

THE IMPACT OF USING ENGLISH SPEAKING ZONE IN IMPROVING  
STUDENTS' SPEAKING SKILL IN SMA PLUS YAYASAN MUNIRUL  
ARIFIN ( YANMU ) NW PRAYA



JOURNAL THESIS

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**THE IMPACT OF USING ENGLISH SPEAKING ZONE IN IMPROVING  
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(YANMU) NW PRAYA**

**By**

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**Abstract:** The purpose of this research are to find out: (1) the impact of English Speaking Zone in improving students' speaking skill, (2) the factors that influence the effective use of English Speaking Zone, and (3) the students' responses toward the implementation of English Speaking Zone. The population of this research was the second class of SMA plus Yayasan Munirul Arifin (YANMU) Nw Praya. The sampling technique used in this research was cluster random sampling technique where XI IPA 1 was taken as the sample of the research, the class is consist of thirty three students. To obtain the data, this research used three techniques; observation, test and questionnaires. The observation was used to get the information about what factors that influence the effective use of English Speaking Zone. The test was used to investigate whether the English Speaking Zone there is impact in improving students' speaking skill. And, the questionnaires were used to gain the data about the students' responses of the implementation of English Speaking Zone.

The result shows that English Speaking Zone has impact in improving students' speaking skill because it is seen from Poor to Average level score. It is also found that there were three factors in effective use of English Speaking Zone such as: (1) giving penalty for the students who did not speak English is good in improving students' awareness to keep speak in English, (2) the students' intensity to use English in English Speaking Zone are high and (3) the role of English team as a monitor in applying English Speaking Zone is quite effective. Based on the result of questionnaires, the majority of the students has positive responses toward the implementation of English Speaking Zone in improving students 'speaking skill. The majority of the students strongly agree that English Speaking Zone very useful because it motivates and encourages their willingness to practice speaking English.

**Keywords:** English Speaking Zone, Speaking Skill

## INTRODUCTION

English is one of important languages because it is international language. According to Harmer (2001) English is one of the main languages of international communication, and even non speakers of English often know word such as bank, chocolate, computer, hamburger, hospital, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university, and airport. It means that English is used for communication among countries in this world. Beside for communication, English also plays a very important role in almost all fields of life such as: communication, commerce economy, politics, education, science, technology and so on. People use language to express their mind, wishes, and ideas. Language is a tool for communication and it used by people to share ideas with others. Language predicts attitude and wishes of the users.

For mastering English people should master four skills they are speaking, listening, reading, and writing. All of skills are important and they have relationship each other but the key for communication is speaking because by speaking every persons can communicate each other and can understand by oral expression in speaking. Irawati (2014, cite in Hayati, 2003) states that speaking is a skill which becomes important part of daily life; it is the line for people to create social relationship as human being, so it needs to be developed and practiced independently in the grammar curriculum. It means that speaking should be practiced every day especially in English as foreign language.

Speaking is one of the most difficult skills and need habit to master it. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Most of learners often found many problems like they are too shy and less confident in speaking English although they have

studied English for long time. They also feel nervous and sometimes forget what they want to say in English because they rarely practice their English.

Habit is needed for learning languages. For example most of people can speak Javanese fluently and clearly because every day they live in area of Javanese language and they always speak Javanese. In the same way most of people live in environment of English and they speak English every day, so the people can speak English fluently. Every school should create this habit, in order that students can do more practice in their daily life to make their English become better. There are many ways to make English become habit. One of them is creating English Speaking Zone.

English Speaking Zone is a place or area where the students should use full English language to communicate in their daily activity. English Speaking Zone is rule made by the Islamic boarding school of SMA PLUS YAYASAN MUNIRUL ARIFIN (YANMU) NW PRAYA to make students be able to master English. All the students in islamic boarding school have to speak in English after formal class and the students who do not use English will get some penalties. The penalty is the regulation from the school and it was agreed by the students and the school council. English Speaking Zone is controlled by English teacher who become caregiver ( pengasuh ) and called as English team.

## **LITERATURE**

### **Speaking**

According to Harris (1974) speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The fundamental concern in speaking is the ability to communicate informally on everyday subjects with sufficient ease and fluency to hold the attention of the listener.

Speaking is not simply expressing something orally. However, the students need to acquire some speaking components to have a good speaking skill. As proposed by Harris (1974) those components are pronunciation, fluency, grammar, vocabulary, and comprehension.

## **RESEARCH METHODS**

According to Arikunto (1998), a descriptive study is a kind of no hypothesis research and do not need to formulate the hypothesis in steps of the research. This study used descriptive qualitative study. The qualitative data were describing the words or sentences that were separated based on the categories to get the conclusion. The data was summed up, compared with the expected result and obtained the percentage. This technique is usually called “descriptive qualitative”.

Fatimah (1993, cited in Yanti 2016) said that qualitative method becomes the starting point of qualitative research that emphasizes the quality (originally data) according to descriptive understanding and originally itself. This method presented the reality of relationship between the researcher and respondent directly. From the explanation above, it was concluded that qualitative research methods were developed in social sciences to enable researchers to study social and cultural phenomena and events. Qualitative data sources included observation, questionnaire and test.

In this research, the data were collected by using observation, questionnaire, and test.

### **1. Observation**

Observation is the action of collecting data on the performance based on an object using five senses, those are sight, smelling, hearing, touching and taste (Arikunto, 2006).

This research was conducted the outdoor activity. The researcher was only an observer. This researcher was observed the students' outdoor activities after the formal class.

## 2. Test

The researcher also conducted a number of test in form of interview to collect data about English Speaking Zone in improve students' speaking skill. Arikunto (2002) pointed out that an interview is a dialogue between an interviewer and the respondents about a certain topic with the purpose to obtain more information.

In this study, the researcher used guided interview to measure the students' skill in speaking English. In performing the interview, the interviewer informs a special topic that is preparing questions before conducting a conversation.

The researcher scored the students' speaking skill according to categories developed by David P. Harris (1974) stated that there are some components that should be considered to score speaking skill. They are Pronunciation, grammar, vocabulary, fluency, and comprehension. He describes the ratings as follows:

### Five components of Grading Speaking Scale

Components	Assessments	Score
<b>Pronunciation</b>	a. The pronunciation is clear and quite understandable for elementary students	5
	b. There are some pronunciation problems, but still quite understandable	4
	c. Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding	3
	d. Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	e. Pronunciation problem so severe as to make speech virtually un-intelligible	1
<b>Grammar</b>	a. Errors in grammar are quite rare	5
	b. There are few grammatical errors but still intelligible	4
	c. Makes frequent errors grammar and word order occasionally obscure meaning	3
	d. Grammar and word order errors make comprehension	2

	difficult. Must often rephrase sentences or restrict him to basic patterns	
	e. Errors in grammar and word order so severe as to make speech virtually unintelligible	1
<b>Vocabulary</b>	a. Almost all vocabularies used are in a proper use	5
	b. Frequently use inappropriate terms or must replace ideas but still intelligible	4
	c. Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	d. Misuse up words and very limited vocabulary make comprehension quite difficult	2
	e. Vocabulary limitation so extreme as to make conversation virtually impossible	1
<b>Fluency</b>	a. Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	b. Speed of speech seem to be slightly affected by language problem	4
	c. Speed and fluency are rather strongly affected by language problem	3
	d. Usually hesitant often forced into silent by language limitation	2
	e. Speech is so halting and fragmentary as to make conversation virtually imposible	1
<b>Comprehension</b>	a. Understand most of what is said at average speed	5
	b. Understand what is said at average speed, but occasional repetition may be necessary	4
	c. Understand what is said is at slower than average speed repetition	3
	d. Has great difficulty following what is said. Can comprehend only, “social conversation” spoken slowly and with frequent repetition	2
	e. Cannot be said to understand even simple conversational English	1

The speaking skill is scored by counting five qualities above and each component has score or level. Each component has the highest score 25 and the highest of teacher’ score is 100. The specification of the test is as follow:



Final score = total score : maximum score x 100

$$X = \frac{R}{T}100$$

X : Student final score

R : Student test score

T : Student max score

Classification of the students' score in term of the level of ability

Score	Classification
80 – 100	Excellent
66 – 79	Good
56 – 65	Average
40 – 55	Poor
0 – 39	Failed

### Research Finding

The test was used to set the data about the impact of using English Speaking Zone in improving students' speaking skill. The test was conducted twice on 5th and 12th October 2018. The first interview was done by interviewing the English leader team in order to get the data about the students' average level of speaking skill before English Speaking Zone was implemented. From the result of interview, it was found that the students' score before English Speaking Zone was implemented was in poor level of speaking skill. This result was found based on the consideration of the students speaking ability before they entered the English Speaking Zone. It can be seen from the mean of students' English speaking score that was 51.54.

The second test was done for the students to measure the improvement of their speaking skill after English Speaking Zone was implemented. The researcher prepared 15 questions

and the students were tested with 4 to 5 out of 15 Questions, the students score was analyzed by English leader team with grading speaking scale by David P. Harris and the result of the test were shown in table below:

**The students' score**

No	Name	Criteria					Total	Final Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	Student 1	3	3	2	3	3	14	56
2	Student 2	3	3	3	3	3	15	60
3	Student 3	3	2	2	3	3	13	52
4	Student 4	4	3	3	3	3	16	64
5	Student 5	3	3	3	3	3	15	60
6	Student 6	4	3	3	3	4	17	68
7	Student 7	3	3	3	4	3	16	64
8	Student 8	2	3	3	4	3	15	60
9	Student 9	4	3	3	3	3	16	64
10	Student 10	3	3	3	2	3	14	56
11	Student 11	4	3	3	3	4	17	68
12	Student 12	3	3	3	3	3	15	60
13	Student 13	3	4	3	4	3	17	68
14	Student 14	4	3	3	4	4	18	72
15	Student 15	2	3	2	3	3	13	52
16	Student 16	2	3	3	3	3	14	56
17	Student 17	3	3	3	3	3	15	60
18	Student 18	3	3	4	3	3	16	64
19	Student 19	4	3	3	3	3	16	64

20	Student 20	4	4	4	3	4	19	76
21	Student 21	3	3	4	4	3	17	68
22	Student 22	3	3	3	4	3	16	64
23	Student 23	4	4	4	4	4	20	80
24	Student 24	4	3	3	3	3	16	64
25	Student 25	3	2	2	3	2	12	48
26	Student 26	3	2	2	3	3	13	52
27	Student 27	3	3	3	3	3	15	60
28	Student 28	4	3	3	4	3	17	68
29	Student 29	3	3	3	2	3	14	56
30	Student 30	3	3	2	2	2	13	52
31	Student 31	3	2	2	3	2	12	48
32	Student 32	3	2	2	2	2	11	44
33	Student 33	3	2	3	3	3	14	56
N=33		Total						2004
		Mean						60.72

The questionnaire the researcher searched the student's responses toward the implementation of English Speaking Zone, after distributing the questionnaire, the researcher found varied students' responses toward English Speaking Zone. All of students had positive responses toward English Speaking Zone. It can be seen from majority of the students (93.94 % ) that strongly agree that English Speaking Zone was useful and it encouraged the students to feel motivated and willing to practice their speaking skill. According to AL-Ghamdi (2014), stating that, motivation has been considered as important aspect of investigation because he assumed that language learners who have high motivation will increase their learning process.

## CONCLUSIONS AND SUGGESTIONS

The researcher took the conclusion based on the result of the finding and discussion on the previous chapter. The conclusions were drawn as follows:

1. It can be concluded that the English Speaking Zone has given an impact in improving students' speaking skill from Poor to Average level scored.
2. Also the researcher found that there were three factors in effective use of English Speaking Zone such as: there were three factors in effective use of English Speaking Zone such as: the first is giving penalty for the students who did not speak English is good in improving students' awareness to keep speak in English the second is the students' intensity in using English in English Speaking Zone were high and the third is the role of English team as a monitor in applying English Speaking Zone is quite effective.
3. Based on the result of questionnaires, the majority of the students had positive perceptions toward the implementation of English Speaking Zone in improving students 'speaking skill. The majority of the students were strongly agreed that English Speaking Zone was very useful for them because it motivated and encouraged their willingness to practice in speaking English.

After analyzing the data gained from observation, test and questionnaire, the researcher would like to present some suggestions. They were as follows:

1. For the student, must improve their skill in speaking English and especially obey the regulation about English Speaking Zone because all the regulation will bring you to be better than before

2. For the English team, English Speaking Zone can be used effectively when the students got monitored intensively. Hope English tutor be more active in monitoring the English Area Zone.
3. For future researcher, they can use this final project as a literature to guide them when they want to do the similar research. Although this study has been done, but because of the limitation time, it still has some weaknesses. Therefore, any researchers interested in the same field are suggested to do deep analysis.

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