CHAPTER II
LITERATURE REVIEW

This section contains definitions of key terms and a summary of previous research related to speaking skill, Second Language Acquisition (SLA), English zone and perception.

A. Speaking Skill

Speaking, as a productive skill, is very complex and requires the use of multiple abilities at the same time, which often develop at different rates (Yunus, 2021). Speaking is a skill that is deeply ingrained in daily human activities, as it is a primary mode of communication in most routines. One can imagine the vast number of words spoken throughout the day. This highlights the significance of speaking ability as a crucial skill, supported by other language skills. In order to fully explore the concept of Speaking Ability for this thesis, the researcher has identified eight key elements that comprehensively explain its scope. These are;

1. Types of Speaking Skill

Speaking involves different types and stages as it develops. This suggests the need to break down the sequence of skills and the stages through which students' progress in learning speaking ability. There are various types of speaking skills. Those are (Brown, Language Assessment Principles and Classroom Practice , 2003);

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language which has the purpose of exchanging specific 38 information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive

Extensive (monologue) oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out

altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech.

2. The Element of Speaking Skill

Spoken language consists of various components or elements. Each sentence spoken, the way the voice is pronounced, and the intonation used are all evidence that spoken language involves multiple elements in the process of communication. Generally, there are five elements of speaking skill: (1) Grammar, (2) Vocabulary, (3) Comprehension, (4) Fluency, and (5) Pronunciation (Bohari, 2019).

1) Grammar

Grammar in speaking refers to the set of rules and structures that govern how words are combined to form sentences and convey meaning when communicating orally. Why we require grammar to our speaking is often disputed. Spoken communication usually expands outside the boundaries of grammar and draws its own territories, usage rules of speech (Bayu Andika Prasatyo, 2021). In spoken language, grammar ensures clarity, coherence, and accuracy in expressing thoughts and ideas. While speaking is often more fluid and less formal than writing, correct grammar is still essential for effective communication, as it helps prevent misunderstandings and allows speakers to convey their messages more clearly.

2) Vocabulary

Vocabulary in speaking skill refers to the set of words and phrases a speaker knows and can use effectively in verbal communication. It encompasses not only the range of words a person is familiar with but also the ability to select and use them appropriately in different contexts to convey meaning clearly and accurately.

Vocabulary has an important role in everyday life, especially in communication activities in the community and the lecture process on Zones (Bradhiansyah Tri Suryanto, 2021). A strong vocabulary allows speakers to express themselves more precisely, engage in diverse conversations, and adapt their language based on the situation, audience, or purpose of communication. In spoken language, vocabulary plays a key role in fluency and comprehension. It involves knowing how to pronounce words correctly, understanding their meanings, and being able to use them in appropriate collocations, expressions, or idioms. Having a rich vocabulary enhances the speaker's ability to articulate ideas, build rapport with listeners, and respond to various conversational cues effectively.

3) Comprehension

Comprehension means the ability to understand and process spoken language in real-time during communication. It involves not only recognizing the words and phrases being spoken but also grasping the meaning, context, and intent behind the message. Effective comprehension in speaking requires the listener to interpret vocabulary, sentence structures, tone, and non-verbal cues (such as gestures or facial expressions) to fully understand the speaker's message. In conversational settings, comprehension plays a crucial role in ensuring that both speakers are on the same page, allowing for meaningful and fluid exchanges. It also involves the ability to process and respond to what is being said, which helps maintain the flow of conversation. Comprehension in speaking is essential for successful communication, as it allows individuals to engage appropriately, ask clarifying questions, and offer relevant responses.

4) Fluency

Fluency in speaking refers to the ability to express oneself smoothly and effortlessly in spoken language, without frequent pauses, hesitations, or interruptions. It is not just about speaking quickly, but about maintaining a natural flow of conversation where words and ideas are produced without undue struggle. Fluent speakers can articulate their thoughts clearly and effectively, often without having to pause to search for words or rephrase sentences.

5) Pronunciation

Pronunciation is the way in which words are spoken, including the articulation of individual sounds, stress patterns, rhythm, and intonation. It is the process of producing speech sounds in a way that is clear and understandable to others. Proper pronunciation involves correctly pronouncing the sounds of words (phonemes), emphasizing the correct syllables (stress), and using appropriate intonation and rhythm to convey meaning and emotion. Good pronunciation ensures effective communication and helps prevent misunderstandings in spoken language.

B. Second Language Acquisition Method

Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as youth children, and to the process of learning that language (Saville, 2012). It involves acquiring skills in speaking, understanding, reading, and writing the new language, and can happen in both formal settings (like classrooms) and informal settings (like living in a community where the language is spoken). SLA is simply how we learn a second language, whether we're studying it in school or picking it up by being

around people who speak it. It involves gradually understanding and using the language through practice and exposure. Different factors like age, motivation, and how much we interact with the language can affect how quickly and well we learn it.

C. English Zone in Language Learning

1. The Definition of English Zone

English Zone (EZo) is an activity where the learners or participants uses English in a specific place along the time (Septiyana, 2020). The purpose of an English Zone is to create an immersive space where learners can practice speaking, listening, reading, and writing in English outside of traditional classroom settings. In this zone, students are encouraged to use English in various social, academic, or recreational activities, making the language learning process more natural and integrated into their daily lives. This concept is often implemented in schools, universities, language centers, or even communities, where specific areas or times are allocated for English-only interaction, helping students to develop fluency and confidence in the language.

The English Zone is grounded in the idea that Second Language Acquisition (SLA) is the most effective when it extends beyond formal lessons and is practiced in authentic, real-world contexts. If learners do not get a chance to practice any language either in the classroom or out of the classroom then it becomes very difficult to learn a language (Chand, 2021). By creating an environment where English is used naturally for communication, learners are exposed to the language in diverse situations and can improve their practical language skills, such as problem-solving, negotiation, and social interaction. The English Zone often

includes activities like discussions, debates, role-plays, group projects, or language games, all of which require students to actively engage with the language. This approach fosters a sense of community and encourages students to think in English, ultimately leading to better fluency and language retention.

2. The principle of English Zone

The principles of the English Zone are designed to create an immersive and engaging environment where learners are encouraged to practice and develop their English language skills in real-world contexts. Here are the principles that guide the concept of the English Zone;

a. Active Participation

The English Zone emphasizes active participation from learners, encouraging them to use English in conversations, role plays, group discussions, debates, and other interactive activities. Rather than being passive recipients of information, students are given opportunities to practice speaking, listening, and engaging with others in English. This participatory approach helps build practical language skills that are directly applicable in everyday situations.

b. Contextual and Real-Life Application

In the English Zone, language learning is contextualized, meaning that students are encouraged to use English in real-life scenarios. Activities are designed to simulate situations where English would naturally be used, such as ordering food at a restaurant, making phone calls, or discussing news topics. This principle helps learners understand the practical applications of the language and builds their ability to use English in diverse, authentic contexts.

c. Encouragement of Confidence and Risk-Taking

An important principle of the English Zone is creating a supportive and non-threatening environment where students feel comfortable taking risks with their language use. Students are encouraged to speak without fear of making mistakes, as errors are seen as a natural part of the learning process. This fosters confidence and motivates learners to engage more actively, knowing that the goal is communication rather than perfection.

d. Collaboration and Social Learning

The English Zone is rooted in the belief that language learning is a social process. Students often work in pairs or groups, collaborating on tasks that require communication. Group activities and peer interactions provide learners with a chance to practice language in a cooperative environment, where they can learn from each other, share ideas, and provide mutual support. This social aspect of language learning helps learners build not only language skills but also cultural awareness and interpersonal communication.

e. Focus on Fluency and Communication

The ultimate goal of the English Zone is to develop fluency and communication skills. While accuracy is still important, the emphasis in the English Zone is on helping learners communicate their ideas and messages effectively, even if they make some mistakes along the way. By practicing speaking and listening in an interactive, real-world context, students are able to gain the confidence needed to use English for genuine communication, both in social and academic settings.

D. Previous Research

This chapter aims to clarify the original concept of the research by reviewing relevant previous studies. It highlights both the similarities and differences between

those studies and the current research, providing a context for understanding how this work contributes to the existing body of knowledge**.**

There are some previous studies which related to this research. First study is from Nurul Masyithah (2020). The results revealed that students employed various strategies such as watching movies, listening to music, creating mind maps, drafting speaking outlines, practicing repetition, using smartphone apps, and conversing in English with partners. However, in their efforts to improve speaking fluency, they faced several obstacles including nervousness, overthinking grammar, pronunciation challenges, limited societal support, inadequate learning resources, and low intrinsic motivation. Therefore, the teacher should invite native English speakers to provide students with examples of English used in real contexts, covering aspects such as style, accent, intonation, pronunciation, and other elements of speaking.

The second is a study by Siti Ayda Nurcholilah (2018) The thesis on the implementation of English Day concludes that the English Day program enhances the effectiveness of the teaching and learning process in speaking, assisting teachers in their formal school instruction. This program creates an English environment focused on vocabulary memorization, grammar mentoring, discussion forums, and conversation practice among students. It enables students to practice their English and significantly improves their speaking skills.

The third study is from Rena Islamiati (2019). The research indicated that the English environment established by the boards of the Islamic boarding school plays a crucial role in enhancing students' speaking abilities. Both formal and informal programs provide students with comprehensive English activities, including

vocabulary memorization, English courses, conversation practice, and public speaking. Additionally, the informal aspect of the English environment involves students receiving penalties for not adhering to the rules of the program.

The fourth study by Natalia Rahayu (2015). The research identified several issues students face in their daily English-speaking program, including fear of making mistakes, incorrect pronunciation, lack of understanding of grammatical patterns, limited vocabulary mastery, few opportunities to practice, lack of interest, reliance on their mother tongue, infrequent practice, and insufficient discipline.

The fifth study from Baihaqi (2016). The research discovered that the Speaking Club program effectively supports and aids students in enhancing their speaking skills, including the use of appropriate vocabulary, boosting their self-confidence, organizing their ideas, and engaging actively in discussions during the program. Additionally, students have a designated space to practice speaking with peers, and they have shown gradual improvement in their speaking abilities after participating in this program.

The similarities between previous research and this research are focusing on the development of students' speaking skills, using descriptive data through observations, collecting data through interviewing, and having some documentations, which helps in understanding the complex processes involved in speaking skill acquisition. However, the difference lies in their focus: one study emphasizes the teacher's role, exploring what teachers should do to effectively teach speaking, the challenges they face—especially within the formal education system—and how they guide students. In contrast, this study concentrates on the students' experiences, particularly how participation in language programs like

English Day or Speaking Club influences their motivation, engagement, and speaking development, without giving significant attention to the teacher's role or institutional challenges.