This study examines the correlation that exists between students' speaking competence and their interaction with multimedia devices in the classroom learning process. A mixed-method research design has been used to explore the impact of an interactive multimedia environment on their presentation and speaking skills. The participants were divided in half as the control group and the other half as the experimental group. In addition, two other instruments were used such as a questionnaire for the experimental group to obtain further opinions and perceptions on the impact of multimedia technology on speaking skills. In addition, semi-structured interviews were conducted to gain a deeper understanding. The multimedia student group significantly outperformed the non-multimedia group in verbal presentation performance over a semester. The results showed that there was a positive impact of the multimedia environment on the development of presentation and speaking skills among the students.

The last research is conducted by Marlius et al. (2021) entitled “The Efforts to Improve Students' Arabic Speaking Skills through Language Environment Activation: A Study of Phenomenology”. This study is to investigate the use of language environment activation by one of the

Muhammadiyah Universities in Indonesia to enhance *maharah al-kalam*. This study employs a qualitative methodology utilising phenomenology. The methods of gathering data that are employed are documentation studies, interviews, and observation. The study's findings indicate that the College employs three patterns for activating the Arabic language environment: vocabulary boards, brochures with instructions on how to speak Arabic, and Arabic today. The study's conclusions also highlight how crucial it is for students, instructors, and institutional administrators to work together to follow the established guidelines.

Based some previous studies before, it can be concluded that all of the above studies have similar topics of discussion about speaking skills. Of the four studies above, the first study has similarities with this study, which discusses the English Zone, but the problem formulation used is clearly not the same. The research method used in this research is qualitative, with a case study design. All previous studies used formal education students as the object of research, while this study targeted *santri* as participants in the research. In addition, the focus of the study in this study leads to how the English Zone improves speaking skills, more deeply this research will find out what things have an influence in realising a good English Zone and find out what obstacles are faced in implementing the English Zone programme.