

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM IN
IMPROVING THE STUDENTS' ENGLISH SPEAKING
ABILITY FROM MARKAS INGGRIS LAMPUNG METRO**

**BY:
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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H / 2026 M**

**THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM IN
IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY FROM
MARKAS INGGRIS LAMPUNG METRO**

Presented as a Partial Fulfilment of the Requirement For the Degree of Sarjana
Pendidikan (S.Pd) In English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.



Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE



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No: B-2085/Un.36.1/D/PP.00.9/07/2026

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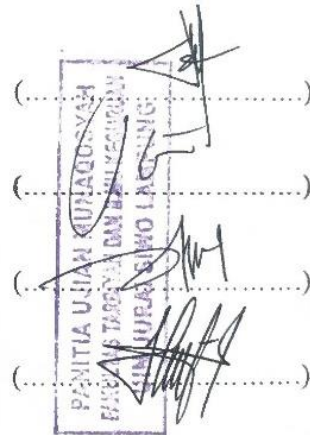
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ABSTRACT

THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM IN IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY FROM MARKAS INGGRIS LAMPUNG METRO

**BY:
TRILIA AGUSTINA**

English is essential in almost all aspects of human life, such as education, work, and communication. In speaking, learners are required to generate ideas and use appropriate grammar and vocabulary to communicate effectively. One of the learning programs that supports speaking development is the English Zone, which provides learners with opportunities to use English in daily communication.

This study employed qualitative research with a case study design to analyse the implementation of the English Zone and its role in improving members' speaking ability at Markas Inggris Lampung. The objective of this study was to investigate how the English Zone was implemented and how it contributed to members' speaking development. The findings revealed that the English Zone created a supportive language environment where members were encouraged to use English consistently in both formal and informal activities.

The implementation of the program included daily communication, English Day activities, tutor supervision, and public speaking sessions. And showed that the English Zone contributed positively to the improvement of vocabulary, fluency, grammar, pronunciation, comprehension, and confidence in speaking English. However, members still faced several challenges, such as difficulties in grammar, pronunciation, limited vocabulary, and nervousness. Despite these challenges, continuous practice, tutor guidance, and peer support helped members improve their speaking ability. Overall, the English Zone is an effective program for enhancing speaking ability by providing a real language environment that encourages active communication and continuous practice.

Keywords: Speaking, English Zone, Speaking Ability, English Course, English Language

ABSTRAK

IMPLEMENTASI PROGRAM ENGLISH ZONE TERHADAP PENINGKATAN KEMAMPUAN BERBICARA BAHASA INGGRIS SISWA DI MARKAS INGGRIS LAMPUNG METRO

**Oleh:
TRILIA AGUSTINA**

Bahasa Inggris sangat penting dalam hampir semua aspek kehidupan manusia, seperti pendidikan, pekerjaan, dan komunikasi. Dalam berbicara, peserta didik diperlukan untuk menghasilkan ide dan menggunakan tata bahasa dan kosakata yang tepat untuk berkomunikasi secara efektif. Salah satu program pembelajaran yang mendukung pengembangan berbicara adalah Zona Bahasa Inggris, yang memberikan peserta didik dengan kesempatan untuk menggunakan bahasa Inggris dalam komunikasi sehari-hari.

Studi ini menggunakan penelitian kualitatif dengan desain studi kasus untuk menganalisis penerapan Zona Inggris dan perannya dalam meningkatkan kemampuan berbicara anggota di Markas Inggris Lampung. Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana Zona Inggris dilaksanakan dan bagaimana hal itu berkontribusi pada pengembangan berbicara anggota. Temuan mengungkapkan bahwa Zona Inggris menciptakan lingkungan bahasa yang mendukung di mana anggota didorong untuk menggunakan bahasa Inggris secara konsisten dalam kegiatan formal dan informal.

Penerapan program ini termasuk komunikasi harian, kegiatan Hari Inggris, pengawasan tutor, dan sesi berbicara di depan umum. Hasil penelitian menunjukkan bahwa Zona Inggris berkontribusi positif terhadap peningkatan kosakata, kelancaran, tata bahasa, pengucapan, pemahaman, dan kepercayaan diri dalam berbicara bahasa Inggris. Namun, anggota masih menghadapi beberapa tantangan, seperti kesulitan dalam tata bahasa, pengucapan, kosakata terbatas, dan kegugupan. Terlepas dari tantangan ini, latihan terus menerus, bimbingan tutor, dan dukungan sebaya membantu anggota meningkatkan kemampuan berbicara mereka. Secara keseluruhan, English Zone adalah program yang efektif untuk meningkatkan kemampuan berbicara dengan menyediakan lingkungan bahasa nyata yang mendorong komunikasi aktif dan praktek yang berkesinambungan.

Kata kunci: Berbicara, English Zone, Kemampuan Berbicara, Kursus Bahasa Inggris, Bahasa Inggris

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MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾

وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

" 7. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain).

8. Dan hanya kepada Tuhanmu engkau berharap. "

(QS. Ash-Sharh [94]: 7-8)

DEDICATION PAGE

This thesis is lovingly dedicated to First and foremost, to Allah SWT, for His endless blessings, guidance, and mercy throughout my academic journey.

This thesis is lovingly dedicated to my parents, Mr. Kasiman and Mrs. Painah who endless sacrifices, prayers, unwavering strength have guided every step of my journey.

To my dearest friends Aurora, Olivia, Felice, Chacha, and all member in Markas Inggris Lampung. Thank you for your participant to help my thesis until finish.

To myself, thank you for believing that one day everything would make sense—and for staying long enough to see it happen.

To my beloved alma mater, UIN Jurai Siwo Lampung, a place that has shaped my growth, broadened my perspectives, and prepared me for the path ahead.

ACKNOWLEDGEMENT

Alhamdulillah robil ‘alamin first of all, praise, and gratitude to Allah SWT for the abundance of His grace and guidance, so that this thesis entitled *“The Implementation of English Zone Program for Improving Students’ English Speaking Ability at Markas Inggris Lampung Metro”* can be completed. Blessings and greetings, do not forget the author presents to the prophet Muhammad SAW who brought humanity from the time of ignorance to the Islamic era.

The researcher realizes that many parties have provided support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., the rector of State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, the Head of the English Education Study Program of Tarbiyah and Teacher Training Faculty of UIN JUSILA and also my supervisor, who has spent much time giving guidance, suggestions, and advice in accomplishing this thesis.
4. All lectures of the English Education Study Program who have taught and educated the researcher during her study.
5. All family of Markas Inggris Lampung.
6. Also, thanks to my beloved family and my friends who encourage me to finish this thesis.

Hopefully, this research can provide benefits for readers as well as for parties who contribute to the world of education. For that reason, the researcher sincerely welcomes any constructive criticism and suggestions as valuable input to improve this thesis.

Metro, April 24th, 2026
The Researcher,



Trilia Agustina

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is essential in almost all aspects of human life, such as education, work, and communication. As a global language, English plays an important role in international interaction¹. This means that English is widely used as a medium of communication among people from different countries around the world. In addition, the ability to use English effectively has become an important skill in the era of globalization.

Mastering communication in English requires strong speaking skills. Speaking plays a crucial role in daily life as a primary means of communication. However, it is considered one of the most challenging language skills, as it requires continuous practice and the development of habitual use to achieve proficiency. In speaking, learners need to generate ideas about generate ideas, use appropriate grammar and vocabulary, apply correct pronunciation, and respond appropriately to their interlocutors to the person they are communicating with². Despite its importance, speaking is still considered a challenging skill for many learners due to limited of vocabulary, low confidence, and limited opportunities for practice.

¹ Affan Tyas Aszhari and Sayid Ma'rifatulloh, "*Investigating The Implementation Of English Zone At English Dormitory In Darussalam Islamic Boarding School*" Jurnal Ilmiah Nusantara(JINU), no. 4 (2024): 618–29.

² A Fawazien Ready, "The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School" (Steite Institute of Islamic Studies of Jember, 2021).

Therefore, to develop effective speaking skills, learners need a supportive learning environment that provides opportunities for regular practice and interaction. English courses are non-formal educational institutions that provide additional learning opportunities for learners outside formal education. In English courses, learners learn to improve their language abilities according to their interests and learning needs. Several components support the implementation of courses, including infrastructure, facilities, learning costs, learning programs, learning outcomes, learners, and learning resources. Within the learning program, there are several activities designed to support language practice, such as the English Zone, English Corner, and English Community.

The English Zone is an activity in which learners are required to use English within a specific area³. This program creates a supportive environment that encourages students to continuously practice and improve their English speaking skills. Through this program, learners become more confident in expressing their ideas and communicating with others in English. In addition, the English Zone helps students develop their fluency and build positive speaking habits in daily interactions.

The data from the pre-survey show that the English Zone program at Markas Inggris Lampung plays an important role in improving members' speaking ability. With regard to speaking problems, the researcher conducted a pre-survey at Markas Inggris Lampung, located in 38 East Lampung, on

³ Affan Tyas Aszhari and Sayid Ma'rifatulloh, "Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School." *Jurnal Ilmiah Nusantara*(JINU), no. 4 (2024): 618–29.

March 12th, 2026. This study focuses on the implementation of the English Zone at Markas Inggris Lampung. Based on the preliminary interviews, most members stated that the English Zone helped them improve their speaking ability, particularly in terms of vocabulary and confidence. However, some members still experienced difficulties in grammar and pronunciation. These preliminary findings indicate that the English Zone has a significant role in improving speaking ability. Therefore, the researcher is interested in analysing the implementation of the English Zone in improving members' speaking ability.

At Markas Inggris Lampung the learning method emphasizes enjoyable activities, such as ice-breaking sessions and English Zone Areas. The English Zone is a concept, while the strategies are the ways used to implement the concept in practice⁴. This strategy is expected to encourage members to actively use English in daily communication. Furthermore, it helps create a consistent language environment that supports the improvement of members' speaking ability.

From the explanation above, it can be concluded that the English Zone concept plays an important role in encouraging members to actively use English in their daily communication practice. Therefore, the researcher aims to investigate how the English Zone concept contributes to improving the speaking ability of the members. Additionally, the researcher seeks to identify appropriate strategies to help members express their ideas in speaking more

⁴ Kurnia Fadilah Ilma, *The Implementation of English Zone to Support Students' Speaking Skill at Mi Muhammadiyah 1 Faculty of Education and Teacher Training* (Maulana Malik Ibrahim State Islamic University Malang, 2023).

effectively. The results of this research are expected to provide useful insights for improving English speaking learning programs.

In line with statement, the researcher intends to carry out a study with the title “The Implementation of English Zone Program for Improving the Students’ English Speaking Ability of Markas Inggris Lampung Metro.”

B. Research Question

Based on the background above, there is problem identified as follow;
 “What does the implementation of English Zone at Markas Inggris Lampung?”

C. Objective and Benefits of The Study

1. Objective of The Study

Objective of the study is to know the implementation of English Zone at Markas Inggris Lampung.

2. The Benefits of The Study

The benefits of the study are:

a. For the Members

As a way to give motivation for the members, especially for their speaking ability on English zone.

b. For the Tutor

The researcher hopes that using English Zone as a medium on teaching speaking ability will assist English tutors in the learning process, so member do not feel saturated when practising English.

c. For the Researcher

This research can be used as a consideration source for the next researcher who wants to investigate a similar problem about The Implementation of English Zone Program for Improving the Students' English Speaking Ability of Markas Inggris Lampung Metro.

D. Prior Research

Previous studies have discussed the implementation of English environment programs to improve students' speaking ability. A study conducted by Pipit Novita, Zaitun, and Debbie Affianty (2023) examined the implementation of several English programs such as English Morning, English Zone, and Speech Contest in a school environment. The study found that creating an English environment encourages students to actively use English both inside and outside the classroom. As a result, students became more confident and motivated to speak English in daily activities, which contributed to the improvement of their speaking ability.⁵

Another study was conducted by Affan Tyas Aszhari and Sayid Ma'rifatulloh (2024) which investigated the implementation of the English Zone in the English dormitory of Darussalam Islamic Boarding School. This research used a qualitative approach to explore how the English Zone was applied in the dormitory environment. The results showed that the English Zone created a supportive language environment where students were encouraged to communicate using English in their daily activities. The

⁵ Pipit Novita, Debbie Affianty, and Zaitun, "Implementasi Program English Morning , English Zone Dan Speech Contest Di SMP Lab School FIP UMJ," *Prosiding Seminar Nasional LPPM UMJ*, 2023.

consistent use of English in the dormitory helped students improve their confidence and speaking skills.⁶

Furthermore, research conducted by Nur Awaliyah, Noor hah, et al(2021) analysed the management of an English course at English Cafe in developing students' speaking skills. Using a qualitative case study design, the research found that effective course management through planning, organizing, motivating, and controlling learning programs can support the improvement of students' speaking ability. Various learning programs such as regular classes, private classes, and TOEFL preparation programs also contributed to developing students' communication skills in English⁷.

Based on the previous studies, most research has focused on the implementation of English environment programs in schools or boarding school settings, as well as on the management of English courses in developing speaking ability. However, studies discussing the implementation of the English Zone concept in a non-formal English course institution such as Markas Inggris Lampung are still limited. Therefore, this research aims to analyze the implementation of the English Zone concept in improving the English speaking ability of the members through their daily activities at Markas Inggris Lampung.

⁶ Affan Tyas Aszhari and Sayid Ma'rifatulloh, "Investigating The Implementation Of English Zone At English Dormitory In Darussalam Islamic Boarding School." *Jurnal Ilmiah Nusantara(JINU)*, no. 4 (2024): 618–29

⁷ Nur Awaliyah, Noor Malihah, et al, "The English Course Management at English Cafe in Developing Students' Speaking Skills," *TEKNOSASTIK* 19, no. 2 (2021): 111–18.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. Definition of Implementation

Productive skills include speaking and writing, which require learners to actively produce language in order to communicate ideas, thoughts, and information. These skills are often considered more challenging, as they require not only comprehension but also the ability to use language accurately and fluently.

In the context of language learning, the improvement of speaking ability depends not only on learners' competence but also on how a learning program is implemented. Implementation refers to the process of putting a planned program or strategy into practice through systematic activities in order to achieve predetermined objectives. In educational settings, implementation involves organizing learning activities, applying teaching strategies, and creating a supportive learning environment that enables learners to actively participate in the learning process.

An effective implementation requires consistency, appropriate learning strategies, and active participation from both teachers and learners. The success of a language learning program is influenced not only by the quality of the program itself but also by how it is carried out in real learning situations. Through proper implementation, learners are provided with meaningful opportunities to practice the target language,

interact with others, and develop their communication skills continuously.

Furthermore, the implementation of a language learning program should encourage learners to use the target language in authentic communication rather than merely learning language rules theoretically. Continuous exposure, regular practice, and interaction with teachers and peers enable learners to develop greater confidence, fluency, and accuracy in speaking. Therefore, effective implementation plays a significant role in supporting the improvement of learners' speaking ability.

2. Definition of Speaking Ability

Among the four language skills, speaking is often regarded as one of the most important productive skills, as it plays a crucial role in daily communication.¹ Therefore, mastering speaking skills is essential for achieving effective communication in English. Speaking ability refers to the ability of individuals to convey ideas, opinions, and feelings orally in a clear and understandable manners². This ability involves several important components, including pronunciation, vocabulary, grammar, and fluency, which support effective communication. Speaking is considered one of the essential skills in learning English because it enables learners to interact and exchange information in real communication contexts³.

¹ Ketut Satriawan and I Made Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Mahasaraswati Denpasar University," *BULLET: Jurnal Multidisiplin Ilmu* 2, no. 3 (2023): 739–46, <https://journal.mediapublikasi.id/index.php/bullet>.

² A Fawazien Ready, "The Implementation Of English Camp In Teaching And Learning Of Speaking Ability At English Area Of Latee Annuqayah Islamic Boarding School." Steite Institute of Islamic Studies of Jember. 2021

³ A Fawazien Ready.

Fundamentally, the ability to speak is possessed by every individual. However, the ability to speak effectively, particularly in front of an audience, is not necessarily mastered by everyone. A speaker needs to develop several techniques such as preparation, organizing the structure of speech, delivering ideas with clarity and confidence, and responding to the audience's interest⁴. In addition, speaking ability can be defined as the ability to construct meaningful sentences in communication, as interaction generally occurs through sentences that reflect various behaviours and expressions within a society.

Speaking ability can be defined as an individual's capacity to express ideas, opinions, and feelings orally in a clear and comprehensible manner. This skill involves several key components, including pronunciation, vocabulary, grammar, and fluency, which are essential for effective communication⁵.

In the process of communication, speaking involves interaction between individuals. According to Donn Byrne, oral communication is a two-way process between a speaker and a listener which involves the productive skill of speaking and the receptive skill of listening. This process can be illustrated in the diagram below:

⁴ Made Willynda Putri, Putu Adi Krisna Juniarta, and Luh Gede Eka Wahyuni, "The Implementation of Songs in Teaching English for Young Learners in Online Learning Context," *The Art of Teaching English as a Foreign Language* 3, no. 1 (2022): 49–58, <https://doi.org/10.36663/tatefl.v3i1.251>.

⁵ Ready, "The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School."

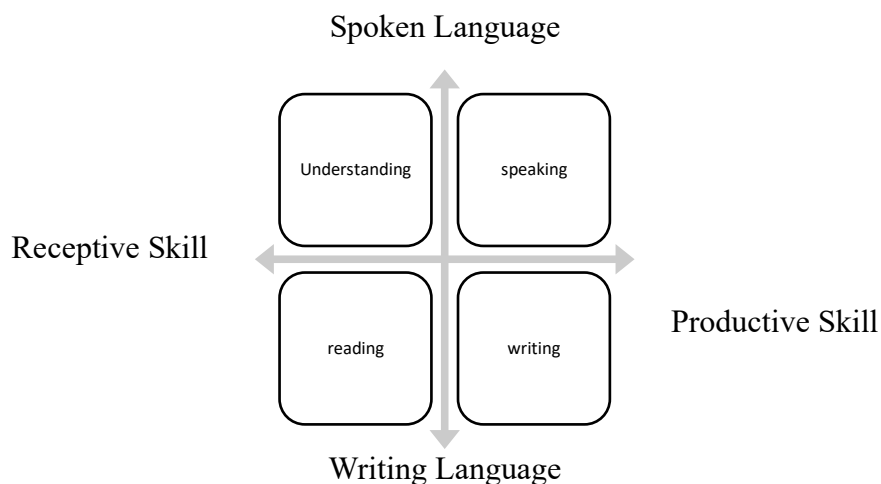


Figure 1.1
A diagram of how all skills of English are interrelated
according to Byrne

In line with the figure above, speaking is closely related to other language skills, especially listening, because communication involves interaction between a speaker and a listener. In the process of communication, a speaker produces language while the listener receives and understands the message. Therefore, speaking ability cannot be separated from other language skills in developing effective communication. Furthermore, speaking ability also consists of several important aspects that support effective communication in using English.

3. Function of Speaking

Speaking ability functions as a means of communication that enables individuals to express ideas, opinions, and information orally.⁶ It helps learners interact with others in social and academic contexts. Through speaking, learners can share knowledge, respond to others, and

⁶ Harmer Jeremy, "How To Teach English" (England and Associated Companies throughout the World.: Addison Wsley Longman Limited., 1998).

participate actively in communication using English. In addition, speaking ability contributes to building learners' confidence in using English in daily conversations.

Speaking ability can also be defined as the ability to convey messages using words in the correct order, appropriate pronunciation, proper grammatical structures, and meaningful context. It also involves fluency in expressing ideas and the appropriate choice of vocabulary in the process of interpreting and negotiating meaning when delivering messages to others.

In line with this idea, Donn Byrne states that the main goal of teaching the productive skill of speaking is to achieve oral fluency, which is the ability to express ideas clearly, accurately, and without hesitation.

4. Aspect of Speaking

Speaking ability is supported by several important components that contribute to effective communication. These components include pronunciation, vocabulary, grammar, fluency, and comprehension⁷. Pronunciation relates to the accurate production of sounds, vocabulary relates to the words used in speaking, grammar deals with the arrangement of sentences, fluency indicates the smooth flow of speech, and comprehension is the ability to understand and respond appropriately

⁷ Jennifer Lund and Paula M. Winke, "Book Review: Brown, H. Douglas (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education. Brown, James Dean (2005). *Testing in Language Programs: A Comprehensive Guide To*," *Language Testing* 25, no. 2 (2008): 273–88, <https://doi.org/10.1177/0265532207086784>.

during a conversation. All of these components work together to help learners express their ideas clearly and communicate effectively.

The aspects of speaking ability play a significant role in determining the success of speaking performance. The effectiveness of speaking ability can be observed through several elements that support the speaking process. These elements help learners produce language appropriately and communicate their ideas clearly in different situations. According to Jeremy Harmer, there are several elements of speaking skills, namely connected speech, expressive devices, lexis and grammar, and negotiation language⁸.

Connected speech refers to the way speakers modify sounds in natural speech. Expressive devices include changes in pitch, stress, and intonation which help speakers express emotions and attitudes. Lexis and grammar relate to the use of appropriate vocabulary and grammatical structures in communication, while negotiation language refers to the ability of speakers to clarify and confirm meaning during interaction.

Furthermore, H. Douglas Brown states that there are five aspects that are generally recognized in the analysis of the speaking process, namely pronunciation, grammar, vocabulary, fluency, and comprehension⁹.

These aspects are important for learners to master in order to communicate

⁸ Jeremy, "How To Teach English." (England and Associated Companies throughout the World.: Addison Wsley Longman Limited., 1998).

⁹ Lund and Winke, "Book Review: Brown, H. Douglas (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education. Brown, James Dean (2005). *Testing in Language Programs: A Comprehensive Guide To.*" *Language Testing* 25, no. 2 (2008): 273–88, <https://doi.org/10.1177/0265532207086784>.

effectively in English. The explanation of each aspect will be described as follows:

a. Pronunciation

Pronunciation refers to the way certain sounds are produced in speaking. While articulation relates to the clarity of sounds, pronunciation concerns the extent to which the sounds conform to those assigned to words in standard English¹⁰. It involves the ability of speakers to produce clear and understandable speech when communicating. In order to achieve successful communication, speakers need to pronounce words clearly so that listeners can easily understand the message being conveyed. Therefore, teaching pronunciation, including stress, rhythm, and intonation, is very important in developing speaking ability.

b. Vocabulary

Vocabulary refers to the collection of words that an individual knows and uses in communication¹¹. Students cannot communicate effectively or express their ideas, either orally or in written form, without mastering an adequate amount of vocabulary. According to Jeremy Harmer, vocabulary is the knowledge of words and their meanings. This means that vocabulary involves understanding words and how they are used in communication. In relation to speaking skills,

¹⁰ I. S.P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking, Teaching ESL/EFL Listening and Speaking*, 2008, <https://doi.org/10.4324/9780203891704>.

¹¹ Satriawan and Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Maharaswati Denpasar University."

vocabulary refers to the ability of learners to use appropriate words to express their ideas clearly.

c. Grammar

Grammar refers to the ability to use sentence structures correctly in communication. It is an important aspect of speaking because it helps speakers convey their ideas clearly and accurately. Without proper grammar, listeners may have difficulty understanding the intended message. Grammar is also considered one of the essential components of language¹². According to Jim Scrivener, grammar refers to the rules that govern sentence formation, including tenses, verb patterns, and other structural elements.

d. Fluency

Fluency refers to the ability to speak at a normal speed without excessive hesitation or repetition. According to Mary Spratt and colleagues, fluency is the ability to speak smoothly using connected speech¹³. It relates to how comfortable students are when speaking, how easily words are produced, and whether there are many pauses or gaps in their speech. Therefore, fluency is considered an important parameter in measuring students' speaking ability, as it reflects the smoothness and continuity of their spoken communication.

¹² Pauzan Pauzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)," *Journal on Education* 6, no. 4 (2024): 20876–88, <https://doi.org/10.31004/joe.v6i4.6210>.

¹³ Satriawan and Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Mahasaraswati Denpasar University." *BULLET: Jurnal Multidisiplin Ilmu* 2, no. 3 (2023): 739–46, <https://journal.mediapublikasi.id/index.php/bullet>.

e. Comprehension

Comprehension refers to the ability to understand the speech of others and respond appropriately in a conversation¹⁴. It involves the ability to grasp the meaning of what is being said, including the main ideas and supporting information. In speaking activities, comprehension helps learners follow conversations and respond correctly, so communication can occur effectively between speakers and listeners.

From the aspects explained above, it can be understood that a person's speaking ability is influenced by how frequently they practice using the language. Regular practice and repeated use of words in speaking activities help learners become more familiar with the language. As a result, learners can improve their speaking ability through continuous practice in everyday communication and interaction within their environment.

5. Measurement of Speaking Ability

The measurement of speaking ability is used to evaluate the extent to which learners are able to communicate orally in English. It is generally assessed based on several aspects, such as pronunciation, vocabulary, grammar, fluency, and comprehension¹⁵. By measuring these aspects,

¹⁴ Don Douglas, "Testing Speaking Ability in Academic Contexts: Theoretical Considerations," *Iowa State University, Educational Testing Service Princeton, New Jersey*, 1997, 1–24, <https://www.ets.org/Media/Research/pdf/RM-97-01.pdf>.

¹⁵ Lund and Winke, "Book Review: Brown, H. Douglas (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education. Brown, James Dean

teachers or researchers can determine the level of learners' speaking ability as well as their progress in learning English. In addition, this measurement helps identify the strengths and weaknesses of learners in using English for spoken communication.

Speaking ability can be measured using a scoring rubric that evaluates several aspects such as pronunciation, vocabulary, grammar, fluency, and comprehension¹⁶. A scoring scale is applied to ensure consistency in the assessment process. The detailed description of the scoring rubric can be presented in the table below:

Table 2.1
The Scoring Rubric of Speaking

Test	Score	Indicator
Fluency	0-5	Communication minimal
	6-10	Communication hesitant
	11-15	Satisfactory
	16-20	Good communication
	21-25	Fluent communication
Vocabulary	0-5	Inadequate for the task
	6-10	Limitation affected the task
	11-15	Sometimes limited
	16-20	Few limitation
	21-25	Wholly appropriate
Grammar	0-5	Inaccuracy of grammar makes understanding almost impossible
	6-10	Inaccuracy of grammar do not impede understanding
	11-15	Inaccuracy of grammar do not seriously impede understanding
	16-20	Few inaccurate grammar
	21-25	Clear and appropriate use of grammar

(2005). Testing in Language Programs: A Comprehensive Guide To." *Language Testing* 25, no. 2 (2008): 273–88, <https://doi.org/10.1177/0265532207086784>.

¹⁶ Satriawan and Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Mahasaraswati Denpasar University." *BULLET: Jurnal Multidisiplin Ilmu* 2, no. 3 (2023): 739–46, <https://journal.mediapublikasi.id/index.php/bullet>.

Pronunciation	0-5	Inaccuracy of pronunciation makes understanding almost impossible
	6-10	Inaccuracy of pronunciation do not impede understanding
	11-15	Inaccuracy of pronunciation do not seriously impede understanding
	16-20	Few inaccurate pronunciation
	21-25	Clear pronunciation

In this scale, students' speaking ability is assessed based on several aspects, namely pronunciation, grammar, vocabulary, and fluency. The speaking test scale used in this research is adapted from Arthur Hughes. This scale helps the researcher evaluate students' speaking performance systematically and objectively.

B. English Course

1. Definition of English Course

Language environment refers to the setting in which a language is used and learned, including social interactions, activities, and exposure to the language. A supportive language environment encourages learners to use the target language in their daily communication, which helps improve their fluency, confidence, and overall language proficiency. In such an environment, learners are exposed to continuous language use, allowing them to develop habitual use of the language¹⁷.

In the context of English learning, creating a language environment is essential to support the development of speaking skills. One way to create such an environment is through the implementation of programs

¹⁷ Affan Tyas Aszhari and Sayid Ma'rifatulloh, "Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School." *Jurnal Ilmiah Nusantara(JINU)*, no. 4 (2024): 618–29.

such as the English Zone, where learners are encouraged to use English consistently in their daily interactions.

An English course is a form of non-formal education that provides learners with opportunities to improve their English skills outside formal schooling¹⁸. It is designed to assist learners develop their language abilities based on their needs and interests, particularly in speaking, listening, reading, and writing. In an English course, learners are provided with structured learning programs, materials, and activities that support their language development. Therefore, an English course plays an important role in helping learners improve their English skills, especially their speaking ability.

2. Learning Activities in English Course

Learning activities in an English course are designed to assist learners develop their language skills through various interactive and structured tasks. These activities include conversations, discussions, role plays, presentations, and language exercises that focus on speaking, listening, reading, and writing¹⁹. Through these activities, learners are encouraged to actively participate in using English, practice their communication skills, and enhance their understanding of the language. As a result, these learning activities support learners in developing their English proficiency effectively.

¹⁸ B. Yuniar Diyanti, "Teaching English To Young Learners: Learning Materials," *Journal of English and Education (JEE)*, 2010, 64–81, <https://doi.org/10.20885/jee.v4i1.6498>.

¹⁹ Diyanti.

3. The Role of English Course in Improving Speaking Ability

An English course plays an important role in improving learners' speaking ability by providing a supportive and structured learning environment²⁰. In this setting, learners are provided with opportunities to practice speaking regularly through various activities and interactions. Guidance from tutors also assists learners improve their pronunciation, vocabulary, grammar, and fluency. In addition, the English course encourages learners to build their confidence in speaking English. Therefore, an English course contributes significantly to the development of learners' speaking ability.

C. Markas Inggris Lampung

1. Activities in English Zone

Activities in the English Zone are designed to encourage learners to actively use English in daily communication. These activities include daily conversations, group discussions, role plays, presentations, and other interactive tasks that require learners to speak English²¹. Through these activities, learners are provided with opportunities to practice speaking in real-life situations, express their ideas, and interact with others using English. As a result, these activities contribute to the improvement of learners' speaking ability, confidence, and fluency.

²⁰ A Fawazien Ready, "The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School." Steite Institute of Islamic Studies of Jember. 2021.

²¹ Linda Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skill for Young Learners Linda," *Journal of Applied Linguistics(ALTICS)* 0316 (2020): 35–43.

2. Profil of Markas Inggris Lampung

Based on interviews with the owner, Markas Inggris Lampung (MIL) is a non-formal English course institution that was established in May 2023. The institution currently has approximately 50 members, with around 10 members participating in the camp program. MIL implements various learning methods, with “fun learning” as the primary approach, in which the learning process is designed to be enjoyable, interactive, and flexible. The learning activities are supported by tutors who guide learners and create a supportive learning environment²².

The members of Markas Inggris Lampung generally consist of students and young learners from various educational backgrounds, including school and university students, who are interested in improving their English skills, particularly in speaking. They typically join the program with the aim of enhancing their speaking ability, increasing their confidence, and expanding their vocabulary in English communication.

This institution is located in Lampung Timur, Lampung Province, and is chosen as the research site because it provides a relevant context for examining the implementation of the English Zone in improving members’ speaking ability. Through its programs, Markas Inggris Lampung aims to assist learners improve their English skills by creating an environment that encourages active communication and continuous practice.

²²Affan Tyas Aszhari and Sayid Ma’rifatulloh, “Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School.” *Jurnal Ilmiah Nusantara*(JINU), no. 4 (2024): 618–29.

3. English Zone Program in Markas Inggris Lampung

The English Zone will be one of the main strategies implemented at Markas Inggris Lampung to improve members' speaking ability. In this program, members will be required to use English in their daily communication from Monday to Friday, starting from 05.40 a.m. to 09.00 p.m. The implementation of the English Zone will be monitored by tutors, and members who do not comply with the rules will receive punishment, such as paying a fine for each word spoken in their native language.

The activities in the English Zone will include daily conversations, discussions, and interactive speaking practices among members, which encourage active participation and continuous use of English. The environment in the English Zone is designed to be supportive and engaging, allowing members to practice English in a comfortable atmosphere without excessive pressure. In this environment, members are expected to develop habitual use of English through daily interactions, both in formal learning activities and informal communication with peers and tutors²³.

Table 2.2
Report of the Data

Interview		Findings
Owner	Miss L. D	Markas Inggris Lampung is the institution was established in May 2023 and has been operating for about two years. The owner also mentioned that there are approximately 50 members, with around 10 members joining the camp program.

²³ Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skill for Young Learners Linda."

Tutors	Mr. R	The learning method implemented at Markas Inggris Lampung emphasizes enjoyable and interactive learning activities, such as ice-breaking sessions and the establishment of English Zone areas.
	Miss. G	The tutors are required to use English in daily communication, and if the member do not follow the rules, they will receive punishment. In addition, there are weekly speaking sessions and study-out activities that help the members improve their speaking ability.
Members	Sister A	The English Zone helps her improve her English speaking ability, especially in terms of confidence and vocabulary.
	Sister R	The English Zone is effective in improving her speaking ability because it encourages to use English every day.
	Bro A	The English Zone makes him more confident in speaking English and helps him practice more consistently.

The interaction among members and tutors plays an important role in building confidence and improving speaking ability, as members are encouraged to express their ideas, respond to others, and actively participate in communication. This continuous interaction contributes to the creation of a natural language environment that supports the development of speaking skills.

Members who join the camp program will have more intensive practice, as they will be required to use English more consistently in their daily activities. This condition makes the English Zone more effective for camp participants compared to non-camp members, as they are exposed to a continuous language environment that encourages constant use of English. In contrast, non-camp members have more limited exposure, as they only participate during scheduled sessions. As a result, camp

participants are likely to demonstrate greater improvement in speaking ability, particularly in terms of fluency, confidence, and vocabulary development.

D. The Concept of English Zone

1. Definition of English zone

English Zone is an area or environment where individuals are required to communicate using English in their daily interactions²⁴. The purpose of implementing an English Zone is to create a language environment that encourages learners to practice speaking English actively and continuously. By using English in daily communication, learners become more accustomed to expressing their ideas, improving their fluency, and increasing their confidence in speaking English. Therefore, the English Zone plays an important role in supporting the development of learners' speaking ability.

The rules of the English Zone require all individuals who enter the area to use English in their communication, with guidance from tutors or instructors. Those who do not comply with the established rules will receive sanctions or punishment. Through this approach, learners are encouraged to make their best effort to communicate in English, even by using simple words or sentences.

In Markas Inggris Lampung, the English Zone is implemented as a language environment where members are required to use English in their

²⁴ Stephen D Krashen, *Principles and Practice in Second Language Acquisition*, University of Southern California, 1982.

daily communication. This environment is designed to encourage members to practice speaking more frequently and to develop a habit of using English in real communication situations. Through the English Zone, members are expected to improve their speaking ability, including pronunciation, vocabulary, grammar, and fluency. Therefore, the English Zone plays an important role in supporting the development of members' speaking ability.

2. Purpose of English Zone

The purpose of the English Zone is to create an environment that encourages learners to use English in their daily communication²⁵. Through this environment, learners are expected to practice speaking more frequently and naturally, which can help improve their speaking ability. The English Zone also aims to build learners' confidence, expand their vocabulary, and develop their fluency in speaking English. In addition, it encourages learners to become more active in communication and accustomed to using English in real-life situations.

3. Rules in English Zone

The rules in the English Zone are established to ensure that learners consistently use English in their daily communication. In this environment, members are required to speak English at all times during activities, and the use of their native language is restricted or not permitted. These rules are designed to create a disciplined learning

²⁵ Made Willynda Putri, Putu Adi Krisna Juniarta, and Luh Gede Eka Wahyuni, "The Implementation of Songs in Teaching English for Young Learners in Online Learning Context." *The Art of Teaching English as a Foreign Language*. 2022. vol.3. p. 49-58.

atmosphere and to encourage learners to practice English more frequently. By adhering to these rules, learners can develop their speaking habits, improve their fluency, and become more confident in using English in real communication situations.

4. The Advantages of English Zone

The English Zone provides several advantages for learners, particularly in improving their speaking ability. It creates a supportive environment where learners are encouraged to use English continuously, which helps them practice more frequently. This environment also contributes to increase learners' confidence, expanding their vocabulary, and improving their fluency in speaking. In addition, the English Zone allows learners to experience real communication situations, making them more accustomed to using English in daily lives. As a result, learners are able to develop their speaking ability more effectively and naturally²⁶

²⁶ Affan Tyas Aszhari and Sayid Ma'rifatulloh, "Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School." *Jurnal Ilmiah Nusantara(JINU)*, no. 4 (2024): 618–29.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type of Research

This study is employed qualitative research because the focus would not be on measuring statistical effectiveness, but on analysing and interpreting the implementation of the English Zone concept and its role in improving members' speaking ability at Markas Inggris Lampung. Qualitative research is used to understand the processes, activities, and interactions that occur in the English Zone environment. According to Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem¹. Therefore, qualitative research would be appropriate for this study because it would be focus on exploring the implementation process of the English Zone and its role in improving members' speaking ability.

This research would employ a case study design. A case study is a research design that focuses on an in-depth exploration of a specific phenomenon within its real-life context². In this study, the case study is conducted at Markas Inggris Lampung, particularly in the English Zone environment. The case study approached to allow the researcher to gain a deeper understanding of how the English Zone is implemented and how it influences members' speaking ability.

¹ Jhon W Creswell and J David Creswell, *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches*, ed. Helen Salmon et al., Fifth Edit (Los Angeles: SAGE Publication, Inc., 2018), <https://doi.org/10.4018/978-1-4666-8116-3.ch010>.

² Creswell and Creswell.

The study aimed to describe how members using English in the English Zone, how the English Zone activities are implemented, and how the environment supports the improvement of their speaking ability. Therefore, qualitative research is considered appropriate to obtain detailed and in-depth information about the implementation of the English Zone and its impact on members' speaking ability.

B. Data sources

This research would utilize two types of data sources, namely primary and secondary sources, in order to obtain comprehensive and credible information relevant to the research questions. The description of the data sources is presented as follows:

1. Primary Source

The primary data in this research is consisted of data obtained directly from the participants. The data is collected through interviews with one owner, two tutors, and ten members of Markas Inggris Lampung, as well as through observations of English Zone activities. These primary data used to obtain detailed information about the implementation of the English Zone, the improvement of members' speaking ability, and the supporting and hindering factors in the implementation process.

2. Secondary Source

The secondary data is obtained from sources that support the theoretical foundation of the study. These sources would include books related to speaking ability, English language teaching, English Zone or

language environment, and qualitative research methodology, as well as journal articles and previous studies relevant to this research. These data is used to support and strengthen the findings from the primary data.

C. Data Collection Technique

This study is employed two data collection techniques, namely documentation and semi-structured interviews, in order to obtain comprehensive data relevant to the research questions. The use of multiple data collection techniques is lined with the triangulation concept in qualitative research proposed by John W. Creswell, which would strengthen the credibility and depth of the findings³.

1. Documentation

Documentation is used to collect supporting data related to the English Zone activities at Markas Inggris Lampung, such as activity schedules, rules, photographs, and other written documents. These documents supported the data obtained from interviews and provide additional information regarding the implementation of the English Zone. The documentation assisted the researcher in verifying the data and gaining a clearer understanding of the activities and environment in the English Zone. Therefore, documentation would serve as supporting evidence to strengthen the research findings.

³ Creswell and Creswell.

2. Interview

Semi-structured interviews is conducted with members and tutors of Markas Inggris Lampung to obtain detailed information about the implementation of the English Zone, the improvement of speaking ability, and the supporting and hindering factors. The interviews is conducted using an interview guide, but the researcher is allowed to ask additional questions based on participants' responses. This type of interview would allow the researcher to explore participants' experiences, opinions, and perspectives in greater depth. The interview data would be used to obtain detailed and in-depth information that cannot be obtained through documentation alone.

3. Observation

Observation is conducted to obtain direct and authentic data regarding the implementation of the English Zone at Markas Inggris Lampung. Through this technique, the researcher observed the activities, interactions, and behaviors of members and tutors within the English Zone environment.

The observation focused on the use of English in daily communication, the implementation of English Zone rules, and the role of the environment in supporting the improvement of speaking ability. In addition, the researcher would observe the patterns of interaction among participants and the overall learning atmosphere.

The observation is carried out directly in the natural setting, and field notes would be used to document relevant data. This technique would provide contextual and in-depth information that complements the data obtained from interviews and documentation.

D. Trustworthiness of Data

To ensure the credibility and validity of the findings, this research would apply the concept of trustworthiness proposed by Lincoln and Guba, which consists of four key criteria; credibility, transferability, dependability, and confirmability⁴. These criteria are applied as follows:

1. Credibility

Credibility refers to the confidence in the truth of the research findings. It shows that the data and the interpretation of the data are accurate and reflect the real situation. In this research, credibility is achieved through triangulation of data sources, interviews, and documentation to ensure that the data are valid and reliable.

2. Transferability

Transferability refers to the degree to which the findings of the research can be applied or transferred to other contexts or situations. The researcher provides detailed descriptions of the research setting, participants, and research process so that other researchers can understand the context and determine whether the findings can be applied in other situations.

⁴ Guba Egon and Lincoln Yvonn, "Chapter 6 Competing Paradigms in Qualitative Research," *The Sage Handbook of Qualitative Research*, no. 1 (2018): 36–65.

3. Dependability

Dependability refers to the consistency and stability of the research findings over time. It means that if the research is repeated in the same context with the same methods and participants, the results would be similar. In this research, dependability is ensured by keeping detailed documentation of the research procedures and data collection process.

4. Confirmability

Confirmability refers to the degree to which the research findings are based on the data and not influenced by the researcher's bias or personal assumptions. The researcher ensures confirmability by keeping records of the data, interview transcripts, and documentation so that the findings can be traced and verified.

E. Data Analysis Technique

The data analysis in this research is followed the interactive model proposed by Matthew B. Miles and A. Michael Huberman, which consists of four concurrent activities: data collection, data reduction, data display, and conclusion drawing or verification⁵. The procedures of data analysis in this research would be described as follows:

1. Data Collection

Data collection refers to the process of gathering information through interviews and documentation related to the implementation of the English Zone and speaking ability. In this research, the data would be

⁵ Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, ed. Helen Salmon et al., Thirrd Edi (City Road London ECIY 1SP United Kingdom: SAGE Publications, Inc., 2014).

collected from members and tutors of Markas Inggris Lampung. These data would provide the basis for further analysis.

2. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming the raw data obtained from the field. In this research, the researcher would select and focus on important data related to the implementation of the English Zone, the improvement of speaking ability, and the supporting and hindering factors. This process would help the researcher organize the data and focus on the most relevant information for the study.

3. Data Display

Data display is the process of organizing and presenting the data in the form of descriptions, tables, or charts so that the data can be easily understood and interpreted. In this research, the data would be presented in descriptive form based on the results of interviews and documentation. Through data display, the researcher be able to understand the data more clearly and interpret the findings more effectively.

4. Conclusion Drawing and Verification

Conclusion drawing is the process of drawing conclusions based on the data that have been analysed. Verification is conducted to ensure that the conclusions are valid and supported by sufficient data. In this research, conclusions would be drawn based on the results of data analysis, and verification would be conducted to ensure the validity of the

findings. Through this process, the researcher would interpret the findings and answer the research questions.

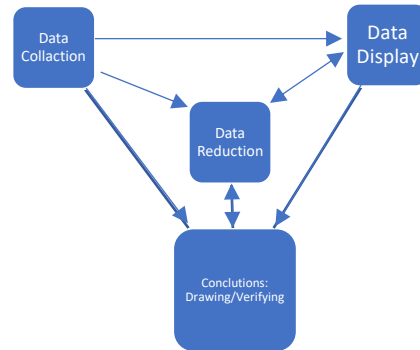


Figure 3.1
Miles and Huberman's Data Analysis Process

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

This section presents the findings of the research based on two main sources of data: class activities obtained through documentation and members' responses gathered from semi-structured interviews. The total of 10 members of Markas Inggris Lampung participated in this research. The members actively used English during class activities and English Zone sessions. The researcher analysed the data obtained from documentation and interviews to identify how the English Zone was implemented and how it contributed to the improvement of members' speaking ability.

This section presents the findings derived from in-depth interviews with 10 members of Markas Inggris Lampung. The findings revealed that English Zone was implemented through a mandatory English-speaking policy during classroom activities and daily interactions among members. Based on the interview results, Eight out of ten respondents stated that English Zone significantly improved their vocabulary because they were required to use English in daily communication, particularly in terms of vocabulary development, fluency, and confidence in speaking English.

This section presents the findings of the study based on the analysis of members' activities in the English Zone at Markas Inggris Lampung, along with data obtained from interviews and documentation. The analysis focuses on how the English Zone is implemented and how it supports the

improvement of members' speaking ability.

The documentation data include photographs of learning activities, English Zone rules, schedules, and other supporting documents related to the implementation of the program. These data are used to support the interview findings and to provide a clearer description of the learning environment and activities conducted in the English Zone.

1. The Implementation of English Zone at Markas Inggris Lampung

Based on the documentation and interview data, English Zone was implemented during classroom activities and specific English-speaking sessions. Members were encouraged to use English when communicating with tutors and fellow members. The tutors monitored members' language use and provided corrections when necessary.

a. Implementation of English Zone

Based on the interview and documentation data, English Zone was implemented as a language practice program at Markas Inggris Lampung. Members were encouraged to communicate in English through English Zone and English Day activities.

According to the respondents, the requirement to use English from morning until night helped them develop regular speaking habits. This environment encourages members to practice speaking English more actively and consistently in their daily interactions. The implementation of the English Zone also creates a supportive language environment that helps members improve their confidence, vocabulary,

fluency, and speaking habits. Through continuous practice and interaction, members become more accustomed to using English in real communication situations.

The researcher asked the members whether they experienced improvement before and after joining the English Zone program.

Based on the interview results, One respondent stated by Jhon:

" Before I joined English Zone, I could not speak English clearly. After joining, I feel more confident and my speaking ability improved."

The improvements were related to confidence, vocabulary mastery, fluency, and speaking habits in daily communication. The members explained that the English Zone encouraged them to use English more actively and consistently in everyday situations.

This statement was supported by six members who stated that the materials and activities in the English Zone were useful for daily communication and easy to apply in real-life situations. One respondent explained At:

"Speaking and grammar are the most useful activities because speaking builds confidence and grammar improves sentence structure."

Another respondent from the Tutor:

"We can look for the first time they enroll Markas Inggris or the first day they become member of Markas Inggris Lampung and after they finish their program. So we can see the improvement of the member like they can introduce their self or they can make conversation and they can express feeling or emotion in English so we observed like that."

Meanwhile, four other members stated that speaking in the English Zone without fear of making mistakes helped increase their confidence in speaking English. Respondent At said:

“Tutors help me by explaining lessons and correcting my mistakes, while peers help me practice without feeling afraid.”

Similarly, another respondent explained by Pritty:

“My English skills are starting to improve, especially in understanding and communication. Before joining English Zone, I had little understanding of grammar, but now I can communicate with friends in simple English.”

The supportive learning environment motivated the members to participate more actively in speaking activities and express their ideas more freely.

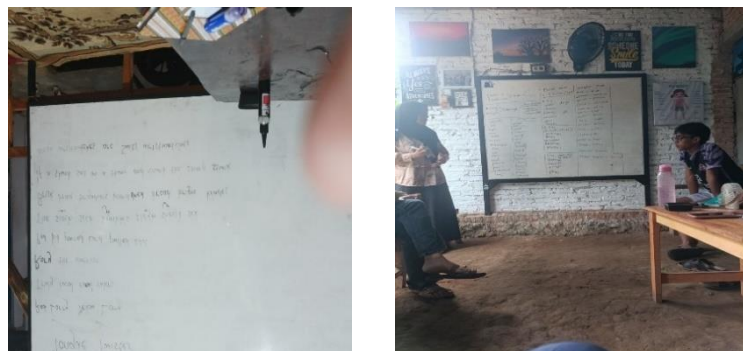


Figure 4.1
Illustrates the implementation of the English Zone during classroom activities.

Members actively communicated in English with tutors and peers as part of the program regulations.

b. English Zone as a Supportive Language Environment

In addition, the researcher asked how the English Zone rules influenced the members' speaking habits. Based on the interview findings, the respondents explained that members who did not speak

English within the English Zone environment would receive punishment, such as being asked to go to the park area and start a conversation with random people for at least one minute. Based on the interview results, One respondent by Alex:

" The English Zone rules require us to always speak English. This makes me more disciplined and forces me to practice more."

The respondents also explained that when they did not know how to express something in English, they usually asked their tutors or friends for assistance. The findings indicate that members used various communication strategies to maintain English interaction, including asking tutors, asking friends, and using translation tools. Furthermore, members who wanted to ask questions without receiving punishment were required to use the keyword phrase, "How do you say this in English?" This rule encouraged members to continue using English during communication activities.

This is also supported by the tutor's statement. According to the tutor, the English Zone encourages members to think in English and continuously practice speaking, enabling them to remember vocabulary and improve their speaking ability. The tutor explained:

"English zone is really influence members' speaking ability because we should emphasize them to speak English so they would think in English so after they ask to speak English, they will memorize or they remember some words in speaking. So, of course, English zone is really influence members' speaking ability."

The researcher also asked about the challenges faced by the members during the implementation of the English Zone. Based on the interview results, several members reported experiencing difficulties related to pronunciation, grammar, nervousness, and lack of vocabulary. Some members stated that they were often unsure about the correct pronunciation of certain words, while others found it difficult to construct grammatically correct sentences during spontaneous conversations. In addition, a number of respondents admitted that they felt nervous when speaking English, especially when communicating with more proficient speakers. Limited vocabulary was also identified as a common challenge, as some members struggled to express their ideas when they did not know the appropriate English words or expressions. Despite these difficulties, the members continued to participate actively in the English Zone activities and viewed these challenges as part of the learning process. They believed that consistent practice, tutor guidance, and interaction with peers helped them gradually overcome these obstacles and improve their speaking ability.

SCHEDULE 9 MARCH - 15 MARCH			
Time	Material	Class	Tutor
05.00-06.45	Daily expression / Idiom	Sunbright camp	Miss Reza
09.00-10.30	New Member	Private	Miss Fada
10.00-11.00	Private	Private Rafka	Miss Deye
10.00-11.15	Vocabulary	Camp member	Miss Reza
13.30-14.45	Speaking	Camp member	Bro Rendy
15.00-16.15	Private	Sister Tiara	Miss Deye
15.00-16.15	Speaking	Adult A1	Bro Rendy
15.00-16.15	Shadowing	Adult A2	Miss Reza
15.00-16.15	Speaking class	Kids	Miss Kristin
21.00-21.45	Religious Speech	Camp / Miss Reza	All Family / Bro Rendy

TUESDAY			
Time	Material	Class	Tutor
05.00-06.45	Daily expression / Idiom	Sunbright camp	Bro Rendy
09.00-10.30	New Member	Private	Miss Fada
10.00-11.00	Private	Private Praga	Miss Deye
10.00-11.15	Vocabulary	Camp member	Miss Deye
13.30-14.45	Grammar	Camp member	Miss Reza
15.00-16.15	Private	Sister Tiara	Miss Deye
15.00-16.15	Listening Class	A1, A2, Kids	Miss Reza & Bro Rendy
21.00-21.45	Religious Speech	Camp / Bro Hapzi	All Family (Miss Reza)

WEDNESDAY			
Time	Material	Class	Tutor
05.00-06.45	Daily expression / Idiom	Sunbright camp	Miss Kristin
09.00-11.00	Private	Private Rafka	Miss Deye
10.00-11.15	Vocabulary	Camp member	Miss Fada
13.30-14.45	Grammar	Camp member	Miss Fada
13.30-14.45	Private	Sister Tiara	Bro Rendy
15.00-16.15	Private	Sister Tiara	Miss Deye
15.00-16.15	Speaking	Adult A1 & A2	Mr Tony
15.00-16.15	Speaking	Kids	Miss Reza
21.00-21.45	Religious Speech	Camp / Miss Kristin	All Family (Miss Reza)

THURSDAY			
Time	Material	Class	Tutor
05.00-06.45	Daily expression / Idiom	Sunbright camp	Bro Rendy
09.00-10.30	New Member	Private	Miss Deye
10.00-11.00	Private	Private Praga	Miss Deye
10.00-11.15	Vocabulary	Camp member	Miss Kristin
13.30-14.45	Speaking	Camp member	Miss Fada
15.00-16.15	Private	Sister Tiara	Bro Rendy
15.00-16.15	Grammar (Soal 10 - 15)	Adult A1 & A2	Miss Reza
15.00-16.15	Grammar	Kids	Miss Deye
21.00-21.45	Religious Speech	Camp / Bro Ali	All Family (Miss Kristin)

FRIDAY			
Time	Material	Class	Tutor
10.00-11.15	Speaking	Camp member	Miss Reza
10.00-11.15	Private	Sister Tiara	Miss Deye
15.00-16.15	Private	Sister Tiara	Bro Rendy

SATURDAY			
Time	Material	Class	Tutor
10.00-11.00	Private	Private Rafka	Miss Deye
14.00-15.15	Private	Sister Tiara	Miss Deye

SUNDAY			
Time	Material	Class	Tutor
15.00-16.00	Private	Praga	Miss Deye

Figure 4.2
Presents the rules applied in the English Zone environment.

These rules encourage members to consistently use English during communication activities. Overall, the findings indicate that the implementation of the English Zone created a supportive language environment that helped members improve their speaking ability, confidence, and participation in daily English communication.

c. The Effect of English Zone on Members' Speaking Ability

In addition, the members stated that the English Zone program encouraged them to practice speaking English more actively despite the challenges they faced. The supportive environment and interaction with tutors and friends helped them become more confident in expressing their ideas. When they made mistakes in pronunciation or grammar, the tutors usually provided corrections and guidance to help them improve their speaking performance. This is also supported by the tutor's statement:

“I emphasize my students to speak English fluently, but I think they should learn English in speaking. I don't care if they make a mistake in grammar, in structure, but I just hope they can speak English fluently.”

Furthermore, Markas Inggris Lampung regularly conducts public speaking activities every Thursday night as part of the English Zone program. This activity is intended to improve members' confidence and speaking ability through regular speaking practice in front of others. Through this activity, members are encouraged to speak more confidently, improve their fluency, and develop their ability to communicate effectively in English.

The researcher also asked about the support provided by tutors and the members' responses when they made mistakes in speaking English. Based on the interview results, the members stated that the tutors provided guidance, corrections, and motivation during speaking activities. Seven respondents stated that tutor feedback helped them improve pronunciation and grammar. Respondent stated by Jesy:

“Speaking and grammar activities are very helpful because speaking improves confidence, while grammar helps me arrange sentences correctly.”

In addition, the respondents stated that when they made mistakes in speaking, they tried to accept and correct their mistakes as part of the learning process. They also asked the tutors for further explanations and guidance in order to avoid making the same mistakes in future communication activities. Through this process, the members

became more motivated to improve their speaking ability and participate more actively in the English Zone activities.

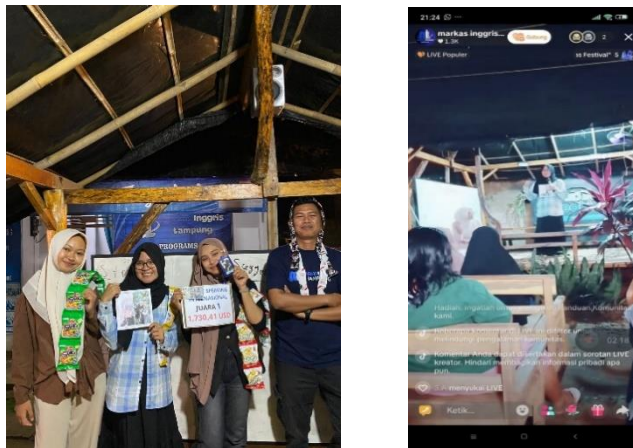


Figure 4.3
Shows the public speaking activity conducted every Thursday night as part of the English Zone program.

During this activity, members are encouraged to speak in front of other participants in order to improve their confidence, fluency, and speaking performance.

1) Vocabulary Development

The researcher asked the members about the influence of the English Zone on their vocabulary development. Based on the interview results, most respondents stated that the English Zone helped them improve their vocabulary because they were required to use English in daily communication. Through regular interaction with tutors and fellow members, they were exposed to new words and expressions that could be directly applied in real-life situations.

One respondent stated by Lily:

“I think English Day is very useful because it improves my public speaking and helps me understand the material better.”

The findings indicate that the English Zone provides opportunities for members to acquire and practice new vocabulary continuously. As a result, the members became more familiar with various English expressions and were able to communicate more effectively in daily interactions.

2) Fluency Development

The researcher also asked the members about the effect of the English Zone on their speaking fluency. Based on the interview results, most respondents stated that they became more fluent in speaking English after participating in the English Zone activities. The requirement to use English regularly encouraged them to practice speaking more frequently and reduced their hesitation when expressing ideas.

One respondent stated by Jhon:

“Before I joined English Zone, I could not speak English clearly. After joining, I feel more confident and my speaking ability improved.”

The findings suggest that the English Zone contributes positively to the development of speaking fluency by providing a supportive environment where members can use English consistently in everyday communication.

3) Grammar Development

Based on the interview findings, several respondents stated that the English Zone helped them improve their understanding of

grammar. Through daily communication activities, the members became more aware of grammatical structures and sentence patterns used in English conversations.

One respondent stated by Aurora:

“Tutors support me by explaining the material and correcting my mistakes, while peers help me feel more comfortable practicing speaking.”

The findings indicate that the implementation of the English Zone encourages members to pay greater attention to grammar while communicating and supports the gradual improvement of grammatical accuracy through continuous practice and corrective feedback.

4) Pronunciation Development

The researcher also investigated the influence of the English Zone on members' pronunciation. Based on the interview results, several respondents reported improvements in their pronunciation after participating in the program. Frequent exposure to spoken English and regular interaction with tutors helped them become more familiar with correct pronunciation.

One respondent stated by Olivia:

“My tutors help me by correcting my grammar and pronunciation when I make mistakes. My friends also support me by practicing English with me and encouraging me to keep speaking.”

These findings suggest that the English Zone provides members with opportunities to practice pronunciation regularly and

receive constructive feedback that supports their speaking development.

5) Comprehension Development

The researcher asked the members about their ability to understand English during communication activities. Based on the interview findings, most respondents stated that the English Zone helped improve their comprehension because they were continuously exposed to English instructions, conversations, and classroom interactions.

One respondent stated by Theo:

“My tutor and friends help me by explaining material and correcting my mistakes, so I can improve my speaking ability.”

Overall, the findings indicate that the English Zone contributes to the development of members' comprehension by providing frequent exposure to authentic English communication and encouraging active participation in speaking activities.

d. The Effect of English Zone on Members' Confidence

The researcher asked about the effect of the English Zone on the members' confidence in speaking English outside the program environment. Based on the interview results, most members stated that the English Zone had a positive impact on their confidence in using English in daily communication outside the course environment. The members explained that continuous practice and regular interaction in the English Zone helped them become more confident, less afraid of

making mistakes, and more comfortable when communicating in English with other people.

Most respondents stated that they became more confident when communicating in English outside the course environment. They felt less afraid of making mistakes and were more willing to start conversations in English. Respondent stated Olivia:

"The activity I find most helpful is speaking practice because it gives me many opportunities to use English directly. It helps me become more fluent and confident when communicating."

This is also supported by the tutor's statement:

"We can look for the first time they enroll Markas Inggris or the first day they become member of Markas Inggris Lampung and after they finish their program. So, we can see the improvement of the member like they can introduce their self or they can make conversation and they can express feeling or emotion in English."

B. Discussion

1. The Implementation of English Zone at Markas Inggris Lampung

The findings revealed that English Zone was implemented through daily English communication, English Day activities, tutor supervision, corrective feedback, and public speaking activities.¹ Members were consistently required to use English in every interaction with tutors and peers, both in formal learning sessions and informal daily communication. In addition, the program was supported by strict rules that ensured members actively participated in English-speaking activities throughout the day. These rules created a structured learning environment where

¹ Aszhari and Ma'rifatulloh, "Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School."

English became the main medium of communication. As a result, members were continuously exposed to English in various real-life situations inside the program.

The implementation of English Zone is in line with the concept of a language environment, which emphasizes that language learning is strengthened through continuous exposure and interaction in the target language². A language environment allows learners to use English naturally in daily communication without limiting it to classroom learning only. In this study, English Zone functioned as a controlled language environment that encouraged habitual use of English among members³. This environment supported learners in developing speaking habits through repeated use of the language in meaningful contexts. Therefore, the implementation of English Zone reflects the importance of creating a consistent and interactive language environment in improving speaking ability.

Furthermore, the findings also indicate that continuous exposure to English helped members become more familiar with the language and gradually reduced their dependence on their first language. This condition is consistent with frequent exposure to language input contributes to better language acquisition⁴. Through daily interaction, members were able to practice English in real communication settings, which strengthened their

² Aszhari and Ma'rifatulloh.

³ Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skill for Young Learners Linda."

⁴ Pauzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)."

speaking development. The supportive environment also encouraged learners to participate more actively in speaking activities without fear. Overall, English Zone successfully created a learning atmosphere that supports continuous language use and communication practice.⁵

a. The Effect of English Zone on Vocabulary Development

The findings showed that English Zone contributed significantly to vocabulary development among members. Most respondents stated that they learned new vocabulary through daily conversations, classroom activities, tutor explanations, and peer interactions. Vocabulary acquisition also occurred naturally during communication when members encountered unfamiliar words and immediately asked for clarification. In addition, repeated exposure to English expressions helped them remember and reuse vocabulary in different contexts. This shows that vocabulary development happened not only through formal learning but also through practical communication.

This finding is supported by Brown, who states that vocabulary is a fundamental component of speaking ability because it allows learners to express ideas clearly and effectively.⁶ Without sufficient vocabulary, learners may struggle to deliver their thoughts

⁵ Novita, Affianty, and Zaitun, "Implementasi Program English Morning , English Zone Dan Speech Contest Di SMP Lab School FIP UMJ."

⁶ Lund and Winke, "Book Review: Brown, H. Douglas (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education. 324 Pp. \$48.00 Paper. ISBN 0—13—098834—0; Brown, James Dean (2005). *Testing in Language Programs: A Comprehensive Guide To*."

during communication. In this study, the improvement in vocabulary helped members express their ideas more confidently and accurately in speaking activities. The findings also show that learners were able to expand their vocabulary through interaction rather than memorization. Therefore, vocabulary development in English Zone is closely related to active communication and language use.

b. The Effect of English Zone on Fluency Development

The findings revealed that English Zone had a positive impact on members' speaking fluency. Members reported that they became more fluent because they were required to use English regularly in daily communication. Continuous speaking practice reduced hesitation and made them more comfortable when expressing ideas. In addition, frequent interaction with tutors and peers helped them respond more quickly during conversations. This shows that fluency development was strongly influenced by the intensity of speaking practice.

Fluency, The findings indicate that members gradually improved their fluency through repeated exposure to speaking activities.⁷ The more they practiced speaking in English Zone, the more natural and spontaneous their speech became. This supports the idea that fluency is developed through consistent practice rather than theoretical learning alone. Therefore, English Zone provided an

⁷ Awaliyah, Malihah, and Salatiga, "The English Course Management at English Cafe in Developing Students' Speaking Skills."

effective environment for developing fluency through real communication.

c. The Effect of English Zone on Grammar Development

The findings indicated that English Zone contributed to grammar development through continuous speaking practice and tutor feedback. Members became more aware of grammatical structures after receiving corrections during communication activities.⁸ Although they still made errors, repeated exposure to feedback helped them recognize and improve their mistakes. In addition, speaking activities encouraged them to construct sentences more carefully over time. This shows that grammar learning occurred gradually through practice and correction.

Grammar refers to the rules that govern sentence formation, which are essential for clear and accurate communication. The findings support this theory because members reported improvement in their ability to form correct sentences during speaking activities. Tutor feedback played an important role in helping them understand grammatical rules in real context. Instead of learning grammar only from theory, students learned it through direct communication practice. Therefore, grammar development was supported by both interaction and corrective guidance.

⁸ Satriawan and Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Mahasaraswati Denpasar University."

d. The Effect of English Zone on Pronunciation Development

The findings demonstrated that English Zone helped improve members' pronunciation ability. Members experienced improvement through frequent exposure to spoken English used by tutors and peers.⁹ They also learned pronunciation by listening carefully and imitating correct speech patterns during communication activities. In addition, tutor corrections helped them identify and improve mispronounced words. This indicates that pronunciation development was strongly influenced by listening and imitation.

Pronunciation refers to the production of clear and understandable speech, including stress, rhythm, and intonation. The findings show that members gradually improved their pronunciation through continuous listening practice. By hearing correct pronunciation repeatedly, they became more familiar with sound patterns in English. This supports the idea that pronunciation is developed through exposure and practice. Therefore, English Zone provided an environment that supports pronunciation improvement through real interaction.

e. The Effect of English Zone on Comprehension Development

The findings revealed that English Zone contributed to the development of comprehension skills. Members reported that they became better at understanding spoken English during communication

⁹ Aszhari and Ma'rifatulloh, "Investigating the Implementation of English Zone at English Dormitory in Darussalam Islamic Boarding School."

activities.¹⁰ At the beginning, some members experienced difficulties in understanding English instructions and conversations. However, through continuous exposure, they gradually became more familiar with common expressions. This shows that comprehension improved through repeated interaction.

Comprehension refers to the ability to understand and respond appropriately in communication. The findings support this definition because members were able to follow conversations more effectively over time. Continuous exposure to spoken English helped them recognize patterns and meanings in communication. In addition, interaction with tutors and peers strengthened their ability to process spoken input. Therefore, comprehension development is closely related to exposure and practice.

2. The Effect of English Zone on Members' Confidence

The findings showed that English Zone had a positive effect on members' confidence in speaking English. Most respondents stated that they became less afraid of making mistakes after joining the program. They also felt more comfortable expressing their ideas in English during communication activities.¹¹ In addition, supportive feedback from tutors and peers encouraged them to speak more actively. This indicates that confidence increased through practice and supportive interaction.

¹⁰ Novita, Affianty, and Zaitun, "Implementasi Program English Morning , English Zone Dan Speech Contest Di SMP Lab School FIP UMJ."

¹¹ Ilma, *The Implementation of English Zone to Support Students' Speaking Skill at Mi Muhammadiyah 1 Faculty of Education and Teacher Training*.

The implementation of English Zone at Markas Inggris Lampung was carried out through the following activities:

a. Daily Communication

Members were encouraged to use English in their daily interactions with tutors and fellow members. This activity provided continuous opportunities to practice speaking naturally and helped them become more familiar with English expressions used in everyday communication.

b. English Day Activities

English Day required members to communicate only in English during specific periods. This activity increased members' exposure to English and encouraged them to apply their speaking skills consistently in various situations.

c. Tutor Supervision

Tutors monitored members' speaking performance by providing guidance, correcting pronunciation and grammatical errors, and explaining unfamiliar vocabulary. Their feedback helped members improve their speaking accuracy and confidence.

d. Public Speaking Sessions

Members participated in public speaking activities to practice delivering ideas in front of others. These sessions helped improve speaking fluency, pronunciation, confidence, and the ability to communicate effectively before an audience.

Speaking ability is closely related to confidence because learners need courage to express ideas in communication. The findings support this theory because members reported reduced speaking anxiety after participating in English Zone. A supportive learning environment helped them feel safe when making mistakes. Over time, this reduced fear encouraged more active participation in speaking activities. Therefore, confidence development is strongly influenced by learning environment and interaction.

Moreover, repeated speaking practice helped members build self-confidence gradually. As they became more familiar with English communication, they felt more capable of speaking outside the program. This shows that confidence is not only psychological but also developed through experience. Thus, English Zone plays an important role in reducing anxiety and increasing speaking confidence.

3. Challenges Faced by Members During English Zone

Despite the positive effects of English Zone, the findings revealed several challenges faced by members. These included pronunciation difficulties, grammatical errors, nervousness, and limited vocabulary. Many members reported difficulty in expressing ideas due to lack of vocabulary knowledge. Others experienced anxiety when speaking in front of more proficient speakers. These challenges affected their fluency and confidence during communication.

These difficulties are explained that speaking involves multiple complex components such as pronunciation, vocabulary, grammar, fluency, and comprehension¹². Since these components are interrelated, weakness in one aspect can affect overall speaking performance. Nervousness is also commonly experienced by language learners due to fear of making mistakes. Therefore, these challenges are natural in the process of language learning.

However, the findings also show that members attempted to overcome these challenges through practice, tutor guidance, and peer support. Continuous exposure to English helped them gradually reduce these difficulties. This supports the idea that speaking ability develops through consistent practice. Therefore, although challenges exist, they become part of the learning process that contributes to improvement over time.

¹² Ready, "The Implementation of English Camp in Teaching and Learning of Speaking Ability at English Area of Latee Annuqayah Islamic Boarding School."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that the implementation of the English Zone at Markas Inggris Lampung plays an important role in improving members' speaking ability. The English Zone creates a supportive language environment where members are required to use English in their daily communication, both in formal and informal activities.

First, the English Zone contributes to the improvement of several aspects of speaking ability, including vocabulary, fluency, grammar, pronunciation, and comprehension. Through continuous exposure and interaction, members are able to learn new vocabulary, speak more fluently, and gradually improve their grammatical accuracy and pronunciation.

Second, the findings show that the English Zone also increases members' confidence in speaking English. Most members reported that they became less afraid of making mistakes and more willing to speak both inside and outside the program environment.

Third, the implementation of the English Zone is carried out through daily communication, English Day activities, tutor supervision, and public speaking sessions. This environment encourages members to use English consistently, which helps them develop speaking habits and build confidence in communication.

However, the study also found several challenges faced by members, such as difficulties in grammar, pronunciation, limited vocabulary, and nervousness when speaking English. Despite these challenges, continuous practice, tutor guidance, and peer support help members overcome their difficulties.

Overall, the English Zone is an effective program in improving members' speaking ability by providing a real language environment that supports active communication and continuous practice.

B. Suggestion

Based on the conclusion of this research, several suggestions are presented:

1. For tutors of Markas Inggris Lampung

Tutors are expected to continue providing consistent corrective feedback and motivation to members, especially in pronunciation and grammar aspects, in order to help learners improve their speaking accuracy and confidence.

2. For members of English Zone

Members are encouraged to actively participate in all English Zone activities and not be afraid of making mistakes, because mistakes are part of the learning process. Regular practice should be maintained to improve fluency and vocabulary.

3. For the Institution (Markas Inggris Lampung)

The institution is suggested to develop more varied speaking activities such as debate, storytelling, and spontaneous speaking tasks to increase learners' engagement and speaking performance.

4. For Future Researchers

Future researchers are suggested to conduct deeper studies on other factors that influence speaking ability, such as motivation, learning strategies, or comparison between English Zone and other language learning methods.

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APPENDICES



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Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KETUA MARKAS INGGRIS
LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KETUA MARKAS INGGRIS LAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

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NPM : 2201051029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : THE IMPLEMENTATION OF 'ENGLISH ZONE' CONCEPT
FOR IMPROVING ENGLISH SPEAKING ABILITY ON
MARKAS INGGRIS LAMPUNG'S MEMBER

untuk melakukan prasurvey di MARKAS INGGRIS LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KETUA MARKAS INGGRIS LAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 April 2026
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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Kepada Yth.,
Kaprodi Tadris Bahasa Inggris
Universitas Islam Negeri Jurai Siwo Lampung
di- Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Raden Intan Lampung dengan nomor: B-11178/In.28/J/TL.01/04/2026 perihal permohonan izin prasurvey, maka kami menyatakan bahwa:

Nama : **Trilila Agustina**
NPM : 2201051029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

DIPERBOLEHKAN untuk melaksanakan kegiatan prasurvey di Markas Inggris Lampung dengan judul penelitian: "The Implementation of 'English Zone' Concept for Improving English Speaking Ability on Markas Inggris Lampung's Member." Demikian surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 13 April 2026
Kepala Markas Inggris Lampung


markas inggris
course
Muhammad Thobi YS



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Nomor : B-2579/In.28.1/J/TL.00/06/2026
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **TRILIA AGUSTINA**
NPM : **2201051029**
Semester : **8 (Delapan)**
Fakultas : **Tarbiyah dan Ilmu Keguruan**
Jurusan : **Tadris Bahasa Inggris**
Judul : **THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM FOR IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY OF MARKAS INGGRIS LAMPUNG METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

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SURAT TUGAS

Nomor: B-2383/In.28/D.1/TL.01/06/2026

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **TRILIA AGUSTINA**
NPM : 2201051029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MARKAS INGGRIS LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM FOR IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY OF MARKAS INGGRIS LAMPUNG METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juni 2026

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007

Mengetahui
Pejabat Setempat
markas inggris
COURSE
MUHAMMAD THORI.YS



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Nomor : B-2384/In.28/D.1/TL.00/06/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
PIMPINAN MARKAS INGGRIS
LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2383/In.28/D.1/TL.01/06/2026, tanggal 15 Juni 2026 atas nama saudara:

Nama : **TRILIA AGUSTINA**
NPM : 2201051029
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada PIMPINAN MARKAS INGGRIS LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MARKAS INGGRIS LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF ENGLISH ZONE PROGRAM FOR IMPROVING THE STUDENTS' ENGLISH SPEAKING ABILITY OF MARKAS INGGRIS LAMPUNG METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
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Kaprodi Tadris Bahasa Inggris

Universitas Islam Negeri Raden Intan Lampung

di- Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Raden Intan Lampung dengan nomor: B-2383/In.28/D.1/TL.01/06/2026 perihal permohonan izin prasurey, maka kami menyatakan bahwa:

Nama : Trillila Agustina

NPM : 2201051029

Semester : 8 (Delapan)

Jurusan : Tadris Bahasa Inggris

DIPERBOLEHKAN untuk melaksanakan kegiatan prasurey di Markas Inggris Lampung dengan judul penelitian: "The Implementation Of English Zone Program For Improving The Students' English Speaking Ability Of Markas Inggris Lampung Metro." Demikian surat ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2026

Kepala Markas Inggris Lampung

markas inggris
course

Muhammad Thobi YS



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 UIN JURAI SIWO LAMPUNG

Nama : *Tilia Agustina*

Program Studi : *TBI*

NPM : *2201051029*

Semester : *8*

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	30/03 2026	1. Chapter I a. Data Pra survey b. objective of the study c. Citing / Footnote		
2.	30/03 2026	2. Chapter II a. English Zone, English course, b. Markaz Inggris Lampung.		
3.	02/04 2026	3. Chapter III a. Research Design: Qualitative Case study. b. Data Collection Technique: Documentation, Interview, and Questionnaire.		
4.	06/04 2026	Add the relationship between speaking and English course in Background. The Interview question should be based on theory of speaking English zone.		

Mengetahui,

Ketua Prodi

Dr. Much Deiniatur, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd. B.I.
 NIDN.



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UIN SURABAYA

Nama : *Talia Agustina*
NPM : *2201051029*

Program Studi : *TC1*
Semester : *2*

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
5.	08/04 2026	- Check the Bibliography - Think about the questionnaire		
6.	09/04 2026	- Check the instrument .. - Think about the Research Question / the objective ..		
7.	13/04 2026	- Acc for Proposal seminar - Prepare the Proposal seminar - Make Power point - Check Turnitin		

Mengetahui,

Ketua Prodi

Dr. Much Deiniatur, M.Pd. B.I
NIP. 197506102008011014

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd. B.I
NIDN.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nama :

Program Studi :

NPM :

Semester :

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
10	9/12/15	- Data Display : Interview Transkrip - Discussion : before Chapter II - Chapter III : Do not use future tense.		
11	11/05/16	- Finding : Data Display - Discussion : Compare the finding/result to theories and previous studies		

Mengetahui

Ketua Prodi

Dr. Much Deiniatur, M.Pd. B.I

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Nama :

Program Studi :

NPM :

Semester :

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
12	18/06 16	Acc for Munawaroh. Make PPT Complete the Appendices		

Mengetahui

Ketua Prodi



Dr. Much Deiniatur, M.Pd. B.I

NIP. 197506102008011014

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.

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KEMENTERIAN PENELITIAN DAN PENGEMBANGAN
REPUBLIC OF INDONESIA

Dr. MUCH DEINATUR, M.Pd, Ph.D

NIP. 19800308 271503 1 000



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.metrouniv.ac.id; e-mail: perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-654/Un.36/S/U.1/OT.01/06/2026

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : TRILIA AGUSTINA
NPM : 2201051029
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051029.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Juni 2026
Kepala Perpustakaan,

Han Guftroni, S.I.Pust.
NIP. 19930428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id; e-mail tarbiyah.uin@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Negeri Jember
Lampung menerangkan bahwa:

Nama : Trilia Agustina

NPM : 2201051029

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 Juni 2026

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

1. PRE-SURVEY

Appendix 1: Interview Questions for Owner

Focus: experience and impact

- When was Markas Inggris Lampung established?
- What programs are provided in Markas Inggris Lampung?
- What is the English Zone program?
- What are the objectives of implementing the English Zone?
- How is the English Zone implemented in daily activities?
- What rules are applied in the English Zone?
- Who are required to follow the English Zone rules?
- In your opinion, how does the English Zone help improve members' speaking ability?
- What are the supporting factors in implementing the English Zone?
- What are the challenges or obstacles in implementing the English Zone?

Appendix 2: Interview Questions for Tutors

Focus: implementation in practice

- How long have you been a tutor at Markas Inggris Lampung?
- What are your roles in teaching English to the members?
- How do you implement the English Zone in daily activities?
- How do you encourage members to speak English?
- How do you monitor or control the use of English among members?
- What rules are applied in the English Zone?
- In your opinion, how does the English Zone influence the members' speaking ability?
- What improvements have you observed in the members' speaking ability?
- What difficulties do members usually face in speaking English?
- What challenges do you face in implementing the English Zone?

Appendix 3: Interview Questions for Members

Focus: policy and program

- How long have you been a member of Markas Inggris Lampung?
- Why did you choose to study at Markas Inggris Lampung?
- Have you joined the English Zone program?
- How often do you use English in daily communication?
- How does the English Zone help you improve your speaking ability?
- What aspects of speaking have improved (pronunciation, vocabulary, grammar, fluency)?
- How do you feel when speaking English in the English Zone?
- What difficulties do you face when speaking English?
- What motivates you to speak English in the English Zone?

- Do you think the English Zone is effective in improving your speaking ability? Why?

Appendix 4: Interview with Member



Appendix: Interview with Tutor and Owner



2. INTERVIEW

Questions for Members Markas Inggris Lampung

1. Can you describe how your speaking ability has changed since joining the English Zone?
2. Can you give a specific example of how the English Zone helps you speak better?
3. What do you usually do when you cannot express something in English?
4. How do the English Zone rules influence your speaking habits?
5. What challenges do you still face when speaking English, and why?
6. How do tutors or peers support you in improving your speaking ability?
7. Which activities in the English Zone do you find most helpful? Why?
8. How does the English Zone affect your confidence when speaking outside the program?
9. How do you usually respond when you make mistakes while speaking English?

Answers for Members Markas Inggris Lampung

1. **Participant Code** : Bro At
Date : May 6, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: Since joining English Zone, I feel my speaking ability is improving because I get more practice in real communication situations.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: Yes, I can see improvement. The learning environment helps me become more active in using English in daily communication.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I try to ask friends or use simple sentences to explain my ideas.

4. How do the English Zone rules influence your speaking habits?

Answer: The English Zone rules encourage us to always speak English, which makes me more disciplined in practicing English.

5. What challenges do you still face when speaking English, and why?

Answer: My challenge is sometimes grammar and vocabulary because I still struggle to form correct sentences.

6. How do tutors or peers support you in improving your speaking ability?

Answer: Tutors help me by explaining lessons and correcting my mistakes, while peers help me practice without feeling afraid.

7. Which activities in the English Zone do you find most helpful? Why?

Answer: Speaking and grammar are the most useful activities because speaking builds confidence and grammar improves sentence structure.

8. How does the English Zone affect your confidence when speaking outside the program?

Answer: After joining English Zone, I feel more confident when speaking English even though I am still learning.

9. How do you usually respond when you make mistakes while speaking English?

Answer: I accept corrections from tutors and friends because it helps me improve and understand my mistakes better.

- 2. Participant Code** : Sis Jesy
Date : May 6, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?
Answer: I think since I joined English Zone, I feel more confident in speaking English even though I am not fluent yet. I also learn that there are many ways to learn English, so it is not boring.
2. Can you give a specific example of how the English Zone helps you speak better?
Answer: Regular practice and receiving corrections from my teachers and friends in English Zone help me improve my English skills.
3. What do you usually do when you cannot express something in English?
Answer: I sometimes use body language to help express my meaning when I do not know the exact English words.
4. How do the English Zone rules influence your speaking habits?
Answer: The English Zone has a rule where we must speak English every Thursday, which helps us practice regularly.
5. What challenges do you still face when speaking English, and why?
Answer: I still feel afraid of making mistakes in pronunciation and understanding because my English is not very strong yet.
6. How do tutors or peers support you in improving your speaking ability?
Answer: Tutors help me by explaining material and correcting my mistakes, while friends help me feel more comfortable when practicing speaking English.
7. Which activities in the English Zone do you find most helpful? Why?
Answer: Speaking and grammar activities are very helpful because speaking improves confidence, while grammar helps me arrange sentences correctly.

8. How does the English Zone affect your confidence when speaking outside the program?

Answer: English Zone makes me more confident when speaking English, even if my sentences are not always correct.

9. How do you usually respond when you make mistakes while speaking English?

Answer: I accept corrections from tutors and friends because we are all still learning, so we must be open-minded and willing to improve.

- 3. Participant Code** : Bro Theo
Date : May 5, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: Since I joined Markas Inggris Lampung, I learned more English materials such as past tense, future tense, and continuous tense.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: Yes, I can understand better and practice more. The friendly environment helps me feel more confident in speaking English.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I usually speak Indonesian first or ask questions to understand it better.

4. How do the English Zone rules influence your speaking habits?

Answer: The rules in the English Zone make me think more carefully, but still feel relaxed when speaking English.

5. What challenges do you still face when speaking English, and why?

Answer: My difficulty is sometimes in arranging sentences and pronunciation because I have to think and speak at the same time.

6. How do tutors or peers support you in improving your speaking ability?
Answer: My tutor and friends help me by explaining material and correcting my mistakes, so I can improve my speaking ability.
7. Which activities in the English Zone do you find most helpful? Why?
Answer: The most helpful activity for me is speaking practice because it helps me learn directly through communication.
8. How does the English Zone affect your confidence when speaking outside the program?
Answer: English Zone helps me become more confident because I practice speaking English regularly in a supportive environment.
9. How do you usually respond when you make mistakes while speaking English?
Answer: When I make mistakes, I try to fix them and learn from corrections given by tutors or friends.

4. Participant Code : Sis Felice
Date : May 8, 2026
Interviewer : Trilia Agustina

1. Can you describe how your speaking ability has changed since joining the English Zone?
Answer: My English ability is getting better because in English Zone we always use English in daily communication, so I get more practice.
2. Can you give a specific example of how the English Zone helps you speak better?
Answer: Yes, after joining English Zone, I became more able to communicate with friends, for example asking simple questions and talking about daily activities.
3. What do you usually do when you cannot express something in English?
Answer: When I cannot express something in English, I usually ask help from my friends or tutors.
4. How do the English Zone rules influence your speaking habits?
Answer: The English Zone rules require members to always speak English, and if we use Indonesian, there is a punishment. This makes us more disciplined.
5. What challenges do you still face when speaking English, and why?
Answer: My challenge in speaking English is grammar, especially when I try to form correct sentences while speaking.
6. How do tutors or peers support you in improving your speaking ability?
Answer: Tutors support me by encouraging me to speak English, correcting my mistakes, and helping me become more confident.

7. Which activities in the English Zone do you find most helpful? Why?

Answer: The most helpful activity for me is speaking practice because it helps me remember words and sentences that I have learned.

8. How does the English Zone affect your confidence when speaking outside the program?

Answer: English Zone makes me more confident when speaking outside the program because I am used to speaking English every day.

9. How do you usually respond when you make mistakes while speaking English?

Answer: When I make mistakes, I try to stay calm, improve myself, and ask friends or teachers if I am confused.

- 5. Participant Code** : Bro Alex
Date : May 4, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: Since I joined Markas Inggris Lampung, I feel my English ability has improved, especially in speaking. I get more practice using English in daily activities.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: Yes, I can see improvement. The environment helps me practice speaking directly with friends and tutors, so I become more confident.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I usually try to ask my friends or use simple words to explain what I mean.

4. How do the English Zone rules influence your speaking habits?
Answer: The English Zone rules require us to always speak English. This makes me more disciplined and forces me to practice more.
5. What challenges do you still face when speaking English, and why?
Answer: My challenge in speaking English is vocabulary and sometimes pronunciation, because I still struggle to find the right words.
6. How do tutors or peers support you in improving your speaking ability?
Answer: My tutor and friends support me by giving corrections and encouraging me to speak more. They are patient, so I feel comfortable practicing English.
7. Which activities in the English Zone do you find most helpful? Why?
Answer: The most useful activity for me is speaking practice because it allows me to improve my fluency and confidence directly.
8. How does the English Zone affect your confidence when speaking outside the program?
Answer: English Zone makes me more confident. Before joining, I was shy, but now I am braver to speak English with other people.
9. How do you usually respond when you make mistakes while speaking English?
Answer: When I make mistakes, I try to learn from them and not feel ashamed because mistakes are part of learning.

6. Participant Code : Sis lily
Date : May 4, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: Before joining English Zone, I had difficulty understanding English materials, but now I feel I can understand better and speak more confidently.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: I learn many things in English Zone such as idioms, grammar, speaking, writing, and listening skills.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I usually ask the tutor so I can understand it better and not feel confused.

4. How do the English Zone rules influence your speaking habits?

Answer: In English Zone, if we do not speak English, we get punishment such as speaking in Merdeka Park in Metro City, which makes us more motivated to use English.

5. What challenges do you still face when speaking English, and why?

Answer: I feel shy when speaking English in public because my vocabulary is still limited, but I always try my best to speak.

6. How do tutors or peers support you in improving your speaking ability?

Answer: It is very helpful when I do not understand the material because the tutors can explain it again until I understand.

7. Which activities in the English Zone do you find most helpful? Why?

Answer: I think English Day is very useful because it improves my public speaking and helps me understand the material better.

8. How does the English Zone affect your confidence when speaking outside the program?

Answer: I am no longer afraid to speak English because I have practiced many times in English Zone.

9. How do you usually respond when you make mistakes while speaking English?

Answer: When I make mistakes, I try to find my errors and correct them by choosing better words.

- 7. Participant Code** : Sis Pritty
Date : May 3, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: My English skills are starting to improve, especially in understanding and communication. Before joining English Zone, I had little understanding of grammar, but now I can communicate with friends in simple English.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: Yes, I can. After joining English Zone, I started to be able to communicate with friends, such as asking where they are going and explaining my daily activities.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I usually ask my friends or tutors for help.

4. How do the English Zone rules influence your speaking habits?

Answer: The rules in the English Zone require members to speak English all the time and avoid using Indonesian. This helps me get used to speaking English more often.

5. What challenges do you still face when speaking English, and why?

Answer: My challenge in speaking English is pronunciation. Sometimes I find it difficult to pronounce similar-sounding words correctly.

6. How do tutors or peers support you in improving your speaking ability?
 Answer: The tutors always help me by explaining difficult materials and correcting my mistakes, so I can improve my speaking ability step by step.
7. Which activities in the English Zone do you find most helpful? Why?
 Answer: Speaking and grammar activities are the most helpful for me because they help me build correct sentences and improve my confidence in speaking English.
8. How does the English Zone affect your confidence when speaking outside the program?
 Answer: English Zone makes me more confident when speaking outside the program because I am used to speaking English every day.
9. How do you usually respond when you make mistakes while speaking English?
 Answer: When I make mistakes, I try to accept corrections and learn from them without feeling embarrassed.

8. Participant Code : Sis Olivia
Date : May 3, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?
 Answer: I think my English is getting better because in English Zone we always use English.
2. Can you give a specific example of how the English Zone helps you speak better?
 Answer: English Zone makes me speak better because every day from morning to night there are classes so I can get more knowledge.
3. What do you usually do when you cannot express something in English?
 Answer: When I can't express something in English, I usually ask for help from my friends.

4. How do the English Zone rules influence your speaking habits?
Answer: In the English Zone, there is a rule that every Thursday you are required to use English, so that makes me more accustomed to speaking English.
5. What challenges do you still face when speaking English, and why?
Answer: My challenge is that sometimes I understand when people speak English, but I have trouble expressing it grammatically. Maybe it's because I don't really understand grammar yet.
6. How do tutors or peers support you in improving your speaking ability?
Answer: My tutors help me by correcting my grammar and pronunciation when I make mistakes. My friends also support me by practicing English with me and encouraging me to keep speaking.
7. Which activities in the English Zone do you find most helpful? Why?
Answer: The activity I find most helpful is speaking practice because it gives me many opportunities to use English directly. It helps me become more fluent and confident when communicating.
8. How does the English Zone affect your confidence when speaking outside the program?
Answer: The English Zone makes me more confident when speaking outside the program because I am used to speaking English every day. I am less afraid of making mistakes than before.
9. How do you usually respond when you make mistakes while speaking English?
Answer: When I make mistakes while speaking English, I try to learn from them. I listen to corrections from tutors and practice again so that I can improve my speaking ability.

9. Participant Code : Sis Aurora
Date : May 6, 2026
Interviewer : Trilia Agustina



1. Can you describe how your speaking ability has changed since joining the English Zone?

Answer: Since joining the English Zone, my speaking ability has improved because I have more opportunities to practice English every day. I feel more comfortable speaking and expressing my ideas in English.

2. Can you give a specific example of how the English Zone helps you speak better?

Answer: The English Zone helps me speak better because it encourages me to use English in daily conversations. This regular practice helps me become more fluent and confident.

3. What do you usually do when you cannot express something in English?

Answer: When I cannot express something in English, I usually ask my tutors or friends for help. Sometimes I also use a dictionary or Google Translate to learn new expressions.

4. How do the English Zone rules influence your speaking habits?

Answer: The English Zone rules make me practice English more often. Because I am required to speak English, I become more accustomed to using it in everyday communication.

5. What challenges do you still face when speaking English, and why?

Answer: I still face challenges in pronunciation and vocabulary. Sometimes I know what I want to say, but I am not sure how to pronounce the words correctly or choose the appropriate vocabulary.

6. How do tutors or peers support you in improving your speaking ability?

Answer: Tutors support me by explaining the material and correcting my mistakes, while peers help me feel more comfortable practicing speaking.

7. Which activities in the English Zone do you find most helpful? Why?
 Answer: I find speaking and grammar activities the most helpful because they improve my confidence and help me form correct sentences.
8. How does the English Zone affect your confidence when speaking outside the program?
 Answer: The English Zone makes me more confident when speaking outside the program, even if I still make mistakes.
9. How do you usually respond when you make mistakes while speaking English?
 Answer: When I make mistakes, I try to accept corrections and learn from them without feeling embarrassed.

10. Participant Code : Bro Jhon
Date : May 6, 2026
Interviewer : Trilia Agustina

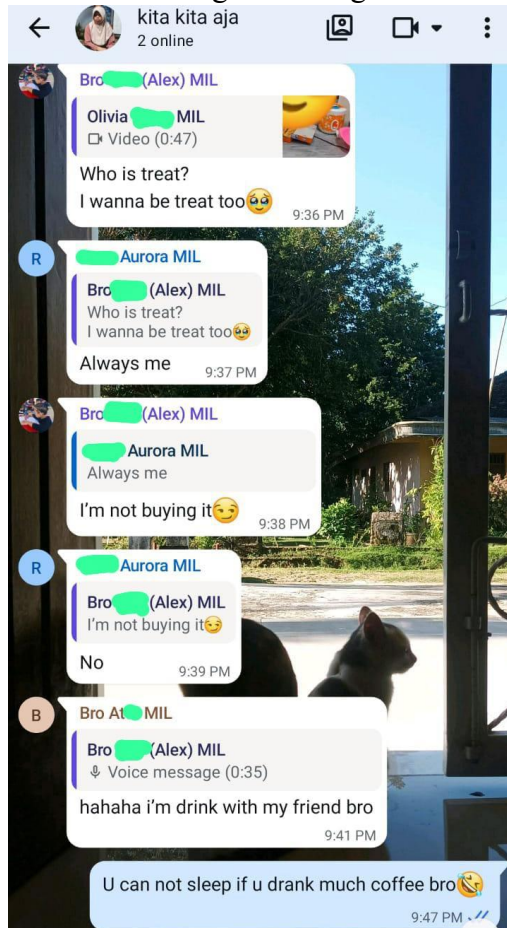


1. Can you describe how your speaking ability has changed since joining the English Zone?
 Answer: Before I joined English Zone, I could not speak English clearly. After joining, I feel more confident and my speaking ability improved.
2. Can you give a specific example of how the English Zone helps you speak better?
 Answer: In English Zone, we learn many materials such as idioms, grammar, speaking, writing, and listening.
3. What do you usually do when you cannot express something in English?
 Answer: If I cannot express something in English, I ask the tutor so I do not feel confused anymore.
4. How do the English Zone rules influence your speaking habits?
 Answer: In English Zone, if we do not speak English, we get punishment such as speaking practice in Merdeka Park in Metro City.

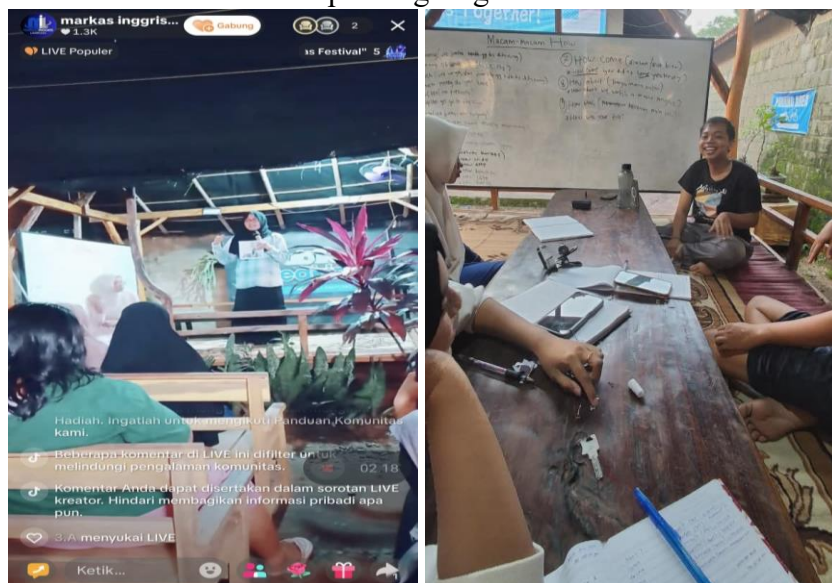
5. What challenges do you still face when speaking English, and why?
Answer: I feel shy when speaking English in public because my vocabulary is still limited, but I always try to speak anyway.
6. How do tutors or peers support you in improving your speaking ability?
Answer: Tutors help me by explaining material and making sure I understand it clearly.
7. Which activities in the English Zone do you find most helpful? Why?
Answer: English Day is very helpful because it improves my speaking ability and helps me understand the material better.
8. How does the English Zone affect your confidence when speaking outside the program?
Answer: I am not afraid anymore to speak English because I have practiced many times in English Zone.
9. How do you usually respond when you make mistakes while speaking English?
Answer: When I make mistakes, I try to correct myself and improve my English step by step.

Documentation Guideline

1. Students use English during activities



2. Students' confidence in speaking English



3. Interaction between students



4. English Zone activities



5. Photos of activities



6. Interview recordings



- ▶ muhammad hafiz
06:55 3/12/26
- ▶ interview
05:10 3/10/26

7. English Zone rules

Foto rules

CURRICULUM VITAE



The name of researcher is Trilia Agustina was born in Trimulyo on August 24th, 2004. She is the third child of Mr. Kasiman and Mrs. Painah. The researcher has a two older sister named Winarsih and Septi Nuryani.

The researcher education began at TK Darmawanita Trimulyo. Then, the researcher continued her studies at MI Muhammadiyah Trimulyo. Then, she continued her educational studies at the Islamic Junior High School at MTs Ma'arif NU 5 Sekampung and completed her studies in 2019. After that, the researcher continued her studies at the Islamic Senior High School at MA Ma'arif NU 5 Sekampung and graduated in 2022. Finally, she enrolled as an undergraduate student in the English Department at State Islamic University Jurai Siwo Lampung. In the future, she hopes to continue her study at the masters of degree.