

**THE IMPLEMENTATION OF ENGLISH ZONE TO SUPPORT
STUDENTS' SPEAKING SKILL AT MI MUHAMMADIYAH 1
PARE**

THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
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**THE IMPLEMENTATION OF ENGLISH ZONE TO SUPPORT
STUDENTS' SPEAKING SKILL OF MI MUHAMMADIYAH 1 PARE**

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2023**

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Appendix : -

The Honorable,

To the Dean of the Faculty of Education and Teaching Training

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Assalammu'alaikum Wr. Wb

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, November 2nd, 2023

The Researcher,



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MOTTO

“The possibility of all those possibilities being possible is just another possibility
that could possibly happen”

-Mark Lee-

DEDICATION

There is no more beautiful sheet in this thesis report except the dedication sheet;
with all my body and soul and sincerity, I dedicate this thesis to my parents,

Mr. Sunaryo and Mrs. Widayati, SE

Who sincerely gave their best prayers, and support for every step I took. I also
dedicate this thesis to all my family and friends, whom I cannot mention one by
one, who have provided support, motivation, prayers, and enthusiasm and always
helped each other in preparing this thesis.

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In the name of Allah SWT, The beneficent, The Merciful

Praise Allah SWT, who always bestows his grace and gifts so the writer can finish the thesis entitled “The Implementation of the English Zone to Support Students’ Speaking Skill at MI Muhammadiyah 1 Pare”. Peace and salutation are given to the prophet Muhammad SAW, a role model for humanity who has guided Muslims from the Jahiliyah era to the Islamic era.

It is a happiness and pride for the writer to be able to complete this thesis through a long struggle. Many experiences have taught the writer about effort, prayer, patience, confidence, responsibilities, efficiency, luck, problems, dreams, etc. However, the writer realizes that this writing cannot be separated from guidance, direction, or constructive criticism from various parties. Therefore, on this occasion, the author would like to express her deepest gratitude and highest appreciation to:

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The author expects constructive criticism and suggestions from all parties, and finally, only to Allah SWT we take refuge, a hope that this paper can further develop into perfect research and be useful for all parties.

Malang, November 2nd, 2023

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

اؤ = aw

اي = ay

او = û

اى = î

TABLE OF CONTENT

THESIS	i
SUBMISSION SHEET	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
THE OFFICIAL ADVISORS' NOTE	iv
APPROVAL.....	v
DECLARATION OF AUTHORSHIP	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
LATIN ARABIC TRANSLITERATION GUIDE	xi
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
ABSTRAK	xvii
خلاصة.....	xviii
ABSTRACT.....	xix
CHAPTER I INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Research Question	7
1.3 Objective of the Research.....	7
1.4 Limitation of the Research	7
1.5 Significance of the Research	8
1.6 Definition of the Key Terms	8
CHAPTER II LITERATURE REVIEW.....	9
2.1 Language Environment	9
2.1.1 The Meaning of Language Environment	9
2.1.2 Kinds of Language Environment	10
2.2 English Zone.....	12
2.3 Speaking Skill.....	14

2.3.1	The Meaning of Speaking Skill.....	14
2.3.2	Function of Speaking Skill.....	15
2.3.3	Aspect of Speaking Skill.....	16
2.3.4	Level of Speaking skill.....	16
2.3.5	English Speaking Skill for Elementary School Students	18
2.4	Previous Studies	20
CHAPTER III RESEARCH METHODOLOGY		23
3.1	Research Design	23
3.2	Research Subject	23
3.3	Data Source	24
3.4	Research Instrument	25
3.5	Data Collection.....	25
3.5.1	Interview	26
3.5.2	Observation	26
3.5.3	Documentation	26
3.6	Triangulation	27
3.7	Data Analysis	27
3.7.1	Data Reduction.....	27
3.7.2	Data Display.....	28
3.7.3	Conclusion	28
CHAPTER IV FINDINGS AND DISCUSSIONS		29
4.1	Finding.....	29
4.2	Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION		42
5.1	Conclusion.....	42
5.2	Suggestion	43
REFERENCES.....		44
APPENDIXES		46

LIST OF TABLES

Table 3.1	The Research Schedule.....	25
Table 4.1	Amazing Time syllabus for speaking.....	36

LIST OF FIGURES

Figure 4.1 English Zone area	30
Figure 4.2 Students speak English in the English Zone.....	32
Figure 4.3 Morning roll call	36
Figure 4.4 Morning conversation.....	38

LIST OF APPENDICES

Appendix 1	Observation permission letter	46
Appendix 2	Research permission letter	47
Appendix 3	The observation checklist	48
Appendix 4	The blue print of interview	50
Appendix 5	Validation sheet	53
Appendix 6	Documentation	57
Appendix 7	Curriculum Vitae	59

ABSTRAK

Fadilah, Kurnia Ilma. Penerapan English Zone untuk mendukung kemampuan berbicara siswa di Mi Muhammadiyah 1 Pare. Tesis. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. UIN Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarak, M.Pd.

Kata Kunci: English Zone, Kemampuan Berbicara, Lingkungan Bahasa

Menguasai keterampilan berbicara sekarang menjadi prioritas bagi pelajar bahasa kedua. Mempelajari keterampilan berbicara membutuhkan kerja keras, membutuhkan latihan berulang-ulang dan lingkungan yang mendukung. *English Zone* membentuk lingkungan bahasa yang sempurna. Lingkungan Bahasa tersebut dibuat semirip mungkin dengan lingkungan asli di mana siswa dapat mengeksplorasi kemampuan berbicara mereka untuk meningkatkan keterampilan berbicara mereka. MI Muhammadiyah 1 Pare merupakan salah satu sekolah dasar yang menerapkan *English Zone* untuk membantu siswa dalam meningkatkan kemampuan berbicara. Dalam implementasinya, *English zone* dapat meningkatkan kemampuan berbicara siswa di MI Muhammadiyah 1 Pare baik dari segi pengetahuan kebahasaan maupun kepercayaan diri dalam berbicara bahasa Inggris. Peningkatan ini dapat dilihat dari hasil ujian lisan dan prestasi siswa. Penelitian ini mendeskripsikan implementasi *English Zone* untuk mendukung keterampilan berbicara siswa di MI Muhammadiyah 1 Pare.

Penulis menggunakan metode kualitatif di mana data diperoleh dari hasil wawancara, observasi, dan dokumentasi. Setelah data terkumpul, peneliti mengolah data sesuai dengan fokus penelitian. Dari hasil temuan, dapat disimpulkan bahwa *English Zone* di MI Muhammadiyah 1 Pare menciptakan lingkungan di mana siswa diberikan tempat dan partner untuk melatih kemampuan berbicara mereka. *English Zone* dibuat di beberapa tempat yang biasa dikunjungi siswa. Siswa yang datang ke *English Zone* harus menggunakan bahasa Inggris. Jika mereka melanggar, mereka akan dihukum. Sekolah juga menggunakan beberapa media dan agenda untuk mendukung kemampuan berbicara siswa di *English Zone*. Media tersebut berupa kosakata yang ditulis di setiap benda, spanduk yang berisi dialog pendek dan peribahasa, serta buku waktu yang menakjubkan. Agenda kegiatannya meliputi apel pagi, percakapan, market day, dan English fun.

خلاصة

فضيلة، كورنيا علما. تنفيذ المنطقة الإنجليزية لدعم مهارات التحدث لدى الطلاب بالمدرسة الابتدائية المحمدية I باري. أطروحة. تادريس انجليزي. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: حرير مبارك، دكتوراه في الطب

الكلمات المفتاحية: المنطقة الإنجليزية، القدرة على التحدث، البيئة اللغوية

،أصبح إتقان مهارات التحدث الآن أولوية لمتعلمي اللغة الثانية. إن تعلم مهارات التحدث هو عمل شاق ويتطلب ممارسة متكررة وبيئة داعمة. تشكل منطقة اللغة الإنجليزية بيئة لغوية مثالية. تم تصميم بيئة اللغة لتكون مشابهة قدر الإمكان للبيئة الأصلية حيث يمكن للطلاب استكشاف قدراتهم في التحدث لتحسين مهارات التحدث لديهم. المدرسة الابتدائية المحمدية I باري هي إحدى المدارس الابتدائية التي تطبق المنطقة الإنجليزية لمساعدة الطلاب على تحسين مهارات التحدث لديهم. من خلال تنفيذها، يمكن لمنطقة اللغة الإنجليزية تحسين مهارات التحدث لدى الطلاب في المدرسة المحمدية I باري الإسلامية من حيث المعرفة اللغوية والثقة في التحدث باللغة الإنجليزية. ويمكن ملاحظة هذه الزيادة من خلال نتائج الامتحانات الشفوية وتحصيل الطلاب. يصف هذا البحث تنفيذ المنطقة الإنجليزية لدعم مهارات التحدث لدى الطلاب في المدرسة المحمدية I باري الابتدائية

يستخدم المؤلف الطريقة النوعية حيث يتم الحصول على البيانات من المقابلات والملاحظة والوثائق. وبعد جمع البيانات، يقوم الباحث بمعالجة البيانات وفقا لمحور البحث. من النتائج، يمكن أن نستنتج أن المنطقة الإنجليزية في المدرسة الابتدائية المحمدية I باري تخلق بيئة حيث يتم منح الطلاب مكانا وشركاء لممارسة مهارات التحدث الخاصة بهم. تم إنشاء مناطق اللغة الإنجليزية في عدة أماكن يزورها الطلاب عادةً. يجب على الطلاب الذين يأتون إلى المنطقة الإنجليزية استخدام اللغة الإنجليزية. إذا خالفوا، سيتم معاقبتهم. تستخدم المدرسة أيضاً العديد من الوسائط وجدول الأعمال لدعم مهارات التحدث لدى الطلاب في منطقة اللغة الإنجليزية. ويكون الإعلام على شكل مفردات مكتوبة على كل كائن، ولافتات تحتوي على حوارات قصيرة وأمثال، بالإضافة إلى كتب زمنية مذهلة. يتضمن جدول النشاط التجمع الصباحي والمحادثة ويوم السوق ومتعة اللغة الإنجليزية

ABSTRACT

Fadilah, Kurnia Ilma. The Implementation of English Zone to Support Students' Speaking Skill at MI Muhammadiyah 1 Pare. Thesis. English Education Department. Faculty of Tarbiyah and Education Training. UIN Maulana Malik Ibrahim Malang. Supervisor: Harir Mubarak, M.Pd.

Keywords: English Zone, Speaking Skill, Language Environment

Mastering speaking skill is now a priority for second-language learners. Learning speaking skill takes work, requiring repeated practice and a supportive environment. English Zone forms a perfect language environment where the environment is created as similar as possible to the native environment where students can explore their speaking ability then they can improve their speaking skill. MI Muhammadiyah 1 Pare is an elementary school implementing an English Zone to help students improve their speaking skill. In its implementation, the English zone can improve students' speaking skill at MI Muhammadiyah 1 Pare both in terms of linguistic knowledge and confidence in speaking English, which can be seen from the results of oral exams and student achievement. This study describes the implementation of English Zone to support students' speaking skill at MI Muhammadiyah 1 Pare.

The researcher uses a qualitative method to obtain data from interviews, observations, and documentation. After the data were collected, the researcher reduced the data according to the research focus. From the findings, it can be concluded that English Zone at MI Muhammadiyah 1 Pare creates an environment where students are given a place and partner to practice their speaking skill. English Zone is made in several places that students usually visit. Students who come to the English Zone must use English to communicate. The school also uses some media and agenda to support students' speaking skills in the English Zone. The media are vocabulary written on every object, banners containing short dialogs and proverbs, and amazing time books. The agenda includes morning roll call, conversation, market day, and English fun.

CHAPTER I INTRODUCTION

In this chapter, the researcher describes several things related to the research, such as the background of the research, research question, objectives of the research, research significance, limitation of the research, and definition of key terms.

1.1 Background of the Research

English has become one of the most widely used languages globally as a second or foreign language. Studying English in this globalization era is the right choice. English is the primary language in business, world affairs, and science. Mastering it means opening opportunities for someone to work and broaden one's horizons. In his speech, Prof. Dr. Amal Fethullah Zarkasyi said that learning English is the key to understanding science and technology. As we know, learning English can be done in many ways. In Indonesia, English is a learning material in the classroom. Even today, many schools in Indonesia implement a bilingual system in their curriculum, with English being the primary language.

English is essential in almost all aspects of human life, such as Education, work, and communication. Communication is the most critical aspect of human life, which may affect other elements. As written in the Koran, surah Al Hujurat verse 13 reads:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ
(الخجورات: ١٣)

“Humankind! Indeed We have created you from a male and a female and made you nations and tribes, that you may get acquainted with one another.”

This verse explains that humans were created to know each other. And the way to do that is through communication. According to Mare J. Riemer, communication skills are crucial to engineering students' education to facilitate and prepare them for their future careers. Good communication skills will be achieved through good speaking skills

Four aspects of ability must be mastered in English are listening, speaking, and reading. These four abilities complement each other in mastering English. Speaking ability is the most important in an era where many things use English. Speaking skill is essential skill to mastering an advanced foreign language. Adrian Doff (2022) said that Speaking skill would be someone's assessment of his language skills in real life.

According to Yuxia Ma (2022) Mastery of speaking skill in the language has become a priority for many second or foreign language learners. Furthermore, many researchers argue that speaking is one of the four skills that should be developed. Mastery of speaking skills can help in oral communication. Moreover, Sadullaevna and Safarovna (2020) states that effective communication can benefit L2 learners by gaining confidence and improving performance in the remaining language skills. In addition, the importance of mastering target language speaking skills arise when language learners realize their impact on the success of their future career. Mark Flores (2019) argue that students who speak English fluently may have more significant job opportunities.

Mastering speaking skills is not easy, it must be accompanied by many exercises that are done repeatedly. According to Xiaofei Rou (2018), in traditionally learning English, students would be introduced to English, theoretically more

concerned with grammar and vocabulary mastery, but not all of them can speak English fluently. This idea has made several educational installations think about how to develop students' speaking skills. Learners recognize that they need to practice the target language regularly in successive classes to overcome shyness and doubt.

According to Healthwise (2023), the development of language skills is related to the development of speech. The more people can speak, the richer their language skills, and the richer their language skills make children confident to speak. In this case, speaking skills can support the mastery of other skills.

People improve their speaking skill without learning other aspects. For example, small children accustomed to speaking English from a young age in a supportive environment will be more proficient in English later on. This also applies to children who attend international schools. They are more experienced in English because they are used to using it at school. Another example is Ni Putu Rista, a child from Bali who can speak several languages because they are accustomed to using them with tourists visiting her area. Speaking skills can be acquired through a supportive environment.

The English Zone is an activity where the learners use English in a specific place. In its application, every action in that area must use English to communicate, whether with friends or teachers. Anyone who violates it will get punishment according to what was agreed before. For example, if someone does not use English in the English area, then he has to accept punishment. With this, students inevitably have to use English to avoid penalties. Students can use simple English according to their abilities or ask the teacher for help.

The English Zone creates the right environment to help students continuously hone their English skills. The right environment will help students in their learning activities. This opinion supports the idea put forward by Stephen Andrews (2012) in his book that the impact of the environment on human development suppresses the role of genotype in him, not only in the environment where he lives but also in his learning environment. So that if students are constantly practicing and supported by the right environment, it can affect the development of one's language skills. English zone can also be a place where students are forced to speak English. There is a saying in Javanese, "*Kulino jalaran soko kepekso*" which means getting used to it because of compulsion. This proverb is by the concept carried out in the English zone, which forces someone to speak English in a place that has been made.

In this research, the researcher found several previous research that related to improve students' speaking skills with the English Zone. Such as the Journal conducted by Rurin Oktaviany S., Luwandi Suhartono, and Iwan Supardi 2015 entitled "English Zone for Motivating the Student to Speak". This Journal uses a descriptive method in which the subject is eight students of English for youth level 3 in a speaking class at an English language international course. The Journal explains that the English Zone can motivate students to be more active in speaking English. The data reveals that 76.37% of students are encouraged to speak English in the English zone, with a high category. With this, the students increased their motivation because of their efforts in speaking activities.

The second previous research found by the researcher was conducted in 2019 by Eka Apriani, entitled "*Efektivitas English zone dalam meningkatkan kemampuan berbicara bahasa inggris mahasiswa IAIN Curup*". The thesis gives

the result that the English zone can improve students' quality and ability. She explains that the speaking knowledge of students in IAIN Curup significantly improved after being applied to the English Zone. Students are more confident speaking in English in the English zone. This research revealed many problems faced by students, such as students' limitations in speaking, difficulty in finding a speaking partner, students' shyness in starting conversations, knowledge of grammar rules, and desire to speak English.

The last previous research was conducted by Linda Septiana 2020 entitled "English Zone (EZO): A fun activity in learning English speaking skills for young learners". The Journal used qualitative descriptive where the data was obtained from observations in the teaching and learning process and interviews with ten students in the rice village. The Journal explains that English questions are made every Sunday with the participation of around 20 children aged 10-12 years who live around the rice fields. In practice, the English zone program was made as attractive as possible by adding games, singing, and other fun things that use English to increase students' enthusiasm. The researchers explain that the English zone can help the student improve their confidence during their speaking practice. English zone allowed the student to speak more and decreased hesitation.

Based on the previous research that has been described, it can be concluded that the English zone improves students' speaking skills in various aspects, such as increasing their confidence in speaking English and helping them speak English more fluently. In this case, it is different from the previous research above. In this research, the researcher focuses on how the English zone system is implemented in elementary schools.

Ahmad Jazuri (2016) states elementary school students find it easier to develop English-speaking skills. Children's memory is at its maximum at this age, so English language learning, especially speaking skills taught by the teacher, will easily stick to their memory and be difficult to forget. Karlina (2018) says that students at an early age prefer to imitate what they hear, see, and listen to. At this stage, improving speaking skills and pronunciation will be more accessible. Besides that, according to Galia Sarac (2017), learning is still a matter of experience for children, so it is essential to give them language experience to ensure learning success. Based on some of the statements above, improving speaking skills in elementary school students will be easier and significantly help them at a higher level.

MI Muhammadiyah 1 Pare is an elementary school implementing LCP (linguistic class program) since 2017. In preliminary research conducted on November 27, 2022, the researcher had the opportunity to conduct observations and brief interviews with LCP class teachers at MI Muhammadiyah 1 Pare. From preliminary research, the teacher stated that MI Muhammadiyah 1 Pare is the first elementary school to implement an English Zone in the Pare, Kediri. English Zone modeling at MI Muhammadiyah 1 Pare has now been used as an example by several other elementary schools, such as MI Muhammadiyah 2 Badas and other elementary schools in Kediri. English Zone at MI Muhammadiyah 1 Pare was explicitly formed for linguistic class students as a medium to help improve speaking skills regarding quality and abilities. She also stated that after implementing the English Zone, students' speaking skills increased in terms of linguistic knowledge and confidence in speaking English. In a brief observation conducted by the

researcher, students looked more expressive and confident in speaking English in the English Zone. Students look fluent in pronouncing English words even with limited vocabulary. Most students master everyday conversation or some language they have learned at school. Students can also understand what someone says in English even though sometimes some cannot answer clearly because of limited vocabulary. In this case, the researcher is interested in examining how the Implementation of English zone at MI Muhammadiyah 1 Pare.

1.2 Research Question

Based on the background of the research above, this research attempts to answer the following question:

“How is the implementation of English Zone at MI Muhammadiyah 1 Pare?”

1.3 Objective of the Research

Based on the research question, the researcher establishes the following research objective:

“To find out the implementation of English Zone at MI Muhammadiyah 1 Pare”

1.4 Limitation of the Research

The researcher focuses on the implementation of the English Zone as an informal language environment to support students' speaking skill at the elementary school level. This research was conducted at MI Muhammadiyah 1 Pare with an English teacher as the subject. The findings then be presented in detail so they can be used as a reference for other schools in implementing the English Zone to support student speaking skill at elementary school student.

1.5 Significance of the Research

From this research, it is expected that: (1) Practically, this research can inspire teachers to add variety to teaching English at school, especially in developing speaking skills. The results of this research can be helpful for readers because they contain information about how to apply the English zone to students. (2) Theoretically, the results of this research are expected to support other researchers who wish to research the same field. This research can be used as a reference or material for further research for other researchers who want to investigate related to the English Zone, which can be used to improve students' speaking skills.

1.6 Definition of the Key Terms

In this research, some terms need to be discussed and defined. The researcher chose those terms based on the Research's title, *The Implementation of English Zone to Support Students' Speaking Skills in MI Muhammadiyah 1 Pare*.

1. Language Environment

A language environment is a place or condition allowing language learning and input about the language you want.

2. English Zone

The English Zone is an activity where the learners use English in a specific place.

3. Speaking Skill

Speaking skill is skill to convey one's ideas, thoughts, and feelings to others by using spoken language in a clear, logical, and systematic so that what is said can be understood by others.

CHAPTER II

LITERATURE REVIEW

The researcher explores the literature relevant to this research in this chapter presented literature provides theoretical research on language environment, English Zone, speaking skills, and previous studies.

2.1 Language Environment

2.1.1 The Meaning of Language Environment

According to Kiatkheeree (2018), the environment is an area that includes all things that can affect the growth and development of living things. Tenganan (2020) states that the environment involves the five human senses, especially sight, and hearing. It can be concluded that an environment is a place for someone to grow and develop, which can affect several critical imperative aspects of life.

A language environment is a place or condition allowing language learning and input about the language you want. Dulay (1983) states that the language environment is heard, seen, and felt by language acquirers related to the second language being studied. The environment dramatically influences second language learning. According to Mohammad Amiruddin and friends in his journal, the language environment is the situation at home when watching TV, interactions with parents, relatives, friends, teachers, class situations, teaching and learning processes in class, and all interactions. Other.

This language environment uses learning objects as actual experiences, observing directly, obtaining data accurately, and students can study

individually or in groups. According to Syukri (2013), the environment has two primary roles in the educational process, namely (1) the environment provides learning to students and (2) the environment must be improved by educational products.

Language environment can be formed and modified according to the needs and targets to be achieved. The formation of a language environment aims to encourage second language learners to get used to using the language they want to master. In this case, someone who creates a language environment intends to form an area and a good atmosphere for learning a second language. A supportive environment is expected to help students in their learning. This state is supported by the opinion of Stephen Andrews (2001) that the impact of the environment on human development emphasizes the role of genotype. Not only the living environment but also the learning environment. So that someone always practices and is supported by a good atmosphere, it can affect the development of one's language skills.

2.1.2 Kinds of Language Environment

According to Jayendra (2021), the language environment used for second language learning is the natural or informal and formal language environments.

a. Natural or Informal Language Environment

The natural or informal environment provides activities that allow everyday activities outside the classroom. It is related to natural conditions and communication. Although no rules apply in any touch, students can explore anything that is have studied.

In learning, the natural or informal environment provides what is needed input to the language acquisition process. Conversely, the formal environment allows students to increase their knowledge and competencies. Therefore, to achieve results from the language being learned, one needs an informal environment that intensively involves the role of the learner to create learning effectiveness and practice the knowledge in a formal setting.

The informal environment has a broader scope of use than the formal environment. Most students spend more time in a natural or casual environment that allows language to become more integrated. Several supporting activities in the dormitory or home, strengthen students' English skills and knowledge. Hence, it makes the informal environment a more natural opportunity to improve speaking skills in a formal environment

b. Formal Language Environment

The formal language environment can be seen from two aspects, (1) the order of acquiring a second language and (2) the speed or success in mastering a second language. According to Artini (2017), the formal environment is a second language acquisition activity that tends to limit and focus attention on specific rules and forms of learning. This creates the potential for developing students' speaking skills to be restricted from exploring their skills in communication because of dependence on the type and teaching method applied in the teaching and learning process.

However, it formally refers to the official education system, such as schools, colleges, etc. This environment can help in mastering a second language. Karren Miller (2018) said that to achieve results from the language being learned, one needs an informal environment that intensively involves the role of the learner to create learning effectiveness and practice the knowledge in a formal setting.

2.2 English Zone

The English Zone is developed by teachers to help students learn English, especially in mastering speaking skills. In its implementation, the English Zone can make various variations. For example, an English Zone can be in the form of an area made, where students must use English if they are there. In addition, an English zone could be made every particular day, for example, English Day or English Week, where students must use English that day. So, English Zone can be made in various ways and variations depending on the target set.

Arining Wibowo and Muhamad Suharto (2016), in their journal, said that the English zone is a place where there are a series of agendas, English learning media, and the rules that have been agreed upon to learn English. The regulations are that anyone in the English Zone must use English in communicating. And anyone who violates the agreed rules can get punishment.

Meanwhile, Musyarofah and Endang Ari Wahyuni (2018) in their journal, explained that the English zone is where everyone must communicate using English. The English zone is usually marked with "English zone" written on the wall or anywhere that can be read clearly by others. The English zone can be created in various places or regions according to the maker's wishes. It doesn't have to be

in all parts of the school. The English zones can be made in only a few school places, such as classrooms, laboratories, teachers' offices, etc.

The English Zone also has rules. Students who do not use English in the English zone area can be punished or sanctioned according to what has been agreed. So inevitably, everyone have to use English in the English zone area. The punishment given can vary. It is under the agreement that was agreed upon by the teacher and students beforehand.

The English Zone system creates the right environment to help students continuously hone their English skills. The right environment will help students in their learning activities. This opinion supports the idea put forward by Stephen Andrews (2015) in his book that the impact of the environment on human development suppresses the role of genotype in him, not only in the environment where he lives but also in his learning environment. So that if students are constantly practicing and supported by the right environment, it can affect the development of one's language skills.

In its implementation, the English Zone forces students to speak English. Students who are forced to use English will become accustomed to it, and it will affect everyday life. This concept of compulsion is like someone forced to learn a foreign language in a foreign country. They are forced to speak and learn from what they see and hear. The English zone uses the concept of a natural language environment where students can learn from their own experiences, and they can also learn from whatever they hear and see.

The English zone is made as close as possible to the native environment. Many modern Islamic boarding schools or dormitories carry this system. Several

journals say that the English Zone improves students' speaking skills. This idea is also noted in the journal by M Ammiruddin (2019) entitled "*Peran Lingkungan Bahasa Dalam Pemerolehan Bahasa Inggris lisan Santri di Pondok Pesantren Nurul Jadid Paiton.*" The learning process is built as similar as possible to the native environment, it makes student easy to adapt and master a new language. The achievement of language targets in modern boarding schools and language dormitories can be used as a benchmark as an example of a system that can be implemented in schools.

Implementing the English zone at school is less effective than its application in Islamic boarding schools and language dormitories. However, an ordinary student's life differs from a boarding school student who can implement the English Zone for twenty-four hours. In this case, Islamic boarding school students will be faster in mastering speaking skills. At the same time, regular school students will be slower because they cannot speak English twenty-four hours straight. However, in observations made by the researcher, students' ability to speak English at MI Muhammadiyah 1 Pare increased after the English zone system was implemented.

2.3 Speaking Skill

2.3.1 The Meaning of Speaking Skill

Speaking skill is skill to convey one's ideas, thoughts, and feelings to others by using spoken language in a clear, logical, and systematic so that what is conveyed can be understood by others. According to Effendy et al. (2004), speaking skill is communicative activities in a dialogue between people. One person said, and the other must listen, thus switching roles. It

means speaking is a productive language skill to share people's ideas or information with other people.

According to Yuxia Ma (2022), Mastery of speaking skill in the language has become a priority for many second or foreign language learners. Furthermore, many researchers argue that speaking is one of the four skills that should be developed. Mastery of speaking skills can help in oral communication. In addition, the importance of mastering target language speaking skill rise when language learners realize their impact on the success of their future career. Mark Flores (2018) argue that students who speak English fluently may have more significant job opportunities.

2.3.2 Function of Speaking Skill

Bozena Horvathova (2021) says that speaking skill have three functions that require different activities and learning. The three functions are:

a. Talk as Interaction

Talk as Interaction is everyday communication in which people talk to other people to exchange ideas and information. In this case, speaking skills are needed to convey people's messages to others. In other words, speaking in Interaction refers to social formation the relationship that focuses on how the other person can receive the news.

b. Talk as Transaction

Talk as a transaction primarily focuses on one person's ideas or information for others to make them understand accurately and clearly. For example, students and teachers often focus on

understanding their discourse rather than interacting socially with others.

c. **Talk as Performance**

Talk as performance is speaking as a monologue activity in front of many people, such as giving speeches, reading the news, etc.

2.3.3 Aspect of Speaking Skill

To determine whether speaking is included in the excellent category of speaking, some aspects of speaking have to be mastered Hariani (2018) said these aspects are:

- a. **Pronunciation** is how a word is pronounced correctly. Speaking with the correct pronunciation can help the listeners understand what we say.
- b. **Grammar** is a way or a system of rules for compiling a pattern of language to become a good sentence structure.
- c. **Vocabulary** is a collection of words that a specific group knows and becomes part of a particular language.
- d. **Fluency** is a measure of a person's ability to speak. Fluency in speaking can help someone communicate quickly and clearly.
- e. **Comprehension** is a person's ability to understand a purpose and meaning in a conversation. The higher a person's understanding, the higher his speaking ability.

2.3.4 Level of Speaking skill

Speaking learning is divided into several levels as an international standard used to assess a person's language proficiency or ability both passively and actively. The levels are:

a. A1 (Beginner)

At this level, a person has basic English-speaking skills. Understanding and use of English is only about common vocabulary and simple sentences.

b. A2 (Elementary)

At this level, a person's speaking skill is reflected in interactions in English. People at the elementary or A2 level can communicate in English even though it is still limited and straightforward sentences are understood.

c. B1 (Intermediate)

At level B1 (intermediate) one can speak English passively and actively with more varied topics than the previous level in informal and formal situations. For example, being able to have conversations about ideals and lifestyles, to take part in job interviews in English.

d. B2 (Upper Intermediate)

The fourth level of English mastery is more complex. It is shown by mastering English on various occasions without many obstacles. At this level, someone is able to understand and practice more complex English. For example, someone can create texts on social topics with detailed explanations.

e. C1 (Advanced)

A person at this level can use English for academic and professional purposes. There is no longer any difficulty in understanding or applying English on almost all occasions. At this level, a person can

spontaneously, fluently, and confidently express his ideas related to various topics.

2.3.5 English Speaking Skill for Elementary School Students

English speaking skill in elementary school students can be categorized in levels A1 (beginner) to A2 (Elementary), where children begin to recognize some vocabulary in English and practice short conversations such as introductions and greetings and can communicate with a limited sentence they have studied.

Speaking learning at the elementary school level differs from higher levels. The differences can be seen in the objectives, media, and material. Learning activities for elementary school children must be made according to student's interests so that they are interested in learning and make it easier to understand the material provided. Tiona Siregar & Tarigan (2021) said that creative learning activities will impact the progress of learning and stimulate students. Speaking learning for elementary school children must use interesting learning methods and can utilize educational media. Teachers can also create activities to improve elementary school students' speaking skills.

The speaking lesson given to elementary school students is primary lesson in the form of everyday dialogue. The vocabulary taught is also vocabulary that they can use in daily communication, such as introductions, greetings, asking for addresses, asking about hobbies, and many more. The material will increase according to their class.

According to Rhona Snelling (2021), language teaching specializes in developing and mastering conversation in a language.. Teachers should help

them overcome their fears by making conversation a positive and enjoyable experience. Success should be celebrated, and learning new vocabulary and phrases should be a well-planned and satisfying experience. The teacher should speak slowly and clearly to facilitate pronunciation and understanding. New words should be repeated often until students are confident to use them on their own. Eventually, most students should be able to speak clearly and express their ideas using appropriate vocabulary.

The teacher should plan specific words and phrases that are directly related to the activities set for the students. This will help students learn quickly and in a meaningful way. The teacher should play along with the students, using the new vocabulary and helping the students to practice and use it themselves. Planning activities to encourage discussion is essential to teach students how to engage in conversation. For example, open-ended questions such as, "What are you doing...? Why did you...? How did you...?" cannot be answered with one word. These questions encourage students to speak in phrases or sentences. By using these open-ended questions during sand, water, or construction play, students will become familiar with a variety of mathematical and scientific language. New vocabulary should always relate to what students are doing or what is happening in the classroom.

Extend the variety and range of vocabulary through well-chosen stories with attractive illustrations and repetitive meaningful phrases. Students can rehearse new words and phrases during the story and re-enact them in role-play. Use rhymes, poetry, and songs to help them see patterns and humor in

words. Encourage students to bring objects of specific interest to them and talk about them within small group situations.

Creativity, understanding, and imagination can be fostered through discussion. Encourage students to talk with each other by allocating talk partners. The teacher poses an open question, and each student has to speak their ideas to their partner. Students must also be taught how to become active listeners. They must look at the person speaking and respond when their partner has finished. A few responses can be shared with the whole group.

Apart from that, many media and methods can be used according to student needs and teacher creativity. According to Karlina (2018), speaking skills can be obtained by (1) imitating and observing models from both peers and teachers and (2) training with guidance from adults. Examples of media that can be used are songs, audio, video, and English Zone. Apart from that, teachers can also use several activities to improve students' speaking skills. Children usually want to use the language they learn to communicate immediately. In speaking activities, teachers must pay attention to the purpose of the action. In more accessible speaking activities, for example, in games, role plays, and question and answer activities. The goal is to encourage students to express their ideas and focus on content, not structure.

2.4 Previous Studies

This research found several previous studies on improving speaking skills with the English Zone. Such as the Journal conducted by Rurin Oktaviany S., Luwandi Suhartono, and Iwan Supardi 2015 entitled “English Zone for motivating the student to speak.” This Journal uses a descriptive method in which the subject is

eight students of English for youth level 3 in a speaking class at an English language international course. The Journal explains that the English Zone can motivate students to be more active in speaking English. The data reveals that 76.37% of students are encouraged to speak English in the English zone, with a high category. With this, the students increased their motivation because of their efforts in speaking activities. They participate in speaking exercises with their friends or their teacher in the course. They also play games that use English as clues. Besides that, they can also argue and ask questions about the material to their friends.

The second previous study found by the researcher was conducted in 2019 by Eka Apriani, entitled "*Efektivitas English zone dalam meningkatkan kemampuan berbicara bahasa inggris mahasiswa IAIN Curup*". This thesis uses a quantitative descriptive approach with data collection techniques through tests and questionnaires. The subjects used were students of the English language education study program at IAIN Curup. In collecting data, the researcher used two aspects in assessing students' speaking ability, namely the accuracy aspect consisting of pronunciation and accuracy in the use of grammar. And the second is the aspect of fluency, namely naturalness, and use of vocabulary. The results of this thesis say that the English zone is a system that can improve students' quality and ability. She explains that the speaking knowledge of students in IAIN Curup significantly improved after being applied to the English Zone. Students are more confident speaking in English in the English zone. This research revealed many problems faced by students, such as students' limitations in speaking, difficulty in finding a speaking partner, students' shyness in starting conversations, knowledge of grammar rules, and desire to speak English.

The last previous research was conducted by Linda Septiana and friends (2020) entitled "English Zone (Ezo): A Fun Activity in learning English Speaking Skills for Young Learners." The Journal used qualitative descriptive where the data was obtained from observations in the teaching and learning process and interviews with ten students in the rice village. The Journal explains that English questions are made every Sunday with the participation of around 20 children aged 10-12 years who live around the rice fields. In practice, the English Zone was made as attractive as possible by adding games, singing, and other fun things that use English to increase students' enthusiasm. The researchers explain that the English zone can help the student improve their confidence during their speaking practice. English Zone allowed the student to speak more and decreased hesitation.

Based on the previous studies that have been described, it can be concluded that the English zone improves students' speaking skills in various aspects, such as increasing their confidence in speaking English and helping them speak English more fluently.

In this case, the research conducted by the researcher has differences from previous studies. This research focuses on the implementation of the English language zone in the school. The researcher uses a qualitative approach where the data was obtained from observation, interviews, and documentation in MI Muhammadiyah 1 pare.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures of the method applied to find out the answer to the identification problem. This chapter covers research design, research subject, data source, research instrument, data collection, triangulation, and data analysis.

3.1 Research Design

In this research, the researcher explained the implementation of the English Zone to supports students' speaking skill at MI Muhammadiyah 1 Pare. Therefore, the design used a qualitative approach. According to Vaismoradi (2013), Qualitative descriptive research is designed to find information about certain phenomena. This method involves non-numerical research, such as interviews, observation, documentation, and others, as a source of information.

In this research, the researcher uses qualitative research methods because it is conducive to studying the problem. Therefore, the qualitative research method is a research method that looks in-depth at the situation and solves problems using non-numeric data. The goal is to describe social phenomena. The main objective of this research is to observe and describe how the implementation of the English Zone in MI Muhammadiyah 1 Pare. In this research, the researcher interviews teachers, observes the school, especially in the English zone area, and takes documentation. After that, the research was carried out at the end of the document.

3.2 Research Subject

This research conducted at MI Muhammadiyah 1 Pare. This school is located in Pare sub-district, Kediri district, East Java. The participant of this research is an

English teacher of MI Muhammadiyah 1 Pare. The reason for choosing this subject is that the author wants to explore in depth how to implement the English Zone that was designed at MI Muhammadiyah 1 Pare. The researcher chose this school because MI Muhammadiyah 1 Pare uses the English Zone to help students master speaking skill. In the author's preliminary research, English zone can improve students' speaking skills at MI Muhammadiyah 1 Pare both in terms of linguistic knowledge and confidence in speaking English, which can be seen from the results of oral exams and student achievement.

3.3 Data Source

The data in the research are materials collected by the researcher from the research location. These materials are in the form of particular matters that form the basis of the analysis. According to Neuman (2000), qualitative data is in the form of words, actions, written sources, and documentation.

The first data is words. According to Sugiono, 2006, the words regarding these contexts are what the information said during the interview with the researcher. In this research, the words considered as data were the words of the English teacher of MI Muhammadiyah 1 Pare. The second data is action. In this research, action is the researcher observed the system, namely the action of the Implementation of the English Zone during school time. The third is a written source. The researcher used primary data sources that obtained from the interview conducted with the English teacher of MI Muhammadiyah 1 pare. The fourth data is documentation. In this research, the researcher used documentation in the form of photos to reinforce of the interview.

3.4 Research Instrument

In this research, the researcher developed instruments to help researcher obtain data following the research question. According to Sugiyono (2006), the research instruments are designed to complement and compare the data with the already found data. In this research, researcher used two main instruments: (1) interview instruments in the form of nine questions developed from research questions. Nine questions were asked to explain how the English Zone at MI Muhammadiyah 1 Pare was implemented. While (2) observation instruments are made in the form of checklist tables to strengthen the ideas that the speakers have conveyed.

3.5 Data Collection

According to Sugiyono (2006), data collection techniques are mainly carried out through observation, in-depth interviews, and documentation. Therefore, this study used data collection in the form of in-depth interviews, observations, and documentation. The research schedule can be seen in Table 3.1.

Table 3.1 The Research Schedule

No.	Activity	Date
1.	Preliminary research	27 th , November 2022
2.	Submission of the research permit to the school	20 th , September 2023
3.	Conducting interviews	25 th -26 th , September 2023
4.	Analyzing Documents	25 th -26 th , September 2023
5.	Conducting observations	25 th -26 th , September 2023
6.	Taking Documentation	13 th , October 2023
7.	Conducting data triangulation	20 th – 30 th , October 2023

3.5.1 Interview

In this research, the researcher used an open interview where the informant knows she was being interviewed for research purposes. In comparison, the interview technique used is a semi-structured interview where the implementation is like an everyday conversation.

The interview was conducted on September 25, 2003. The interviewee in this interview was Hayari Damafitri Hasanuddin, S.Pd. an English teacher at MI Muhammadiyah 1 Pare. Meanwhile, the interview was carried out by giving nine questions to the relevant sources that could help the researcher get more information needed.

3.5.2 Observation

There are two types of observations, participant observation and non-participation observation. In this study, the researcher used non-participatory observation, where the researcher observed how the English zone system works for the students at MI Muhammadiyah 1 Pare. The researcher used an observation table checklist with six questions related to the English Zone, including design, application to students, and media.

3.5.3 Documentation

According to Lodico (2006), documentation is obtained before research includes public records, personal writings, or teaching materials. In this study, the researcher used documentation in the form of photos during interviews between the researcher and teacher, which are used to support the results of this research.

3.6 Triangulation

Data triangulation can be interpreted as checking data through various sources, techniques, and time to increase qualitative research's theoretical, methodological strength, and interpretive power. This research used triangulation with methods and investigators.

According to Mekaris (2020), triangulation with methods in this research is used to test data credibility by checking data with the same source using different methods. The application in this research is in the form of interview data regarding implementing English Zone to improve students' speaking skill checked again by using observation and documentation. If the three methods produce different data, the researcher conducts further discussions with relevant sources to ensure which data is correct.

3.7 Data Analysis

To conduct data analysis, researcher must capture, record, interpret, and present the information obtained. Data analysis must be done immediately to determine the following data collection. According to Esubalew Aman (2020) there are three types of data analysis activities: data reduction, data display, and conclusions.

3.7.1 Data Reduction

In this step, the researcher reduced the data by summarizing data, selecting key things, focusing on important things, looking for themes and patterns, discarding unnecessary data, and adjusting to the focus of the research. Thus, the data that has been reduced provides a clearer picture. In this study, the authors selected data related to information regarding

implementing the English Zone. After sorting the data, the researchers concluded and arranged the data.

3.7.2 Data Display

After data reduction, the next step is data display. In this step, the researcher presents data according to each research focus in brief descriptions, charts linking categories, and so on. According to Delve, Ho, I, & Limpaecher, A. (2020), narrative text is the data presentation most often used in qualitative research. This research presents data in the form of narrative text or description.

3.7.3 Conclusion

Conclusions are the final step in the data analysis stage. The researcher concludes and verifies the data. According to Bill Sheehan (2020) the expected conclusion in qualitative research is a new finding that has never existed. Results can be in the form of a description or description of an object that was previously dim or dark so that after research, it becomes clear. The findings can be causal or interactive relationships, hypotheses, or theories.

In this research, after the researcher collected data from interviews, observations, and documentation, the researcher sorted out the data following the focus of the research (data reduction). The data has been sorted out and strengthened by the results of previous studies, then presented in the findings and discussion (data display). From the data display, researcher formulated research conclusions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher explains findings, and discussion of implementing English Zone system in MI Muhammadiyah 1 Pare.

4.1 Finding

The finding of this research answers the research question that the researcher has formed. The data that described is based on observation, in-depth interviews, and documentation regarding the implementation of English zone to support students' speaking skill at MI Muhammadiyah 1 Pare.

In interview conducted by researcher, the informant explained that the outline of the implementation of the English Zone at MI Muhammadiyah 1 Pare is to have the students interact with English in a predetermined place. This designated place was named the English Zone. As the name suggests, Interaction and all activities in that place must use English.

Interview excerpt:

“So, everyone in the English Zone must use English. Students and teachers must also use English when in the English Zone. (Pipit, personal communication, Sept 25, 2023)”

The informant stated that the English Zone at MI Muhammadiyah 1 Pare was made as similar as possible to the original environment where the students can only listen someone speaking English, see various English writings, and feel the atmosphere of learning where only English is used. This concept is similar to the students learning to speak English abroad. So indirectly, the students forced to speak English so that in the future, they will get used to speak English in their daily communication and can improve their speaking skill.

The results of interview and observation carried out by the researcher found that the teachers created the English Zones in places frequently visited by the students to ensure that all students visited the English Zone and interacted with English there. At MI Muhammadiyah 1 Pare, English Zone was created in the corridor in front of the class and teacher's office. All areas of the English Zone marked so the students know where they have to speak English.

Interview excerpt:

“We choose places that students often visit, and all areas will be marked so that students know where to speak English. (Pipit, personal communication, Sept 25, 2023)”



Figure 4.1 English Zone area

In the English zone, the students can speak anything in English without any specific topic. The main aim of creating an English Zone at MI Muhammadiyah 1 Pare is to provide a place and partner for the students to speak English. The students can practice and explore their speaking skills through interaction with their friends or teachers, and they are expected to interact with English as much as possible in

the English Zone. The informant stated that the more often the students speak English in the English Zone, the more their confidence in speaking English will increase. Moreover, in a brief interview, the Informant said that the English zone is expected to improve the students' speaking skill in pronunciation, fluency, and comprehension.

Interview excerpt:

"The aspects of speaking skills that are emphasized are pronunciation, fluency, and comprehension, while the function of speaking skills used as the goal is the function of speaking for interaction. (Pipit, personal communication, Sept 25, 2023)"

The informant explained that first-grade students were introduced to the English Zone. This introduction is in the form of a brief explanation of the English Zone. Students will be given one semester to get used to speaking English in the English Zone. In this phase, the students can speak two languages in the English Zone, namely Indonesian and English. After one semester, the students only can speak English in English Zone and the punishment will begin to be enforced.

Interview excerpt:

" We introduce the English Zone during the orientation period, and then students will be given one semester to learn because some students only learn English when they enter elementary school. (Pipit, personal communication, Sept 25, 2023)"

In researcher observations, the students visited the English Zone or just passed through it and then naturally chatted with the friends they met there. Most students will have a short conversation with daily dialogue or some vocabulary they have learned in class, such as:

Q: Where do you want to go?

A: I'll go to the library.

Q: what are you doing?

A: I'm arranging shoes on the shelf.

Q: Can I borrow your book?

A: Yes, I'll get it in a minute.

Q: Come on, get some snacks from the canteen with me.

A: come on

Q: Do you want to play with me?

A: OK, what do you want to play?

Apart from simple dialogue like the example above, the students sometimes tell stories about what they did after school, during the holidays, and so on. Even in the English zone, the students also had to sing in English. So, all student activities in the English zone used English.

Interview excerpt:

“Basically, students are free to do anything in the English zone but must use English whether it's chatting, singing, or playing. (Pipit, personal communication, Sept 25, 2023)”



Figure 4.2 Students speak English in the English Zone

In implementing the English Zone, the teachers also played a role so that the goal of establishing an English Zone at MI Muhammadiyah 1 Pare can be achieved.

The results of interviews and observations conducted by researchers found that the teachers would help the students who had difficulty speaking English in the English Zone. The students can ask to the teacher what the meaning of vocabulary they don't know is. During the observation, the researcher found that the teacher required the students to used English when asking questions, for example: "Miss, what is the meaning of 'bunga'?"

The teacher also played a role in supervising and ensuring that all students visited the English Zone and spoke English there. In this case, some students didn't want to go to the English Zone, and some who wanted to go there but kept quiet. They didn't want to interact in English Zone because they were not confident in speaking English or were afraid of making a mistake. Therefore, the teacher called the students and invited them to speak English in the English Zone. They also advised the students to talk freely according to their ability without fear of making mistakes.

Interview excerpt:

"Usually, some students are afraid to talk in the English zone, so the teachers usually call them and invite them to chat in the English zone. (Pipit, personal communication, Sept 25, 2023)"

Apart from that, the teachers made several regulations to support the implementation of the English zone at MI Muhammadiyah 1 Pare. These regulations are generally made so the students consistently use English in the English Zone. Some of these regulations are: (1) Students cannot speak Indonesian or regional languages while in the English Zone. (2) All activities in the English zone must be in English. (3) Students who violate will be given punishment. (4) All students must remind friends to speak English in the English Zone.

To monitor these regulations, the teacher appointed one student in each class named *Language Police*, to watch their classmates who did not obey the rules. Specifically, the task of the language police is to reprimand, record, and report classmates who do not comply with English Zone regulations.

Interview excerpt:

“For the basic rules, students must speak English in the English zone; each class has one language polisher who will monitor them during school hours. Language Police will later report students who violate it to the homeroom teacher. (Pipit, personal communication, Sept 25, 2023)”

The informant explained that the punishments given to the students who didn't obey the rules vary depending on the agreement made. However, the punishments are divided into two categories: minor violation and serious violation. First, Minor violation gave to the students who do not speak English in the English Zone. The students who violated this will be punished spontaneously by the class teacher following the agreement of each class. The punishments usually given are memorizing vocabulary, short letters (*Juz Amma*) with the English translation, and reading narrative texts. Second, Serious violation are students who often violate the rules that have been made. Every day, the language police recorded any students who violated the rules. These notes accumulated every month, and the students who violate the most summoned by the LCP class academic teacher to be punished in the form of warnings, memorizing dialogues, and reading narrative texts in front of the class.

Interview excerpt:

“The punishment varies depending on the provisions made in each class. The most important thing is that it is still in line with improving students' speaking skills. (Pipit, personal communication, Sept 25, 2023)”

In the interview, the informant also explained several media used to help students speak English in the English Zone. The statement was also strengthened by the results of observations made by the researcher. The media used to in English Zone are vocabularies attached to every object in MI Muhammadiyah 1 Pare, Benner containing simple dialogs and proverbs, Benner rules, class journals, and room name boards written in two languages, namely English and Indonesian, and also Amazing Time books contains many examples of conversation dialogue in English.

Interview excerpt:

“We stick paper containing vocabulary on every school object. Apart from that, the students also have an Amazing Time book in which they can use many examples of dialogue every day. (Pipit, personal communication, Sept 25, 2023)”

Furthermore, the teachers also create various agendas that are carried out in the English Zone. The schedule is divided into daily, weekly, and monthly schedules.

a. Daily Schedule

Daily activities are carried out in the form of morning roll calls. The student prayed in the English Zone according to their respective classes. After praying, the teacher invited the students to a short conversation or asked students to mention the vocabulary they have learned before. In addition to improve students' speaking skill, this roll call is also a form of ice-breaking before the lesson begins. An example of conversation are:

T: Good morning students

S: Good morning Mr./Miss

T: How are you today?

S: Very well, how about you?

T: I'm fine, too. What date today?

S: Today is the fifth of September, 2023



Figure 4.3 Morning roll call

b. Weekly Schedule

Weekly activity is in the form of morning conversation. This activity is carried out on Tuesdays and Fridays after the morning roll call. In this activity, the students faced each other and conversed with the text prepared by the teacher. The students must have a conversation with a loud voice, and the teacher corrected students' wrong pronunciation. The conversation text adjusted from the Amazing Time learning material.

Table 4.1 Amazing Time syllabus for speaking

class	Season 1	Season 2
1 st grade Level stepping stone (Beginner A1)	a. Greetings (Greet to someone else, opening and closing program)	a. Toys (This and These) b. Body (Talk about think we can do) c. Food (Favorite food and healthy food)

	<ul style="list-style-type: none"> b. Asking permission (asking permission to go to the toilet, asking something) c. Alphabets (Spelling name, and city) d. Number: Ordinal & and cardinal numbers. (Reading the number until 100, asking “What child are you?”) 	d. Animals (pet animals, wild animals)
<p>2nd grade Level basic 1 (Beginner A1)</p>	<ul style="list-style-type: none"> a. Numbers (Mention the numbers until 1000) b. Family (Introduce their family) c. Things in the class (Mentions things in the class and their functions) d. Whether & clothes e. Things in the house 	<p>Introduction:</p> <ul style="list-style-type: none"> a. Name, address, hobby, future, idea, food, drink, sport, etc. b. Feeling c. Awesome animals d. Professions/ jobs
<p>3rd grade Level basic 2 (Beginner A1)</p>	<ul style="list-style-type: none"> a. WH Question (asking for direction b. Before and After c. Advent of frequency 	<ul style="list-style-type: none"> a. Reading Map b. WH Question (asking directions)
<p>4th grade Level intermediate 1 (Elementary A2)</p>	(Respond from teacher, friends, and text and contents).	(Respond from teacher, friends, and text and contents).
<p>5th grade</p>	<ul style="list-style-type: none"> a. Weather b. Copycats animals 	<ul style="list-style-type: none"> a. Traditional Food b. Clothes, etc.

Level intermediate 2 (Elementary A2)	c. Music & Art d. Amazing Plan	c. WH question to Indonesia Culture - Polite / Impolite Question
6 th grade Level advance (Elementary A2- Intermediate B1)	a. Introduction to ASEAN Countries b. WH Question to a foreigner - Polite/ Impolite	Performance



Figure 4.4 Morning conversation

c. Monthly Schedule

For the monthly schedule, there are several agendas depending on the provisions of the curriculum, which are usually held every month and every six months. These activities are in the form of (1) market day is an activity carried out on Saturdays once a month. As the name suggests, students can sold anything during market day, such as languages and food, but every communication and transaction must use English. (2) English fun is an event that is held once every six months. In English fun, students have activities with native speakers or English courses in Pare. This activity was similar to an English camp but emphasizes improving students' speaking skills. Some

activities during English fun include conversation, public speaking, and games depending on the schedule that has been made by the tutors.

Interview excerpt:

“To improve students' speaking skills, the school also makes several activities in the English Zone, such as morning roll call in front of the class, morning conversation, market day, and English fun. (Pipit, personal communication, Sept 25, 2023)”

4.2 Discussion

According to previous studies that the researcher has discussed in Chapter 2, it can be seen that English Zone is considered adequate for improving students' speaking skills from several aspects, namely increasing students' confidence in speaking English and improving speaking skill in the elements of pronunciation, fluency, and comprehension. in MI Muhammadiyah 1 Pare, the English Zone can also enhance students' speaking skill. This statement is obtained from brief observations made by the researcher during preliminary research. In this section, the researcher discusses how implementing the English Zone in MI Muhammadiyah 1 Pare to supports students' speaking skill.

English zone was created to support students' speaking skill in the linguistic class program (LCP) at MI Muhammadiyah 1 Pare. Following the formation of the linguistic class program in 2017, MI Muhammadiyah 1 Pare teachers formed a natural language environment where everyone can only use English to communicate. The language environment is called the English Zone. Creating an English Zone carries learning English in the natural environment. So, the English zone is as similar as possible to the native environment, where students can learn through all their senses, especially sight and hearing. Besides that, students can also learn from actual experiences, observing directly and obtaining data (knowledge)

currently. Language learning in the language environment will support their learning activities. In addition, language learning, especially speaking skills, will be more effective in a language environment. The statement is the same as Heidi M. Feldmand's opinion (2019), M. Ammiruddin (2019) and Stephen Andrews (2015) that the correct language environment can help someone improve their language skills.

In addition, the English Zone is also created to provide a place and talk partner for students to practice their speaking skill with their interactions in the English Zone. In the English Zone, students can freely explore their speaking skills, so it is expected to improve their speaking skills in terms of pronunciation, fluency, and comprehension. With the English Zone, the students are forced to interact using English and get used to hearing the sounds of English so that students can get used to interacting well using English, even if only with simple sentences. In addition, establishing the English Zone is also in line with the school's goal to produce students who can compete at a higher level, and students' speaking skills are expected to help the student master global insights.

From these findings, MI Muhammadiyah 1 Pare created English Zones in places frequently visited by students to ensure that all students visited the English Zone. After ensuring students visit the English Zone, the teacher also provides all students with opportunities to interact with English in the English Zone. In this case, the teacher makes rules and punishments where students who do not speak English in the English Zone will receive punishment according to the agreement of each class. Teachers assisted by language police officers in each class supervised all students during school hours, ensuring they spoke English in the English Zone. The

explanation above aims to make students interact more in the English Zone because the more often students interact with English in the English Zone, the more their speaking ability will improve. This improvement takes the form of increasing students' confidence in speaking English and motivating students to speak English. With this, students' speaking abilities will improve in fluency, pronunciation, and understanding. This statement is in line with the opinion of Rurin et al. (2015), Eka Apriliani 2019, and Linda et al. (2020)

The teachers also use media that can help students speak English in the English Zone. Elementary school students like fun learning activities with exciting press. This statement is based on Tarigan's report (2021). Therefore, various media are used to help students improve their speaking skills. For example, media such as vocabulary and short dialogues installed in each school area can enhance their vocabulary mastery and assist them when speaking English in the English Zone. Apart from that, the teacher also creates several activities in the English Zone to add variety to student learning in the English Zone so that students feel energized.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is conducted to describe the implementation of the English Zone to support students' speaking skill at MI Muhammadiyah 1 Pare. The results of this research explain how the implementation of the English Zone, which includes design, purpose, application, and media, is used. From the findings discussed in Chapter 4, it can be concluded that English Zone at MI Muhammadiyah 1 Pare is a medium for students to improve their speaking skill in pronunciation, fluency, and understanding.

English Zone creates a natural language environment where students can explore their speaking skills. English Zone is made in a place that students often visit and is made as similar as possible to the native environment. In its implementation, all communication and activities in the English Zone must use English. To support the success of establishing the English Zone, the teacher makes rules and punishments for students who do not use English in the English Zone. In addition, teachers also use several media that can help students speak English in the English Zone. The media used are vocabularies attached to every object in MI Muhammadiyah 1 Pare, Benner containing simple dialogs and proverbs, Benner rules, class journals, and room name boards written in two languages, namely English and Indonesian, and also Amazing Time books. In addition, teachers also make several agendas, such as morning roll calls, morning conversations, market day, and English fun.

5.2 Suggestion

Based on the results of this research, the researcher provided suggestions to several parties involved both directly and indirectly in this research. The Implementation of the English Zone at MI Muhammadiyah 1 Pare is already qualified to support students' speaking skill. This is proven by the results of oral exams, the students' achievements, and the establishment of MI Muhammadiyah 1 Pare as a role model in implementing the linguistic class program, especially in speaking skill.

This research can be a reference for schools that want to use the English Zone to improve students' speaking skills, especially in bilingual schools. In addition, MI Muhammadiyah 1 Pare's curriculum institution can redevelop the implementation of the English zone so that it is even better to increase students' willingness to speak English in the English zone. In addition, A suggestion for future researchers is to conduct research on media that can be used in the English Zone so that the purpose of establishing the English Zone can be achieved for all students.

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APPENDIXES

Appendix 1 Observation permission letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gayamsari No. 1, Jember 60131, Jawa Timur 60131, Indonesia
http://fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

Nomor 1219/Un 03 1/TL 00 1/05/2023 19 Mei 2023
Sifat Penting
Lampiran -
Hal Izin Survey

Kepada

Yth Kepala MI Muhammadiyah 1 Pare
di
Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan pendidikan bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut

Nama	Kurnia Fadilah ilma
NIM	19180023
Tahun Akademik	Genap 2022/2023
Judul Proposal	The Implementation of The English Zone System to Support Students Speaking Skills of MI Muhammadiyah 1 Pare

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih

Wassalamu'alaikum Wr. Wb.



Tembusan :

- 1 Ketua Program Studi TBI
- 2 Arsip

Appendix 2 Research permission letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

Nomor : 1390/Un.03.1/TL.00.1/05/2023 31 Mei 2023
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MI Muhammadiyah 1 Pare
di
Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Kurnia Fadilah Ilma
NIM : 19180023
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2022/2023
Judul Skripsi : **The Implementation of The English Zone System to Support Students' Speaking Skills of MI Muhammadiyah 1 Pare**
Lama Penelitian : **Juni 2023** sampai dengan **Agustus 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 The observation checklist

NO	Activities	Qualification		Description
		Yes	No	
1.	The teacher gives an English zone mark in the designated place.	V		The teacher gives a sign in the form of writing "English Zone" in a predetermined place.
2.	English zones are made in places that students always visit.	V		The teacher chooses the hallway in front of the classroom as the English Zone, where students often pass by.
3.	The teacher provides media to help students in speaking English.	V		There are several media to help students apply their speaking skills in the English zone in the form of vocabulary posted on each side of the school and text in the form of short conversations text that hang in the English zone area.
4.	The teacher accompanies students and assists students who ask questions if they need help knowing the meaning of the word they want to talk about.	V		The teacher will answer students' questions in the form of some words that they don't know the meaning of in English. The questions that students often ask are: what is the meaning of....., how to read....., how to ask permission?, etc.
5.	The teacher ensures students speak English in the English zone area and give punishment to the students who do not speak English.	V		The teacher assisted by one student, called the language police to monitor students and ensure they speak English in the English zone. Students who

				violate the rules will be given punishment according to the class agreement that has been made.
6.	Students speak English in the English zone area.	V		students speaking English in the English zone

Appendix 4 The blue print of interview

NO	Question	Answer
1.	What is the purpose of forming the English Zone system at MI Muhammadiyah 1 Pare?	The initial goal is to give students a place to practice their speaking skills taught in class. And the main goal is to force students to speak English to improve their speaking skills.
2.	How is the implementation or design of the English Zone system at MI Muhammadiyah 1 pare?	So, anyone in the English zone must use English. Students usually have daily dialogues to interact with friends The teachers introduce the English Zone to student during the orientation period, and then students will be given one semester to learn because some students only learn English when they enter elementary school.
3.	What are the rules applied in the English zone?	For the basic rules, students must speak English in the English zone; each class has one language polisher who will monitor them during school hours. Language Police will later report students who violatte it to the homeroom teacher

4.	What aspects of speaking skills are emphasized? For example: grammar, vocabulary, fluency, or comprehension?	The aspects of speaking skills that are emphasized are pronunciation, fluency, and comprehension.
5.	What speaking functions are emphasized? For example: talk as interaction, talk as transaction, or talk as performance?	The function of speaking skills used as the goal is the function of speaking for interaction.
6.	Are there any media used to help students to speak English in the English Zone?	<p>We stick paper containing vocabulary on every school object. Apart from that, the students also have an Amazing Time book in which they can use many examples of dialogue every day.</p> <p>To improve students' speaking skills, the school also makes several activities in the English Zone, such as morning roll call in front of the class, morning conversation, market day, and English fun.</p>
7.	How do the teachers deal with students who don't want to go to the English Zone?	Usually, some students are afraid to talk in the English zone, so the teachers usually call them and invite them to chat in the English zone

8.	How do teachers deal with students who don't want to speak English in the English Zone?	We will give punishment as agreed upon, and ask them about their obstacle.
9.	Are there punishments that are applied in the English zone? How is the system given? What are the examples of the punishments given?	The punishment varies depending on the provisions made in each class. The most important thing is that it is still in line with improving students' speaking skills.

Appendix 5 Validation sheet

Validation Sheet

Observation Checklist and Interview Guideline

The Implementation of the English Zone System to Support Students' Speaking Skills of MI Muhammadiyah 1 Pare.

Validator : Septia Dwi Jayanti, M.Pd
NIP : 19890912201802012223
Expertise : English Speaking
Instance : Maulana Malik Ibrahim State Islamic University Malang
Validation date : 28/07/2023
(dd/mm/yyyy)

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback or suggestion is essential for increasing the quality of the instrument. Thank you so much for your willingness to become the validator in my study.

B. Guidance

1. In this part, please give a score on each item with a sign (V) in the following columns below:
1 = Very poor
2 = Poor
3 = Average
4 = Good
5 = Excellent
2. Please give your feedback or suggestion in the given columns

C. Assessment Rubric

1. The construction of the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument relevant to the research objectives.					V	
2	Research instruments based on previous studies.					V	
3	Research instruments were formulated as well.					V	

2. The language used in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments use excellent and correct language					V	
2	Research instruments are clear and easy to understand					V	
3	Research instruments are interactive and communicative					V	

3. The effectiveness of the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instruments can help the researcher examine in detail the implementation of the English zone system to support students' speaking skills of MI Muhammadiyah 1 Pare					V	
2	Research instruments can describe the implementation of the English zone system to support students' speaking skills of MI Muhammadiyah 1 Pare					V	

D. Conclusion

Based on the validation sheet above, it can be concluded that:

You can give a cross out on the answer that much with your opinion.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, August 28th, 2023

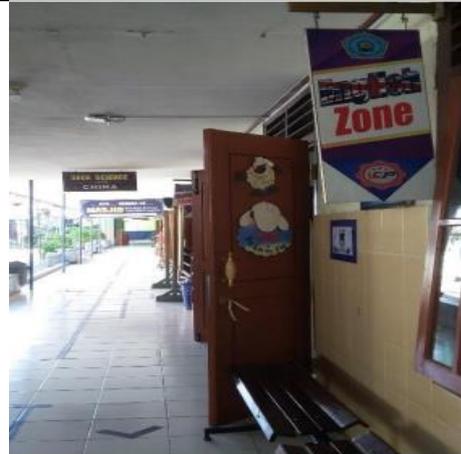
Validator,



Septia Dwi Jayanti, M.Pd

NIP. 19890912201802012223

Appendix 6 Documentation



English Zone area



Morning Conversation



Morning Conversation



The teacher calls students to talk in the English Zone



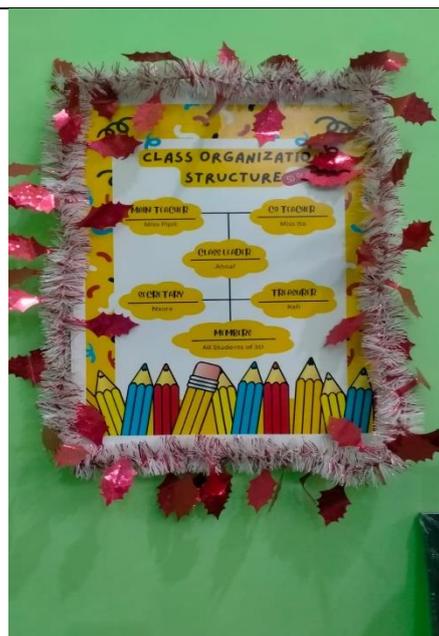
Students speak English in English Zone



Morning roll call



Schedule written in English



Class structure written in English



Interview with miss Pipit

Appendix 7 Curriculum Vitae

CURRICULUM VITAE

Name : Kurnia Fadilah Ilma

Student Number : 19180023

Date and Place of Birth : Kediri, 24 January 1999

Gender : Female

Address : Pare, Kediri, East Java

Email : Kurniafa24@gmail.com

Educational Background :



No	Graduated	Education	Place
1	2011	MI Muhammadiyah 1	Pare, Kediri
2	2014	MTsN 6	Puncu, Kediri
3	2018	Islamic Teacher Training Collage Gontor for Girls	Karangbayu, Ngawi
4	2023	UIN Maulana Malik Ibrahim	Malang