CHAPTER I
INTRODUCTION

The chapter consists of general preview of the research It includes background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms.

A. Background of the Study

The learning of English-speaking skill is a preference for a lot of English as a Foreign/ Second Language (EFL/ESL) learner. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability (Ahmadi, 2017). In today's globalized world, proficiency in English has become increasingly vital, prompting many learners of English as a Foreign or Second Language (EFL/ESL) to prioritize their development in spoken English. For these language learners, the ability to communicate effectively in English often serves as a key indicator of their overall progress. They frequently assess their success based on how much they have advanced in their speaking skills, reflecting the importance they place on verbal communication in their language learning journey.

Effective communication is vital in both personal and professional contexts. In today's rapidly evolving digital age, clear communication is crucial for addressing challenges and achieving objectives effectively (Rachmad, 2022). Among the various forms of communication, speaking skills play a crucial role in conveying ideas, facilitating discussions, and establishing relationships. The ability to speak clearly and confidently can significantly impact academic success, career advancement, and social interactions. This study aims to explore how the English zone can enhance speaking skills. Speaking skills are essential for several reasons.

Speaking is a crucial communication skill used to convey important information about others (Crisianita, 2022). In educational settings, students are often obligated to use English in their daily activities. Proficient speaking skills significantly enhance participation in class discussions, presentations, and debates. In the workplace, effective communication is closely linked to leadership and teamwork; employers value individuals who can articulate their thoughts clearly and engage in constructive dialogue. Multiple researchers have emphasized that speaking is vital for effective collaboration, enabling individuals to communicate clearly and impactfully (Ali, 2020). Moreover, strong speaking skills foster better relationships by enabling individuals to express their feelings, thoughts, and opinions more effectively.

Based on preliminary classroom observations, it is found that many students still face significant challenges in speaking. Similar problems have also been reported by Wahyuni (2023), who states that students encounter various challenges in speaking English, including the complexity of the language, a lack of confidence, cultural and social barriers, limited exposure to real-life interactions, difficulties in understanding different accents and dialects, and vocabularies. Vocabulary, which reflects the human mind, is what language users use to express their feelings, ideas, and opinions (Dakhi, 2019). From a linguistic standpoint, it is considered more important and essential than other aspects of language, such as grammar. This is particularly pronounced among freshmen or first-year students, many of whom tend to be passive in their use of English. Moreover, in speaking English there are challenges could be felt by the students since English as a foreign language in Indonesian (Mandasari & Aminatun, 2020). They are also concerned about making

mistakes when speaking English, which diminishes their confidence and contributes to their underperformance. Additionally, they often struggle with grammatical errors and mispronunciation.

Mastering the ability to speak is a challenging endeavor, as it involves navigating numerous aspects of a language. Mastering a language is closely linked to students' speaking skills, which influence how they interact with others (Sari, 2019). This suggests that proficiency in a language can be judged by how fluently students use it to communicate. In fact, speaking is often regarded as the final achievement in mastering all components of a language, including English. Effective speaking relies on several key skills, such as grammar, vocabulary, and pronunciation. Public speaking is similar to presentations, with the main difference being that presentations are typically intended for commercial or academic settings (Yulianti, 2021). Additionally, English speaking learners must develop three key areas of knowledge in speaking: the mechanics of language (including pronunciation, grammar, and vocabulary), the functions of language, and sociocultural norms (such as turn-taking and speech rate). Given these complexities, speaking becomes a primary focus in addressing how students can effectively master it.

Teachers have a wide range of strategies to enhance students' speaking skills. Various methods can be employed, one of which is the Second Language Acquisition (SLA) method. Second Language Acquisition (SLA) is a key field within Applied Linguistics, recognized for its research and practices influenced by other areas such as Linguistics, Psychology, and Sociology. It is relatively new and emerging as a research domain (Aljumah, 2020). The field of Second Language

Acquisition (SLA) developed from "comparative studies" that examined the similarities and differences between languages. These studies were based on the notion that a learner's first language (L1) impacts the learning of a second language (L2), giving rise to the contrastive analysis (CA) hypothesis (Ziafar, 2019). The Second Language Acquisition method refers to approaches or techniques that focus on how learners naturally acquire the ability to speak a language, rather than just learning it in a formal or academic way. The goal of the Second Language Acquisition (SLA) method is to create an environment where students develop speaking fluency through exposure, practice, and meaningful interaction. To support this, teachers should utilize resources that enhance language learning and create an English-speaking environment that encourages students to practice regularly. Learning English can extend beyond the classroom, allowing students to develop their speaking skills in everyday contexts. This immersion reinforces the idea that speaking is a matter of habit and practice, aligning with the principles of the communicative approach in teaching speaking skills.

The English Area of Latee Annuqayah Islamic Boarding School has effectively adopted the Second Language Acquisition (SLA) method to enhance students' English-speaking skills. A key innovation in this program is the introduction of English Zone which provides a non-classroom environment designed to promote habitual communication among students. This method has proven to be effective; within just two months, many students demonstrate significant improvements in their speaking abilities. It is particularly intriguing to observe how the English Zone operates successfully, allowing students to achieve their language proficiency goals through informal learning experiences rather than relying solely on traditional

classroom settings. This emphasis on speaking English as an essential part of daily life underscores its importance for every student.

For these reasons, the researcher is keen to conduct a study titled **"The Implementation of English Zone for Improving English Learners' Speaking Skills at English Area of Latee Annuqayah Islamic Boarding School (Madura)"** to explore how English Zone is effective to improve English learners' speaking skill.

B. Research Question

Based on the background of the study above, the research problems of this research are

1. How is the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

2. What are the challenges of the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

3. What are the supporting factors of the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

C. Objective The Study

Based on the research background, the research objectives are

1. To explore the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

2. To identify the challenges factors of the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

3. To identify the supporting factors of the implementation of English Zone for improving English learners' speaking skill at English Area of Latee Annuqayah Islamic Boarding School?

D. Significance Of the Study

The researcher expected to give contributions to the language teaching process as follows:

1. Theoretically

This research hopefully finds a good method in learning to improve English speaking skill through English Zone.

2. Practically

A. For students, it can improve English learners' speaking skill so they can speak English fluently.

B. For the English teacher, it can be used as a reference in order to improve English learners' speaking skill.

C. For other researchers, it is hoped that this research can add information to the other researchers to help their study of teaching speaking skill through implementing English Zone.

E. Scope and Limitation

This research conducted at English Area of Latee Annuqayah Islamic Boarding School. This research focuses on the implementation English Zone at English Area of Latee Annuqayah Islamic Boarding School. The scope of research is limited to

the subject and object under study. The subjects of this research are the teachers and the students at English Area of Latee Annuqayah Islamic Boarding School. The object of research focused on the English Zone for improving students' speaking skill.

F. Definition of Key Term

The definitions provided bellow aim to establish a shared understanding between the researcher and the readers, helping to prevent any misunderstandings or misinterpretations. These definitions are:

1. **Speaking Skill**

Speaking Skill: The ability to effectively communicate ideas, thoughts, and feelings through spoken language. Speaking ability is the process of conveying and constructing meaning through verbal and non-verbal symbols in various contexts. It is essential in both language learning and teaching. This skill encompasses various elements, including pronunciation, vocabulary, grammar, fluency, and the ability to engage in conversation. Proficient speaking skills allow individuals to express themselves clearly, interact with others, and convey messages in a way that is appropriate to the context and audience.

2. **English Zone**

The English Zone is a learning environment designed for complete English interaction, where participants are required to adhere to specific rules. English Zone (EZo) is a community that helps individuals improve their basic language skills by providing a supportive environment for practicing English conversations without the fear of making mistakes, as teachers and friends are available to assist. In this setting, students are not allowed to speak any language other than English and must

participate in all scheduled activities. Teachers will be present to guide learners in their English studies. The activities within the English Zone encompass various aspects of language learning, including grammar, reading, listening, writing, and other related components.