

THESIS

THE IMPLEMENTATION OF ENGLISH ZONE
AT MTSN 8 BANYUWANGI IN THE ACADEMIC
YEAR 2024/2025



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THESIS

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In the English Education Department (S.Pd.)

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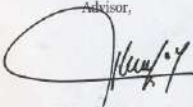
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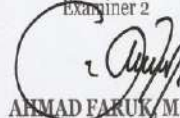
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MOTTO

Every talent must reveal it self in battle.

MY DEDICATION

This thesis is for myself, who is always strong when things get hard. To my parents, whom I love, thank you for always being there for me and praying for me. Thank you to my lecturers and managers for all the help and advice you've given me. Thank you for always being there for me, whenever I needed you, my best friends and good people. This work should be able to show how hard people worked over four special years.

DECLARATION OF AUTHENTICITY OF THESIS

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Here by declare that this thesis, entitled:

"The Implementation of English Zone at MTsN 8 Banyuwangi In The Academic Year 2024/2025."

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

Banyuwangi, July 7th



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ABSTRACT

Sholihah .2025. Implementation of the English Language Zone: Case Study in Class VII-7 MTsN 8 Banyuwangi in the 2024/2025 Academic Year. Skripsi/Tesis. English Education Departement. Faculty of Tarbiya and Teachers' Training. Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi. Supervisor: Adib Ahmada, S.Pd, M.Pd

Keywords: EZ (English Language Zone), English Language Teaching

English Zone is based on context and designed for students to adjust to the use of English in their everyday activities inside certain parts of the school or campus, thus improving their English communication proficiency in a practical and contextual framework.

This study was conducted in class VII-7 at MTsN 8 Banyuwangi during the 2024/2025 academic year, including 25 students. This study seeks to assess the efficiency of the EZ (English Zone) program in improving the speaking skills of seventh-grade pupils in English language learning at MTsN 8 Banyuwangi. EZ denotes a special space or environment intentionally created to promote active English usage beyond the official classroom context. This study utilized a qualitative methodology through a case study technique. Observations, interviews, and documentation during the execution of the EZ program gathered data. The data underwent analysis throughout the phases of data reduction, data presentation, and conclusion formulation. The results demonstrate that active engagement in EZ activities such as open conversations, presentations, and language games enhances students' confidence and fluency in speaking.

The findings indicated that the English Zone method comprises four primary stages: acclimatization to speaking English, augmentation and review of vocabulary retention, necessitating student interaction with English at specified locations and times, and practical engagement with native speakers directly. Furthermore, the encouraging and engaging atmosphere at MTsN 8 Banyuwangi facilitated students' increased utilization of English in their everyday communications. Consequently, the EZ program is regarded as an excellent pedagogical approach for enhancing speaking skills in English language education, especially at the junior high school level.

ABSTRAK

Sholihah .2025. Implementation of the English Language Zone: Studi Kasus di Kelas VII-7 MTsN 8 Banyuwangi tahun akademik 2024/2025 . Skripsi/Tesis. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas KH.Mukhtar Syafaat Blokagung Banyuwangi. Pembimbing: Adib Ahmada, S.Pd,M.Pd

Kata Kunci : EZ (Zona Bahasa Inggris), Pengajaran Bahasa Inggris.

English Zone merupakan strategi pendidikan berbasis konteks yang dirancang untuk membantu siswa menyesuaikan diri dengan penggunaan Bahasa Inggris dalam kegiatan sehari-hari di bagian tertentu sekolah atau kampus, sehingga meningkatkan kemampuan komunikasi Bahasa Inggris mereka dalam kerangka kerja praktis dan kontekstual.

Penelitian ini telah dilakukan di kelas VII-7 MTsN 8 Banyuwangi pada tahun ajaran 2024/2025, dengan jumlah siswa 25 orang. Penelitian ini bertujuan untuk mengevaluasi efektivitas program EZ (English Zone) dalam meningkatkan keterampilan berbicara siswa dalam pembelajaran bahasa Inggris di MTsN 8 Banyuwangi, khususnya di kelas tujuh. EZ mengacu pada area atau lingkungan yang dirancang khusus untuk mendorong penggunaan bahasa Inggris aktif di luar lingkungan kelas formal. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi selama pelaksanaan program EZ. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa partisipasi aktif dalam kegiatan English Zone seperti diskusi terbuka, presentasi, dan permainan bahasa yang berkontribusi positif terhadap kepercayaan diri dan kelancaran berbicara siswa.

Hasil penelitian menunjukkan bahwa metode English Zone melalui empat tahapan utama: membiasakan diri berbicara bahasa Inggris, menambah dan meninjau kembali jumlah kosakata yang dihafal, mengharuskan siswa berinteraksi dengan bahasa Inggris di tempat dan waktu yang telah ditentukan, serta praktik lapangan langsung dengan penutur asli. Selain itu, lingkungan yang suportif dan interaktif di MTsN 8 Banyuwangi turut memotivasi siswa untuk lebih sering menggunakan bahasa Inggris dalam interaksi sehari-hari. Oleh karena itu, program EZ dapat dianggap sebagai strategi pengajaran yang efektif untuk mengembangkan keterampilan berbicara dalam pendidikan bahasa Inggris, khususnya di tingkat SLTP.

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All praise be to Allah, the Most Gracious and the Most Merciful, for granting me health, strength, and patience to complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, the last messenger of Allah, who has guided us from darkness into the light of Islam.

This thesis, entitled “ The Implementation of English Zone at MTsN 8 Banyuwangi in the Academic Year 2024/2025.”, is submitted to the English Education Department, Faculty of Tarbiya and Teacher Training, Universitas KH. Mukhtar Syafa'at, as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd).

The completion of this thesis would not have been possible without the support, guidance, and encouragement of many people. Therefore, I would like to express my deepest gratitude and appreciation to:

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Finally, I realize that this thesis is far from perfect. Therefore, constructive suggestions and feedback are highly appreciated for the improvement of this work. May this thesis be beneficial for readers and contribute positively to the field of English language teaching.

Wassalamu'alaikum Wr. Wb.

Banyuwangi, 27 Juny 2025

Nur Sholihah

BAB I

INTRODUCTION

1.1 Research Background

Language is one of the most important things in communication, and it is used as a means of communication among nations worldwide. Language functions as a medium for expressing thoughts and arguments to others. Consequently, language has a significant social role in facilitating communication among members of the community (Adolf Hualai, 2017: 7 and Gorys Keraf, 1994: 3). As an international language, English is very important and has many interrelationships with various aspects of human life. In Indonesia, English is considered the first foreign language and is taught formally from elementary school up to the university level. In English, four skills should be mastered, they are: listening, speaking, reading, and writing, as we as English components such as grammar, vocabulary, pronunciation, etc. Listening, speaking, reading, and writing are the four basic language skills that are necessary for communication. These skills are interrelated and should be taught integratively (Brown, 2004).

In some views of psychologists such as Kurt Lewin, Paul Lazarfeld, and Carl I. Hovland, communication is not just a branch of psychology, but an independent discipline. They emphasize that communication can cross various disciplines and has an inevitable relationship with psychology. Communication is not only a tool for conveying messages but also becomes one of the key elements in the development of human personality. Its relationship with patterns of behavior, awareness, and human experience before and after acting makes communication an inseparable aspect of psychology. From a psychological perspective, communication plays an important role in forming relationships between individuals and their environment. This can be seen in everyday interactions, where communication conveys thoughts, feelings, and needs between individuals. In addition, communication also plays a role in shaping an individual's perception of the world around them, influencing how individuals understand and react

to the situations. Language and communication have a near relationship. The relationship between the two is reflected in the definition of dialect, according to etymological definitions and communication surveys, specifically as a device or medium of communication used by people in association with each other. On the other hand, communication requires a medium, namely language. Noermanzah (2017:2) clarifies that language could be a message that's more often than not passed on within the frame of expression as an implication of communication in different particular exercises. According to KBBI (Big Indonesian Word reference), dialect is a self-assertive sound-symbol system, which is utilized by a gathering of individuals to work together, connect, and conjointly identify themselves. Judging from the definition within the lexicon, it can be caught that dialect can too work as a sound image just like the notes within the tone, but the capacities or benefits given are exceptionally distinctive between the two.

Speaking is one of the skills that are important in communication and the other skills are reading, writing, and listening. It is caused by speaking being different from other skills and speaking is the main base in doing daily activities as a tool for interaction and communication. According to Zamzam (2015), Speaking is a productive ability that sustains human relationships and has an impact on language. Therefore, it cannot be denied that people use speaking in their daily activities. According to Yuxia Ma (2022), Mastery of speaking skills in a language has become a priority for many second-language or foreign-language learners. Furthermore, speaking is one of the four skills that need to be grown, according to many research studies. Speaking fluently can help you communicate effectively. According to Sadullaevna and Safarovna (2020), L2 learners can also benefit from excellent communication by becoming more confident and performing better in the remaining language skills.

There are a lot of things that affect how well language learners do. According to Apriani et al. (2019), the ability to communicate effectively is essential, as are three viewpoints that improve language learning success: behavior knowledge reflection (behaviorism), social tools (sociolinguistics), and mental rule systems and representations (psycholinguistics). Therefore, using language that is both effective and efficient needs ongoing practice, as it is an applied event that requires ongoing training. A relevant area for additional research is the English Language Zone as a strategy to improve speaking skills in an educational

setting. The English Zone exists for several reasons, with the main one being that the analyst has observed that some students are nervous about speaking English because of the absence of a practice environment. Secondly, the English Zone is anticipated to cultivate practices that enhance proficiency in spoken English, which will enhance speaking abilities within the educational environment. According to Harmer (2007) in his book *The Practice of English Language Teaching*, the creation of an environment conducive to language practice, such as the English Zone, is essential in language learning as it allows students to use the target language in real and meaningful contexts. The English Zone provides a safe space for students to practice speaking without fear of making mistakes, thereby increasing confidence and speaking fluency. The existence of the English Zone has the potential to transform negative habits that prevent learning of English into ones that are helpful. This practice changes students who were once unable to communicate in English, persuading them to view it as an essential through the application of pressure. According to Setiyadi (2006), in his book *Teaching English as a Foreign Language* also states that consistent use of the target language in the learning environment can help students develop communicative skills naturally. The English language zone is a specific area where speaking English is required for communication. The purpose of the English zone is to offer members or students a setting that cultivates confidence and autonomy, facilitating communication via regular practice and repetition, so improving their speaking skills. Furthermore, English language zones are critical, acting as sites for continuous practice. This is supported by the argument that the environment's influence on human development emphasizes the importance of genetics in both living and learning contexts (Andrews, 2010).

The researcher chose MTsN 8 Banyuwangi as a research subject because, based on the results of observations during the ppl there in one month, the school program has implemented the English zone well. In addition, researchers also obtained information from Mr. Ali, as the person in charge of the English Zone program, that the program was very beneficial for the school. The benefits for students include improving speaking skills, whether through practicing pronunciation, increasing fluency, or reducing fear or embarrassment when speaking. While the benefit for the school is to improve the quality of education, the English Zone program also has a positive impact on students, specifically increasing their self-confidence. According to Linda Septiyana et al.

(2020), in their study of the English Zone for young learners found that consistent use of the English Zone helped students speak more, reduce hesitation, and feel more relaxed when practicing speaking.

1.2 Research Problem

Based on the background above, the research question can be formulated as:

How is the implementation of English Zone at MtsN 8 Banyuwang in the Academic year 2024/2025?

1.3 Research Objective

To know the implementation of the English Zone at MtsN 8, Banyuwangi in the Academic year 2024/2025

1.4 Research Significance

The theoretical and practical benefits of English Zone implementation are significant in the development of English language learning. Theoretically, this study supports Krashen's (1982) theory that second language education is more effective when learners get understood input in a natural language environment. The English Zone not only responds to the students' perspective, but also provides them with the opportunity to directly experience the language in a social context, which is consistent with the Communicative Language Teaching approach (Richards & Rodgers, 2001). Practically, this investigation shows how instructional strategies and school procedures can establish an environment that is conducive to the enhancement of students' English language abilities, particularly in the areas of oral communication and self-assurance. By giving students an opportunity to practice hands-on skills and feel more involved, studies like Astuti (2020) found that the English Zone implementation could increase their motivation to learn. This study enhances the theoretical framework of language learning and has practical implications for teaching methods.

1.5 Scope and Limitations

This study aims to analyze the implementation of the English Language Zone using a variety of applications and methods employed by the program's supervising teacher at MTsN 8 Banyuwangi. Specifically, the state Madrasah Tsanawiyah focuses on English training to increase students' speaking talents and proficiency. This research focuses on the

implementation of the English Zone strategy, covering the implementation of English use regulations within the school setting, the challenges observed and the effects on the ability of learners to speak English. By limiting the scope, the research is expected to focus and create relevant findings about the effectiveness and limits of implementation of English Zone in grades VII-7 at MTsN 8 Banyuwangi.

1.6 Definition of Term

1.6.1 Implementation

Implementation in education refers to the process of implementing a program, curriculum, or educational strategy into action in an educational setting, such as a school, university, or training institution. Implementation is the most important component of a program because it connects planning and desired outcomes. According to Gordon (1994), the implementation of education includes the application of learning programs and curriculum into practical activities inside classrooms and schools in order to achieve specified educational objectives.

1.6.2 English Zone

An English Zone is a place of residence, environment, or program inside an educational institution where students and teachers are expected or supported to use English actively in daily contact, both spoken and written. The primary objective is to develop a practical and sustainable environment that is conducive to the habituation and enhancement of English language skills. According to Nurweni (2006), the English Zone is a component of the effort to provide a "language-rich environment" that offers students extensive instruction in English in order to make them more comfortable and confident while speaking it. She also mentioned that the English Zone's effectiveness hinges on how consistently it is implemented and how everyone, including teachers, participates

BAB II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Teory Behavioristic

Behaviorism is a theory that examines objectively observable human behavior. According to this idea, an individual's behavior is the outcome of the interplay between their stimulus and response, which develops as a reaction to the stimulus. According to behaviorism, learning is when you can see a change in behavior because of an event. Behaviorism came about because science needed a more objective and measured way to study how people behave. Behaviorists think that experiments and real-life observations can be used to study, measure, and watch behavior in a scientific way (Amalia & Fadholi, 2018). This idea posits that a primary indicator of learning is a modification in behavior. The process of altering behavior as a result of the interplay between stimulus and response—which is maintained through punishment or punishment—is what Skinner (2018) defines as learning.

From this perspective, behavior can be seen as a more appropriate subject of investigation than thoughts or emotions. They say that human behavior is obtainable and that all behaviors may be modified and replaced with new ones. If a behavior happens to be incorrect in one learning context, it can be substituted with a more acceptable behavior in another context. Behaviorism posits that all behavior is learned by conditioning, which takes place through environmental interactions (Peri & Karimah, 2022). The behaviorist perspective believes that environmental factors shape an individual's behavior. The behaviorism learning paradigm underlines the significance of repetition and practice in the educational process. This idea posits that individuals are more likely to learn an action effectively by continually practice, aided by others or employing acceptable learning strategies (Maydiantoro, 2022). The use of behaviorism theory in education is affected by elements like learning objectives, the qualities of the subject are important, learner attributes, and the accessibility of educational resources and facilities. By analyzing these aspects, the behaviorist method can effectively develop and promote the desired behavior within the educational context (Mursyidi, 2019). To implement this theory, it is essential to examine numerous factors, including the perspectives of Sugihartono et al. (2007), about the factors

needed for applying behavioristic learning theory in the educational process as follows: (1) demonstrating environmental influences; (2) prioritizing the mechanisms of learning outcome formation by means of stimulus-response (S-R) processes; (3) acknowledging pre-existing abilities developed in prior experiences; (4) recognizing the establishment of behavioral habits through practice and repetition; (5) recognizing that achieved learning outcomes reflect in desired behaviors. Integrating the behavioristic method with other complementing methodologies could produce a more comprehensive structure for learning.

2.1.2 Second Language Acquisition

Language acquisition is a natural process by which humans learn a language without intentionally doing it. Language acquisition is the result of actual interaction between the learner and individuals in the target language environment, in which the learner is an active participant. Tarigan's theory (1990) posits that the acquisition of a second language is an intentional action driven by internal factors, especially the motivation to achieve competence. Addressing these techniques, Rod (1997) states that age, ability, intelligence, and great motivation are internal factors in second language acquisition. Furthermore, according to Vygotsky (1978), social engagement with the environment improves language development. The process of acquiring a language also depends on the setting in which the English Zone program is implemented. According to researcher Judie Haynes (2007), the language learning process consists of five distinct stages, which can be categorized as follows:

- a. The pre-production section, also known as the silent period, is when the student performs as a receiver of new vocabulary up to 500 words.
- b. The Early Production Process: this is when the learner starts to say short sentences with one or two words. They work hard and learn up to 1000 new words at this stage, and they can make grammar mistakes at this stage.
- c. Emergence of speech: at this stage, the learner may make some mistakes, as their vocabulary develops to over 3000 words and they are able to communicate with phrases, basic sentences, and questions.
- d. Intermediate fluency: at this level, the student can employ increasingly complex sentence structures, the vocabulary develops

to almost 6000 words, and mistakes can also be made in increasingly complex sentences.

- e. Advanced fluency: when a student can eventually function as a native speaker after five to ten years of language acquisition.

2.1.3 English Zone

a. Definition of English Zone

English Zone is a teaching strategy which improves students' speaking abilities by creating an environment where English is spoken. The English zone, according to Musyarofah and Endang Ari Wahyuni (2018) in their journal, is an area where everyone must speak English. Additionally, only a few institutions that offer a curriculum to help students develop their speaking abilities use this English zone. According to the creator's preferences, English zones can be developed in different locations or spaces—not always throughout the entire school, for example, in specific areas of the school, including classrooms, labs, canteens, offices, and teacher rooms, among others.

b. Purpose of the English Zone

The English Zone's purpose is to provide a learning environment that supports active and successful English language use. The following are some of English Zone's main objectives, including.

1) To help students become more confident communicators, English Zone is made to give them plenty of chances to practice speaking in a positive setting. Harmer (2007) believes that a primary objective in language acquisition is the development of students' speaking abilities.

2) Facilitating participation in society

Employing the English Zone method, students will become used to interacting with their surroundings, driven by the motivation to increase their English communication skills in everyday situations. Students that actively communicate will also interact with their social environment as well. Vygotsky (1978) asserted that social

contact is key to learning. An environment where students can communicate with one another, exchange ideas, and gain knowledge from one another's experiences is what English Zone seeks to provide.

3) Develop Your Listening Skills

Even though listening skills are not the primary objective, they will be processed in addition to speaking skills because someone who still is interested in learning a communication method needs to be able to pronounce words correctly. According to Rost (2011), listening comprehension becomes essential for language acquisition. In order helping students better comprehend English, English Zone focuses on improving listening skills through a variety of activities, including group discussions and listening to recordings of conversations.

4) Developing Self-confidence

Currently, self-confidence is essential in social interactions; the extent to which an individual can develop their strengths is significantly influenced by their confidence. Bandura (1997) posits that self-confidence significantly influences learning outcomes. By fostering a supportive environment and avoiding from implementing limitations that generate feelings of judgment among students. English Zone strives to improve students confidence in utilizing the English language.

5) Increasing Learning Motivation

Supporting students to develop their learning skills is essential. Deci and Ryan (2000) emphasized the significance of intrinsic motivation in the learning process. The English Zone has been created to provide an interesting and stimulating environment, so enhancing student motivation and encouraging active participation in learning. Enhance Auditory Proficiency alongside enhancing speaking skills, listening skills will also be developed, however not as the primary objective, as an individual seeking to understand or learn a mode of communication must achieve precision in pronunciation. Rost (2011) believes that listening abilities play an important role in language acquisition. English Zone emphasizes the enhancement of listening abilities through several activities, including group discussions and audio material interaction, to facilitate improved comprehension of English.

6) A Greater Understanding of Culture

In addition to improving students' talents, English Zone may also awaken their interest about the cultures important to the language they are learning. Byram (1997) underlines the importance of cultural comprehension in language acquisition. English Zone seeks to familiarize students with many cultural elements of English-speaking countries, helping them to communicate more effectively and comprehend the social context supporting the language.

2.1.4 The Implementation of English Zone

Language Zone implementation in education is the process of implementing a learning environment where learners are encouraged or required to use English in their daily activities in a particular school or educational institution. The aim is to create a learning atmosphere that is communicative, active and close to real situations. In this type, students engage in more limited interactions, such as short conversations and standard greetings. Responsive tasks include interactions that involve understanding and responding to simple questions or statements. For example, students can role-play in which they ask each other about hobbies or daily activities using simple greetings and responses. The Steps to Implement English Zone: English Zone is a tool that helps people learn English in a way that motivates them to use it. To make sure the program functions effectively, the following English Zone implementation steps could be followed:

1) Using English Every Day Speaking

English with ease and fluency is known as "accustomed English speaking." This ability allows people to interact successfully in a range of social and professional contexts in addition to using appropriate grammar and vocabulary. The curriculum strives to acclimate participants to the application of English in everyday situations, so improving their confidence and competence in communication. According to one researcher's perspective Speaking, listening, reading, and writing abilities should all be balanced when learning a language, according to Nation (2001). In addition to emphasizing speaking abilities, the Accustomed English Speaking program may include reading and listening components to improve vocabulary and comprehension of context.

2) Vocabulary

One of the most important aspects of language acquisition, including the English Zone program's execution, is vocabulary. Participants may communicate more successfully and comprehend a larger range of English contexts when they have a varied and extensive vocabulary.

3) Applying the English Zone in a limited location and time

English language skills can be improved by using the English Zone at certain times and places and interacting with other people directly. This is done by using new words in appropriate situations. In the context of English Zone implementation, timing refers to the setting of specific times during which learners are expected or encouraged to use English in their everyday activities. The set time could be during class, on a holiday (like English Day), or during the in-between classes. This schedule strives to relieve the pressure on students while providing enough time for language practice. Harmer (2007) highlights that learners may experience stress if they are required to utilize the target language continuously without delays. Therefore, in order to improve learning efficiency, language instruction should be structured around defined periods that are pedagogically developed.

4) Field Practice

A learning approach called "field practice" allows learners to apply the theory they have learnt in a real-world setting through direct participation in the field. In 1938, John Dewey said that experience is the most important thing for learning. Field practice is frequently used in language education to enhance students' speaking, listening, and social interaction abilities in a target language, such as English. With this approach, participants can engage in social activities, communicate with native speakers, and experience authentic scenarios that call for language use. Field Practice can include any number of activities, including:

- a) Visitors to English-speaking communities allow participants to interact with native speakers in a natural setting.
- b) Field projects: research or observation programs including English communication and documentation.

c) Social activities: conducting social in nature events including festivals, seminars, and workshops.

2.2 Previous Studies

Based on a variety of sources, including journals and other studies on the topic of this study. The findings of a comparison of previous studies are as follows.

N O	Name, Year, Title of Research	Article link OJS, Journal Name/ Thesis/Dissert ation, Name PT	Research Objective	Research Method	Results/ Conclusions	Similarity	Differences
1.	Linda Septiyana ¹ , Puri Widiarti ² , Tika Purnama Sari Hijjriah Al Mukaroma. 2020 English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners	https://www.e-journal.unper.ac.id/index.php/ALTICS Journal of Applied Linguistics (ALTICS)	to describe the implementation of English Zone (EZO) activities in learning English speaking skills for young learners.	The design of this research was qualitative descriptive study	there are similarities in data collection, by conducting observations, interviews, and documentation.	The similarity lies in the use of research methods, its use qualitative methods.	The main difference between this study and the author's study is that the author's study is about how to use the English Zone to teach kids speaking skills, while this study is about how to boost confidence when speaking English.
2	Eka Apriani, Sakut Anshori, Sarwo Edy 2019 EFEKTIVITAS ENGLISH ZONE DALAM MENINGKATKAN KEMAMPUAN BERBICARA BAHASA INGGRIS	https://scholar.google.com/scolar?hl=id&as_sdt=0%2C5&q+=EFEKTIVITAS+ENGLISH+ZONE+DALAM+MENINGKATKAN+KEMAMPUAN+BERBICARA++BAHASA+INGGRIS Academic Journal of English Language and Education	to explain the effects of using the English Zone in the method used for Speaking	The design of this research was a descriptive quantitative approach.	Both show positive impacts in the form of improved speaking skills from the implementation of the English Zone	Both discuss the implementation of the English Zone to improve speaking skills in English.	Quantitative approach
3.	Ahmad Sa'di	https://etheses.jainkediri.ac.i	To understand	Qualitative	English Zone	Focus on	Conducted in the context of

	Anum 2024 he Implemen tation Of English Zone Program In Enhancing Speaking Skills In Quran Village Of Hamalatul Quran Boarding School	d/15542 Etheses UIN Syekh Wasil Kediri	d the strategies, implement ation, and challenges faced in implement ing the program.	case study: observ ation, intervi ews, questio nnaires ,docum entatio n.	builds the habit of using English daily, improve s speak ing skills, and reduces anxiety, althoug h challeng es of consiste ncy and nervous ness remain.	English Zone and speakin g skills; data collecte d through observat ion and intervie ws.	the Quran Village boarding school; supplemented with questionnaire instruments; focus on habits and anxiety
4	Affan Tyas Aszhari & Sayid Ma'rifatullo h (2024) Investigati ng the Implemen tation of English Zone at English Dormitory in Darussala m Islamic Boarding School	https://ejurnal.kampusakade mik.co.id/inde x.php/jinu/arti cle/view/1854 JURNAL ILMIAH NUSANTARA (JINU)	to describe the policies, routines, and effectivene ss of the English Zone in creating an English- speaking environme nt within the dormitory.	Qualita tive descrip tive: observ ation, intervi ews, docum entatio n	English Zone is effective with rules, sanction s, and vocabul ary/gam e support; challeng es in self- awarene ss, monitor ing, and environ mental conditio ns	Same as in the context of qualitati ve English Zone with observat ion and intervie w data	Additional focus on management (rules, sanctions, and game strategies), Islamic dormitory context
5.	<i>Dini Hidayati, Lenny Solo 2023</i> Translang uaging Practices in The English Zone: Enhancing Speaking Skills at SMA Irsyaadul	https://jurnal. ubl.ac.id/index .php/bl/article /view/3582 BEYOND LINGUISTIKA (journal of linguistics and language education) Jurnal UBL	To explore translangu aging practices in the implement ation of the English Zone and how these practices can improve students' speaking	Qualita tive: intervi ews, observ ation, docum entatio n	Transla nguagin g practice s improve fluency, confide nce, interact ion, and reduce fear of making mistake s, the	Same as the English Zone context in boardin g schools using qualitati ve methods for speakin	Unique focus on bilingual translanguagi ng; not just a general English Zone

	Ibaad Islamic Boarding School		skills.		environ ment become s inclusiv e and dynamic .	g skills	
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BAB III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher explained the implementation of the English Zone at MTsN 8 Banyuwangi. Therefore, the design used a qualitative approach. Which is also presented in a case study format. According to Vaismoradi (2013), Qualitative descriptive research is designed to find information about certain phenomena. A case study allows for an in-depth examination of a specific group (seventh-grade students and their English teacher) in a real-life context. This method involves non-numerical research, such as interviews, observation, documentation, and others, as a source of information. In this research, the researcher uses qualitative research methods because it is conducive to studying the problem. Therefore, the qualitative research method is a research method that looks in-depth at the situation and solves problems using non-numeric data. The main purpose of qualitative research is to explore and answer questions about “why and how” a particular program or phenomenon works, making it invaluable for understanding complex contextual realities. To achieve this, qualitative research usually uses unstructured data collection methods, which allow for a more open exploration of the subject.

3.2 Location and Time of Research

This research will be conducted at MTsN 8 which is located in Genteng District, Banyuwangi Regency, East Java. The selection of this location is based on the consideration that the school has good teaching quality and provides an opportunity to apply the English Zone method to improve students' speaking ability. The implementation time of research activities at MTsN 8 Genteng, Banyuwangi Regency is in the 2024/2025 academic year.

3.3 Research Subject

Informants in qualitative research are individuals or groups who provide data and information to researchers. They are the primary data source used to analyze and understand the phenomenon under study. In the context of qualitative research according to Sugiyono, qualitative research informants can come from various backgrounds, such as individuals, groups, organizations, institutions, or certain communities.

In addition, according to Moleong (2006; 132) in the book *Qualitative Research Methods*, “Informants are people who are used to provide information about the situation and conditions of the research background.” In addition, Andi (2010; 147) in *mastering Qualitative Research Data Collection Techniques* explains that, “Informants are people who are expected to master and understand data, information, or facts from a research object”. Research informants are subjects who understand the information of the research object as actors or other people who understand the research object.

According to Sugiyono, informants in qualitative research have an important role in helping researchers gain a deeper understanding of the phenomenon under study. They are people who have experienced the phenomenon directly or have knowledge and experience relevant to the phenomenon. Through interactions and interviews conducted with informants, researchers can obtain rich and in-depth data regarding the informants' perspectives on the phenomenon under study. With the existence of qualitative research informants, researchers can obtain richer, deeper, and more diverse data, thus enabling researchers to make a more comprehensive and detailed analysis of the phenomenon under study and not only limited to providing data, but also acting as a guide and narrator in obtaining data. They can provide valuable insights, perspectives, and experiences to researchers.

3.4 Informant

The subjects of this study were students of class VII-7 at MTSN 8 Banyuwangi in the academic year 2024/2025. This class was chosen because its characteristics were relevant to the purpose of the study, which was to improve students' speaking skills. The class consists of about 25 students, with 7 boys and 18 girls. In addition, this study will also involve one English teacher who teaches English Zone in class VII

as an additional subject, because this teacher will be part of the implementation process of the English Zone method and provide insight into how to carry out its application.

3.4.1 Students (Key Informants)

The main informants in this study are students of class VII-7 at MTSN 8 BANYUWANGI who are directly involved in the implementation of the English Zone method. They will provide information regarding their experiences and perceptions in using this method to improve speaking skills. The selection of these students is based on their participation in the English Zone class, which is the focus of the study, with a total of 25 students (7 boys and 18 girls).

3.4.2 English Teacher

Additional informants are English teachers who teach the English Zone program, who are at the beginner level or are in class VII-7 MTSN 8 Banyuwangi. This teacher will provide information related to the application of the English Zone method in the classroom and outside the classroom, as well as the challenges faced during its implementation. The information from the teacher will provide an important perspective on the effectiveness and difficulties of implementing this method in the context of learning at MTSN 8 Banyuwangi. Sometimes, additional informants will provide information that is not provided by the main informants.

3.5 Data and Data Sources

The data and data sources used in writing this research are primary and secondary data.

3.5.1 Primary data

Primary data is data collected directly by researchers from the first source through methods such as interviews and observations.

3.5.2 Secondary Data

Secondary data is research data obtained by researchers indirectly through intermediary media (obtained from other parties). secondary data is generally in the form of evidence documentation.

3.6 Data Collection Procedures

Data collection techniques can be done through in-depth interviews, questionnaires, documentation, and a combination of them

or triangulation (Sugiyono, 2010). In this study, the researcher used the following data collection methods as follow:

3.6.1 Interview

An interview is a method of collecting data by conducting direct questions and answers between researchers and respondents (sources) to obtain in-depth information relevant to the research focus. the interview technique used is a semi-structured interview where the implementation is like a daily conversation, and the researcher has prepared several main questions, but on the other hand, the informant is given the freedom to provide answers in their own way, for example, by detailing the data in detail. This interview will help researchers with several benefits, namely getting qualitative data such as opinions, experiences, perceptions, and motivations of respondents. Also, obtaining clarification on unclear information from other data sources.

a. Interview Questions for Students

- 1) What Is the Speaking Area program in the English Zone implemented every day?
- 2) When is the time to add vocabulary that will be given?
- 3) Does the school provide students with a regular timetable for practicing with native speakers?

b. Interview Questions for Teacher

- 1) What kinds of situations does the school offer for practicing with native speakers? for instance, virtual courses, language partnerships, personal instructors, etc.
- 2) How do you implement the English Zone inside and outside the class?
- 3) How do you assess students' vocabulary development?

3.6.2 Observation

At this stage, observations were made to assess the overall activities of the English language zone program at MTsN 8 Banyuwangi. Two observations and interviews were conducted, the first on June 19, 2025, and the second on June 20, 2025. The observation process included the following steps: 1) studying how the English language zone concept is being implemented into action at MTsN 8 Banyuwangi, 2) assessing parts of the classroom language

zones during the learning process, and 3) evaluating the strategies and techniques used by teachers in delivering lessons in the English language zone program at MTsN 8 Banyuwangi.

3.6.3 Documentation

According to Lodico (2006), documentation was obtained before the research, including public records, personal writings, or teaching materials. To provide interesting research data for this study, researchers employed picture documentation taken during the English Zone Program's operation. Furthermore, it uses public documents from interviews conducted between researchers and teachers to support the findings of this study.

3.7 Data Validity

Data validity is a measure that shows the extent to which a research instrument is able to measure what should be measured. In the context of thesis research, validity is very important to ensure that the data obtained truly reflects the conditions or variables under study. A valid instrument will produce accurate, relevant, and reliable data. Validity is not only related to the amount of data collected, but more to the quality of the data. Research instruments such as questionnaires or observation sheets must be tested for validity to ensure that each item or question is in accordance with the research objectives.

In research, especially qualitative research, data validation is an important step to ensure that the data collected is accurate, valid, and reflects the reality under study. One technique commonly used to validate data is triangulation. Triangulation is a method of checking data validity by comparing or combining various data sources, data collection methods, theories, or even involving more than one researcher. The goal is to strengthen data validity and prevent subjective bias. By triangulating, researchers can confirm the consistency of information from various approaches, thus increasing confidence in the research results. For example, data obtained from interviews can be strengthened by observations and relevant documents. Therefore, triangulation acts as a tool to ensure data validity, and the two are closely interrelated in ensuring the quality and validity of research findings.

According to Moleong (2013:330) triangulation is a data validity checking technique that utilizes something else outside the

data to check or compare the data." In the book, Moleong also quotes Denzin (1978), who distinguishes four types of triangulation as a data validity check technique:

3.8 Data Analysis

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

3.8.1 Data Reduction

In this step, the researcher reduces the data by summarizing the data, selecting key things, focusing on important things, looking for themes and patterns, discarding unnecessary data, and adjusting to the focus of the research. Thus, the data that has been reduced provides a clearer picture of this research, and the author selects data related to information about implementing the English Zone. After sorting the data, the researcher concluded and organized it.

3.7.2 Data Display

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

3.7.3 Conclusion

The conclusion is the last step in the data analysis stage. Researchers concluded and verified the data. According to Bill Sheehan (2020), the expected conclusion in qualitative research is a conclusion.

BAB IV

FINDING AND DISCUSSION

4.1 Research Finding

This research evaluated how the English Zone program teaches seventh-grade students at MTsN 8 Banyuwangi speaking skills in 2024/2025. The English Zone Program's implementation of teaching English language skills (ELT) and its effectiveness in improving students' speaking performance, especially fluency, confidence, and classroom participation, are described in this study.

4.1.1 Field Data Overview

The research was done in MTsN 8 Banyuwangi, Jln. Jember 18 A Setail Genteng, Banyuwangi Regency, East Java Province. This public school is recognized “A” and one of the region's top academic and non-academic schools, with students competing at the district, national, and international levels. In MTsN 8 Banyuwangi, the Merdeka Curriculum supports expanded instruction, adaptable educational assets, and competency-based education. Several education specialists have discussed the Merdeka Curriculum and the need for theoretical analysis. The Merdeka Curriculum emphasizes empowerment and 21st-century skills to promote student freedom and student-centered learning, according to Darmawan and Winataputra (2020). Riyanto (2019) also believes the Merdeka Curriculum frees pupils from a theoretical curriculum and promotes contextual, real-world learning. This should improve our theoretical knowledge of the Merdeka Curriculum as an education strategy. The findings of this study can also improve education policy by making them more relevant and effective.

Students from ICP and MEC classes, especially those in grades 7 and 8, proved to be quite excited about the implementation. They are becoming accustomed to employing basic expressions in their interactions with classmates and educators. There are still certain obstacles, nevertheless, like students' low language, nervousness, and afraid of making a mistake. In order to address this, the school selected a number of students as student representatives, whose responsibility it is to accompany and mentor their classmates who challenge with English. Interviews with educators and students indicate that this method of

teaching improves students self-confidence. Along with that, students got used to hearing and speaking English phrases in everyday situations. To ensure uniformity in execution and increase the involvement of all madrasah inhabitants, especially teachers of courses other than English, further work is still required. The introduction of the English Zone at MTsN 8 Banyuwangi has been especially successful in fostering an English-speaking culture inside the school environment. To attain more optimal outcomes, further training, enhancement of teachers' responsibilities and the creation of more interactive learning material are important.

4.1.2 Field Data Verification

In this session, the researcher will discuss the impact of the English Zone implementation at MTsN 8 Banyuwangi on students' speaking abilities. Mr. Ali, an English instructor at MTsN 8 Banyuwangi, interacted with students in grades IIV–7 of the ICP class. a combination of assistance of the English Zone program, this program is used to help students get better at speaking English. The English Zone program is an educational strategy that establishes an English-speaking environment to improve students' ability to speak. English Zone is usually set up by making certain parts of the school (like corridors, eating places, reading gardens, or waiting rooms) where speaking English is required or supported. Participating with respect to conversation, daily greetings, or short announcements in English characterizes the implementation of this program (Suryati, 2017).

The first step in the study process was to talk to Mr. Ali S.Pd., who is the English Zone program's coach and tutor. It's clear that this program was made just for this group of children. For the ICP (International Class Program), you need to use English Zone to talk to anyone, anywhere. Classes that aren't part of the ICP (International Class Program) can use the English Zone app by going to the MEC (Menteng English Club) training institution at MTsN 8 Banyuwangi. Twelve new people have joined the Menteng English Club, and thirty old people have stayed. As for the ICP (International Class Program) students who were used as study subjects, there were 25 of them, with 7 boys and 18 girls. According to the informant in the researcher's interview, the English Language Zone at MTsN 8 Banyuwangi is implemented as follows: students interact with English in a designated area. This specific location is referred to as the

English Zone. As the name suggests, everyone and everything that happens there has to be done in English.

In the beginning, the researcher observed specifically as Mr. Ali taught English to students in class VII-7 MTSN 8 Banyuwangi. This observation focused on the implementation of the English Zone program to improve the speaking skills of students. According to what Mr. Ali said in the comprehensive talks, the program, its objectives, and the difficulties of using the method in and out of the classroom were all better understood after this observation. The interview specifically addressed the English learning process happening in class VII-7. The English Zone program has become a significant focus of research for the ability it has to enhance participation in speaking activities and increase connection among participants (Septiyana et al., 2020). In the context of instructing speaking in class IIV-7, the teacher employed English Zone (EZ) to actively include students in the learning process. During the interview, the teacher identified that EZ is executed in four distinct processes, each aimed at building students' confidence and refining their speaking abilities, specifically:

In the context of teaching speaking in class IIV-7, educators utilize English Zone (EZ) to actively include students in the learning process. During the interview, the teacher highlighted that EZ is executed in four different stages, each focused on improving students' confidence and refining their speaking abilities, specifically:

1) Accustomed English Speaking denotes the capacity to articulate in English with considerable ease and fluency, wherein individuals not only employ appropriate language and syntax but also convey messages successfully across diverse social and professional contexts. According to researcher Nation (2001), language acquisition should encompass speaking, listening, reading, and writing skills in a balanced manner.

(2) Vocabulary is one of the key components in language learning, including in the implementation of the English Zone program. As Wardani (2015) says, vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading, and writing skills. To make it easier for students to review the vocabulary that has been given or it can be said to be an independent review, the language institutions of ICP and MEC schools write on objects in the school area that have been told in English pronunciation.

(3) Implementing the English Language Zone in a limited time and place can improve English language skills through direct interaction and the use of vocabulary in relevant contexts. Harmer (2007) emphasizes that continuous use of the target language without pauses can be stressful for learners.

(4) Field Practice is a learning method that involves direct experience in the field, where participants can apply the theory they have learned in a real context. John Dewey (1938) argues that hands-on experience is the key to effective learning.

Mr. Ali also said:

"Before starting the main material, I usually start with ice breaking in the form of a tongue twister, which aims to make the way of speech performance more fluent with students' pronunciation and make them feel more relaxed, which is also included in running the Accustomed English Speaking program. Then, I explain the topic that adjusts the place that will be equivalent to the application, and then divide them into pairs or small groups. After that, I give them a task to use the vocabulary that has been given according to its usage, and finally, I ask some students to practice the results of their discussion in front of the class." This structure reflects the standard EZ procedure developed by Dewi Zuricha Pratiwi (2016, 2017), where students focus on grammar, vocabulary, pronunciation, listening, and speaking. The variety of activities makes learning more fun. The teacher explained that in teaching speaking, this method helps reduce anxiety, especially for students who are usually shy or lack the confidence to speak in public. By discussing in pairs first, students are more prepared and brave to speak at the sharing stage.

In carrying out activities in the school area, for example, the teacher's room is mandatory for students to apply EZ or speak English to teachers who are included in the application of the English Zone program. After providing additional vocabulary to students, they are instructed to memorize the vocabulary with the amount that has been given. Then, the time to review vocabulary is provided at three times. First, before the students enter the school precisely at the entrance gate.

T: Have you had breakfast?

S: Yes, I had breakfast. How about you, have you had breakfast too?

T: Thankfully, I have too.

T: Name 4 vocabulary and one Daily Expression

S: Eraser, tie, interpreter, arrive. Don't take a long time!

T: Okay, you are succes!

Second, the time to review vocabulary is during vocabulary addition, namely after dhuha prayer.

The third, during the preparation for going home from school which is led by the class leader.

The program to help the implementation of the last English Zone is Field Practice, where this practice have direct interaction with native speakers. For foreign nationals, Indonesia is a new thing, while for students who are Indonesian citizens, it is a proud thing to be able to explain all the interests that native speakers have. With interactions like this, it is hoped that students' trust in native speakers will be formed. This program can use two strategies: the first is to bring native speakers to school, and the second is to conduct a study tour. Which strategy brings in a native speaker, whether it is a person who is adept at creating situations and conditions for students to show their speaking skills, or indeed a teacher whose position is originally an English Language speaker? The results of the many programs mentioned are:

Mr.Ali said:

"Many of them who were initially passive are now more willing to speak up because they feel they have the vocabulary they need to express what they are thinking or feeling. They also feel happier because they can interact more, not feeling pressured to answer immediately."

In addition, the achievement of the programs in the English Zone is a study tour that directly interacts with tourists or people of the same nationality as native speakers actively. The usual place for study tours for Indonesian students is Bromo, Bali. However, MTsN 8 Banyuwangi makes additional places that aim to train mentally to speak more honed by the Department of Tourism and Ministry of Religion, which will select students who are capable and active in speaking for a study tour to a western country, namely Liverpool. As in previous years.

4.2 Discussion

This study intends to examine the implementation of the English Zone program to improve students' speaking skills in Class IIV-7 at MTsN

8 Banyuwangi during the 2024/2025 academic year. The researcher employed a qualitative case study methodology, including observations, interviews, and documentation to attain a comprehensive understanding of the implementation process and the problems experienced by educators and students. The implementation of the English Zone is predicated on established methodologies, specifically acclimating students to conversing in English, augmenting vocabulary preservation, executing the English Zone in designated times and locations, and engaging in practical experiences with native speakers. During the field practice phase, educators or researchers may evaluate the enhancement of students' speaking abilities facilitated by the English Zone program.

In this study, Linda Septiyana et al. (2020) explain how to collect data using a qualitative approach on the improvement of speaking skills using English-language contexts like English Zones. They achieved very detailed and clear results by going over the steps of their study, starting with observation, then interviews, and finally writing things down. Also, Eka Apriani, Sakut Anshori, and Sarwo Edy (2019) say that continuous application of the English Area can help students feel more comfortable speaking English and improve their knowledge. The environment that supports students' direct engagement with English provides a complementary and important learning experience.

Ahmad Sa'di Anum (2024) researched the English Zone program at a school associated with an Islamic Boarding School in a Qur'anic village and discovered that, even though ongoing obstacles such as inconsistency and nervousness, the program positively influenced the enhancement of students' speaking abilities. The study showed the significance of building a daily English usage habit as a means of supporting teachers and developing an environment conducive to regular English application. When talking about language practice, Dini Hidayati and Lenny Solo (2023) said that language is a skill that needs to be used all the time and that the only way to get better at speaking is to use language all the time in a helpful setting. A useful method for practice is translanguaging, which can be conducted in groups. Moreover, to enhance direct translation, this method may increase confidence in conversing directly with native speakers. Gunantar (2016) adds how competence in English has become essential in the globalization period, serving not only as a communication tool but also as a competitive advantage on the world stage. Programs like English Zone offer a lot of potential to help students improve their speaking abilities, especially if

they are implemented with the correct strategies, such as a friendly setting and ongoing evaluation, based on the prior study mentioned above.

BAB V

CLOSING

5.1 Conclusion

Based on the findings and discussions that have been presented in the previous chapters, the following conclusions can be drawn: The implementation of the English Zone program in class IIV-7 MTsN 8 Banyuwangi is carried out by following four main stages: accustomed to speaking English (Accostumed to Speaking English), Vocabulary (Increase and Review Vocabulary Memorization), Implementing English Zone at certain times and places (Limited Place and Time) and Direct practice with Native Speaker (Practice with Native Speaker). The English Zone program is effectively implemented by English teachers, creating a structured and student-centered learning environment. The program provides opportunities for students to self-reflect in order to get used to speaking English which is expected to contribute to the development of their speaking skills. The research findings show that students become more confident to show their ability in speaking skills or other English skills, actively participate, and experience changes in their pronunciation. Despite its effectiveness, the implementation of English Zone faces some challenges. These challenges include the issue of time management that can be fully controlled, where teachers have difficulty allocating enough time for all stages, especially the stage of researching again uneven students, where some students remain passive due to lack of motivation.

5.2 Research Limitation

This study has several limitations that must be recognized. First, this study was only conducted in one particular class, namely Class IIV-7 (ICP) of MTsN 8 Banyuwangi. This condition may limit the scope and transferability of the findings of other classes of students, given the uniqueness of the classroom environment, student characteristics, and school culture that can affect the implementation of English Zone. Thus, the results of this study are more contextual in nature and are not intended to be generalized to other situations. Secondly, the data collection process was conducted in a relatively short period of time in the 2024/2025 school year. As a result, the findings only capture the short-term impact of the English Zone implementation on students' speaking ability and classroom dynamics, while long-term impacts, such as the

development of students' speaking habits or the continuous improvement of speaking ability, were not explored.

Third, the data were obtained mainly from observations, interviews, and documentation in one classroom, which might be more comprehensive if supplemented with additional data sources, such as recordings of students' speaking performances, teachers' reflective journals, or peer assessments. In addition, the active role of the researcher in the process of data collection and interpretation may lead to potential researcher subjectivity, despite attempts to minimize bias through triangulation and member checking techniques. Finally, this study only focused on the domain of speaking skills, without investigating the potential influence of English Zone on other language skills, such as listening, reading, or writing. Therefore, the findings of this study may not fully reflect the broader impact of English Zone implementation on students' overall English language learning.

5.3 Suggestion

Based on the above conclusions and limitations, the following suggestions can be made:

5.3.1 For Teachers

Teachers are advised to carefully manage the stages of the English Zone by providing clear instructions, allocating sufficient time for each stage, and closely monitoring student participation to ensure even engagement. Teachers also need to provide assistance and motivation to support students who lack confidence.

5.3.2 For Students

Students are encouraged and expected to more actively participate in all stages of the English Zone program, use opportunities to collaborate and learn from peers, and gradually build their confidence in expressing ideas in English.

5.3.3 For Future Researchers

Future researchers are recommended to:

- a. Conduct a longitudinal study to explore the long-term effects of the English Zone on students' speaking development.
- b. Explore the application of the English Zone in other skills and educational environments.
- c. Explore combining the English Zone program with other cooperative learning strategies to maximize effectiveness and overcome challenges such as time management and uneven participation.

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APPENDIX

1. Guidance Card
2. Research cover letter
3. Certificate of Conducting Research
4. Certificate of Plagiarism Free of Maximum 25% from the faculty
5. Interview Guidelines
6. Interview Transcript
7. Research Documentation
8. Other attachments supporting the research

1. Guidance Card

NIM	:	2111221018	
NAMA	:	NUR SHOLIAH	
FAKULTAS	:	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	:	S1 TADRIS BAHASA INGGRIS	
PERIODE	:	2024/2025	
JUDUL	:	THE IMPLEMENTATION OF ENGLISH ZONE AT MTSN 8 BANYUWANGI IN THE ACADEMIC YEAR 2024/2025	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	06 Juli 2025	06 Juli 2025	ACC	10
2	20242	30 Juni 2025	30 Juni 2025	REVISI	9
3	20242	06 Juni 2025	06 Juni 2025	BAB 5	8
4	20242	06 Mei 2025	06 Mei 2025	BAB 4	7
5	20242	20 Maret 2025	20 Maret 2025	AMBIL DATA	6
6	20242	06 Maret 2025	06 Maret 2025	REVISI BAB 3	5
7	20242	01 Maret 2025	01 Maret 2025	BAB 3	4
8	20242	06 Februari 2025	06 Februari 2025	BAB 2	3
9	20242	06 Januari 2025	06 Januari 2025	BAB 1	2
10	20242	06 Desember 2024	06 Desember 2024	KONSULTASI JUDUL	1



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/035.177/FTK.UIMSYA/C.3/VI/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat:
Kepala MTsN 8 Banyuwangi
Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Nur Sholihah
TTL : Lumajang, 22 Desember 2000
NIM : 2111221018
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Tergalrandu, Kec. Klakah, Kab. Lumajang
Dosen Pembimbing : Adib Ahmada, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"The Implementation Of English Zone at MTsN 8 Banyuwangi In The Academic Year 2024/2025"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 24 Juni 2025
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 8 BANYUWANGI**

Jalan Jember No. 18 A Setail Genteng Banyuwangi
Telepon (0333) 844829 ; Email : mtsn8.genteng@gmail.com
Website : <https://www.mtsn8bwi.sch.id>; Email : mtsn8.genteng@gmail.com

SURAT KETERANGAN

Nomor :333/Mts.13.30.08/PP.00/06/2025

Yang bertanda tangan di bawah ini, Kepala MTsN 8 Banyuwangi menerangkan :

Nama : Nur Sholihah
Tempat, tanggal lahir : Lumajang, 22 Desember 2000
NIM : 2111221018
Alamat : Desa Tergalrandu, Kec. Klakah, Kab. Lumajang
Program Studi : Tadris Bahasa Inggris
Universitas : Universitas KH. Mukthar Syafaat Blokagung Banyuwangi

Bahwa Mahasiswa/i tersebut diatas telah melaksanakan Penelitian di MTsN 8 Banyuwangi Kecamatan Genteng Kabupaten Banyuwangi pada tanggal 25 – 26 Juni 2025. Berdasarkan Surat Izin Penelitian dari Universitas KH. Mukhtar Syafaat dengan Nomor : 51.2.12/035.177/FTK.UIMSYA/C.3.VI/2025 tanggal 24 Juni 2025 untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

"The Implementation Of English Zone at MTsN 8 Banyuwangi In The Academic Year 2024/2025"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Banyuwangi, 25 Juni 2025
Kepala Madrasah



Sri Endah Zulaikahtul Kharimah

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5. Interview Guideline

a. Interview Questions for Students

NO	INDIKATOR	PERTANYAAN	JAWABAN	
1	Speaking Area Activity	1. Apakah program untuk Speaking Area ini diterapkan setiap hari?	IYA	TIDAK
		2. Kapan dan di mana saja program ini biasanya dilaksanakan (misalnya, hari atau area tertentu yang diwajibkan)?		
		3. Dimulai dari jam berapa hingga jam berapa penerapan Speaking areanya ini?		
		4. Siapa saja yang biasa mengontrol atau memeriksa aktif dan tidaknya Speaking Area?		
		5. Menurut kamu, setelah beberapa waktu mengikuti Speaking Area ini, apakah kamu merasa ada perubahan dengan skill speaking yang kamu miliki?		
2	Memorizing Vocabulary Activity	1. Apakah ada metode biasa digunakan untuk mengajarkan kosakata baru selain menghafalkan secara langsung?		
		2. Kapan saja waktu untuk menambah vocabulary yang akan diberikan?		

		3. Apakah ada media pembelajaran khusus yang digunakan (flashcard, aplikasi, game) untuk mereview vocabulary yang telah diberikan?		
		4. Apakah ada ujian khusus untuk vocabualry yang telah diberikan? Seperti apa?		
		5. Apakah ada target khusus untuk Memorizing Vocabulary? Semisal jumlah kosakata yang harus dikuasai siswa per minggu/bulan?Berapa?		
3	Practicing with a Native Speaker	1. Sebelum praktek dengan native speaker secara langsung, apakah sudah sering praktek speaking?		
		2. Untuk bisa praktek dengan native speaker, apakah sekolah juga biasa mendatangkannya ke sekolah?		
		3. Apakah ada jadwal rutin yang diadakan sekolah untuk praktek para siswa dengan native speaker?		
		4. Dalam konteks apa Anda berlatih dengan native speaker? (misalnya: kelas online, language exchange, tutor pribadi, dsb.)?		

		5. Area mana yang paling terasa peningkatannya setelah mengikuti program ini? (pelafalan, kosakata, kefasihan, kepercayaan diri, dsb.)		
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6. Interview Transcript

Wawancara Kepada Guru MTsN 8 Banyuwangi

Nama Pewawancara: Nur Sholihah

Nama Narasumber: Bapak Ali S.Pd

Jabatan: Guru Bahasa Inggris di MTsN 8 Banyuwangi (Mentor English Club)

Tanggal Wawancara: 20 Juni 2025

Judul Skripsi: Penerapan Zona Bahasa Inggris di MTsN 8 Banyuwangi

INDIKATOR	PERTANYAAN	JAWABAN
Speaking Area Activity	1. Apakah program Speaking Area yang berada dalam penerapan English Zone di terapkan setiap hari? 2. Kapan dan di mana saja program ini biasanya dilaksanakan (misalnya, hari atau area tertentu yang diwajibkan)? 3. Dimulai dari jam berapa hingga jam berapa penerapan Speaking areanya ini? 4. Untuk pengontrolan aktif dan tidaknya penerapan Speaking Area, siapa saja yang melakukan?	1. Tentu saja, karna dari program Speaking Area ini bisa dijadikan penilaian seberapa aktif penerapan English Zone yang diberlakukan. 2 & 3. Untuk waktu pelaksanaan nya, pada hari rabu dilaksanakan jam 9 sampai jam 12 siang dan untuk hari sabtu dimulai pada jam 13.00 sampai jam 16.00 WIB. Sedangkan tempat nya yang wajib menggunakan program Speaking Area ini yaitu seluruh area lantai dua sekolah, perpustakaan, kantin, dan kantor. Untuk kelas ICP (International Class Program) diwajibkan menggunakan program Speaking Area dalam

	5. Bagaimana cara yang dilakukan anda atau pihak sekolah agar dapat melihat perkembangan dari siswa mengikuti program ini?	pembelajaran dalam kelas dan untuk waktu dilaksanakan setiap hari. Sedangkan, untuk tempat disamakan dengan kelas MEC (Menteng English Club). 4. Agar lebih maksimal dalam pengontrolan program ini, maka dibentuk Tim English Teacher sebagai pengontrol dan juga dilakukan oleh Kepala Madrasah 5. Diadakan evaluasi video
Memorizing Vocabulary Activity	1. Apa metode yang Anda gunakan untuk mengajarkan kosakata baru kepada siswa? 2. Kapan saja waktu untuk menambah vocabulary yang akan diberikan? 3. Apakah ada media pembelajaran khusus yang digunakan (flashcard, aplikasi, game) untuk mereview vocabulary yang telah diberikan? 4. Bagaimana Anda mengevaluasi kemajuan vocabulary siswa? 5. Apakah Anda memberi target	1. Tempel kosakata, yang mana setiap benda atau tempat-tempat yang memang kosakata nya dibutuhkan kan juga menggunakan flash card. 2. Dalam satu minggu penambahan kosakata dilaksanakan hanya dua kali yakni pada hari selasa sore secara offline dan pada malam rabu secara online. 3. Ada, yaitu flashcard dan tempelan kertas pada benda-benda di lingkungan sekolah. 4. Interview dengan Native Speaker. 5. Tidak, minimal hanya 5 orang.

	jumlah kosakata yang harus dikuasai siswa per minggu/bulan?	
Practicing with a Native Speaker	1. Apa saja solusi untuk para siswa agar lebih percaya diri ketika melakukan praktek dengan native speaker? 2. Bagaimana cara menemukan native speaker yang bersedia berlatih bersama didalam sekolah? 3. Apakah yang membuat anda merekomendasikan metode ini kepada pelajar yang mengikuti program English Zone? Mengapa? 4. Apakah kemampuan berbicara atau mendengar siswa meningkat setelah adanya program ini? 5. Apakah ada jadwal kegiatan rutin yang diadakan sekolah untuk praktek para siswa dengan native speaker? 6. Dalam konteks apa yang disediakan sekolah agar dapat	1. Dengan melakukan praktek setiap hari pada tempat-tempat yang sudah diwajibkan untuk menggunakan bahasa inggris dalam interaksi. 2. Dari sekolah diadakan study tour di Bromo, Bali dan untuk kelas ICP yang telah dipilih dan diuji akan diberangkatkan ke Liverpool. 3. Karena dinilai dari segi minat dan berlatih nya program cukup cepat untuk lebih mahir dalam speaking dan skill yang lainnya. 4. Meningkatkan. 5. Ada, yakni untuk bulan desember dilakukan dengan turis yang berada di Bayuwangi. Sedangkan untuk bulan juli dilakukan di area luar banyuwangi seperti Bali dengan yang lain. 6. Madrasah English Indonesia yang sudah terokemendasikan oleh Kemenag. 7. Pada bagian pelafalan dan kepercayaan diri siswa.

	berlatih dengan native speaker? (misalnya: kelas online, language exchange, tutor pribadi, dsb.) 7. Area mana yang paling terasa peningkatannya? (pelafalan, kosakata, kefasihan, kepercayaan diri, dsb.)	
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7. Syllabus

Nama Sekolah : MTsN 8 Bayuwangi

Durasi Program : 1 bulan (4x pertemuan)

Frekuensi: 1x per minggu (30 menit per sesi)

Level Peserta: Pemula – Menengah

Waktu	Topik Utama	Kegiatan	Tujuan Pembelajaran
Minggu Pertama	Introduction to English Zone	Ice breaking, self-introduction, basic classroom English	Membangun kepercayaan diri, memperkenalkan kosakata dasar
Minggu Kedua	Daily Expressions	Greetings, thanking, apologizing	Menguasai ekspresi dasar dalam percakapan sehari-hari
Minggu Ketiga	Talking About Yourself	Name, age, origin, hobbies, family	Berlatih mengenalkan diri dan bertanya tentang orang lain
Minggu Ke empat	At School / At Work	Vocabulary & expressions related to school/work place	Menggunakan Bahasa Inggris di lingkungan formal sehari-hari

8. Lesson Plan

A. Informasi Umum

1. Program: English Zone
2. Tingkat: Sekolah Menengah Pertama (SMP)
3. Durasi Program: 3 Bulan / 12 Pertemuan
4. Frekuensi: 1x per minggu (90 menit per sesi)
5. Target Peserta: Siswa Kelas 7–9
6. Tujuan Umum: Meningkatkan kemampuan berkomunikasi lisan (speaking) dan pemahaman mendengar (listening) dalam Bahasa Inggris melalui aktivitas praktis dan menyenangkan

B. Tujuan Pembelajaran Umum

Setelah mengikuti program ini, siswa mampu:

1. Berkomunikasi menggunakan Bahasa Inggris dasar dalam situasi sehari-hari.
2. Menggunakan ungkapan umum (greetings, asking questions, expressing opinions).
3. Melakukan percakapan pendek secara percaya diri.
4. Memperluas kosakata dan memahami struktur kalimat sederhana.

5. Berpartisipasi aktif dalam diskusi, permainan, dan presentasi kelompok.

C. Metode Pengajaran

1. Communicative Approach
2. Task-Based Learning
3. Roleplay and Simulation
4. Games and Songs
5. Pair and Group Work

9. Materi Ajar

INTRODUCTION

Greeting (sapaan umum)	Self Introduction (Perkenalan Diri)	Asking Others (Menanyakan Identitas)
Hello!	My name is ____	What's your name?
Hi!	I am ____years old	How old are you?
Good morning!	I am from ____	Where are you from?
Good afternoon!	I like ____ (hobby)	What's your hobby?
Goodbye!	I study at ____ Junior High School	
See you later	Nice to meet you!	

DAILY EXPRESSIONS

Greeting	Thanking	Apologizing
Hello / Hi Good morning Good afternoon Good evening How are you? I'm fine, thank you.	Thank you / Thanks Thank you very much I really appreciate it You're welcome No problem	I'm sorry I'm really sorry Excuse me It's okay / That's alright Don't worry about it

TALKING ABOUT YOURSELF

Introducing	Thanking
My name is... → Nama saya... I am ... years old. → Saya berumur ... tahun. I live in... → Saya tinggal di... I am from... → Saya berasal dari... I am a... → Saya adalah	Thank you / Thanks Thank you very much I really appreciate it You're welcome

seorang... My hobby is... / My hobbies are... → Hobi saya adalah... I like... / I don't like... → Saya suka... / Saya tidak suka...	No problem
--	-------------------

3.3 Research Subject

Informants in qualitative research are individuals or groups who provide data and information to researchers. They are the primary data source used to analyze and understand the phenomenon under study. In the context of qualitative research according to Sugiyono, qualitative research informants can come from various backgrounds, such as individuals, groups, organizations, institutions, or certain communities.

In addition, according to Moleong (2006; 132) in the book *Qualitative Research Methods*, “Informants are people who are used to provide information about the situation and conditions of the research background.” In addition, Andi (2010; 147) in *Mastering Qualitative Research Data Collection Techniques* explains that, “Informants are people who are expected to master and understand data, information, or facts from a research object”. Research informants are subjects who understand the information of the research object as actors or other people who understand the research object.

In qualitative research, informants play a central role as key sources of data. According to Moleong (2006:132) in his book *Qualitative Research Methods*, “Informants are people who are used to provide information about the situation and conditions of the research background.” This definition emphasizes that informants are not chosen randomly; rather, they are individuals who have firsthand experience, involvement, or understanding of the specific context, setting, or phenomenon being studied. Their perspectives and insights help the researcher gain a deeper understanding of the background, culture, or social dynamics within the research site.

Furthermore, Andi (2010:147), in his book *Mastering Qualitative Research Data Collection Techniques*, explains that “Informants are people who are expected to master and understand data, information, or facts from a research object.” This suggests that informants are selected based on their knowledge, credibility, and relevance to the research topic. They are individuals who possess an in depth understanding, either as direct actors, participants, or observers, and are thus capable of providing accurate, meaningful, and contextual information about the research object.

Research informants are often described as those who hold insider knowledge whether through professional expertise, lived experience, social roles, or community involvement. They may contribute not only descriptive facts, but also interpretations, emotions, cultural values, or social meanings that enrich the data. As such, informants are integral in helping researchers explore complex human behaviors, motivations, and interactions that cannot be fully captured through quantitative measures alone.

In qualitative studies, informants are typically chosen through purposive sampling a non-probability sampling technique where participants are deliberately selected because they meet certain criteria relevant to the research questions. In some cases, researchers may also use snowball sampling, where initial informants refer other potential informants who are equally knowledgeable or involved.

Moreover, informants can vary in terms of their involvement. Some may be key informants, who have extensive knowledge and can provide detailed, nuanced data. Others may be general informants who still contribute valuable information, although perhaps not with the same depth. In either case, the quality of information depends largely on the ability of the researcher to establish trust and rapport, encourage honest communication, and interpret the responses within the proper social and cultural context.

To summarize, informants in qualitative research are more than just sources of data they are partners in the knowledge production process. Their insights allow researchers to explore the deeper dimensions of the research topic, providing context-rich, meaningful information that forms the foundation for analysis, interpretation, and conclusion.

According to Sugiyono, informants in qualitative research have an important role in helping researchers gain a deeper understanding of the phenomenon under study. They are people who have experienced the phenomenon directly or have knowledge and experience relevant to the phenomenon. Through interactions and interviews conducted with informants, researchers can obtain rich and in-depth data regarding the informants' perspectives on the phenomenon under study. With the existence of qualitative research informants, researchers can obtain richer, deeper, and more diverse data, thus enabling researchers to make a more comprehensive and

detailed analysis of the phenomenon under study and not only limited to providing data, but also acting as a guide and narrator in obtaining data. They can provide valuable insights, perspectives, and experiences to researchers.

3.4 Informant

The subjects of this study were students of class VII-7 at MTsN 8 Banyuwangi in the academic year 2024/2025. This class was chosen because its characteristics were relevant to the purpose of the study, which was to improve students' speaking skills. The class consists of about 25 students, with 7 boys and 18 girls. In addition, this study will also involve one English teacher who teaches English Zone in class VII-7 as an additional subject, because this teacher will be part of the implementation process of the English Zone method and provide insight into how to carry out its application.

The subjects of this study consisted of the students of Class VII-7 at MTsN 8 Banyuwangi during the 2024/2025 academic year. This particular class was selected purposively based on its alignment with the objectives of the study, which focused on examining and improving students' English speaking skills through the implementation of the English Zone program. The selection was guided by the assumption that Class VII-7, as a group of early-level junior secondary students, represents a stage in which foundational English language skills—particularly speaking—are still being developed. Therefore, the class offered a relevant and appropriate context for evaluating the effectiveness of strategies aimed at promoting communicative competence.

Class VII-7 comprises approximately 25 students, including 7 male students and 18 female students. The class was considered representative of a typical junior secondary classroom setting in terms of gender distribution, language proficiency, and classroom dynamics. These students were expected to actively participate in the English Zone program as part of their regular English learning activities. They served as the primary informants in the study, providing firsthand information about their experiences, challenges, and perceptions regarding the implementation of the program. Data was collected from these students through interviews, observations, and performance-based assessments, allowing the researcher to gain an in-depth understanding of the program's impact on their speaking abilities.

In addition to the student participants, the study also involved one English teacher who is responsible for teaching Class VII-7 and for implementing the English Zone program within this class. The inclusion of the teacher as a participant served a dual purpose. First, the teacher played an instrumental role in executing the English Zone strategies, such as organizing speaking activities, assigning vocabulary tasks, and facilitating student interaction in English both inside and outside the classroom. Second, the teacher was treated as an additional informant, providing critical insights into the practical aspects of the program's implementation, the students' responsiveness, and the challenges encountered in the process.

The teacher's involvement was particularly valuable because of their firsthand perspective on instructional planning, classroom management, and student progress. Through interviews and documentation, the teacher contributed qualitative data that helped the researcher interpret the results more holistically. Their observations and reflections offered a complementary viewpoint that strengthened the triangulation of data in this qualitative study.

Overall, the selection of Class VII-7 and the English teacher as research subjects was strategically aligned with the aims of the study. The combination of student voices and teacher perspectives enabled a more comprehensive exploration of the English Zone program's effectiveness in fostering speaking skill development among junior secondary school students.

3.4.1 Students (Key Informants)

The main informants in this study are students of class VII-7 at MTSN 8 BANYUWANGI who are directly involved in the implementation of the English Zone method. They will provide information regarding their experiences and perceptions in using this method to improve speaking skills. The selection of these students is based on their participation in the English Zone class, which is the focus of the study, with a total of 25 students (7 boys and 18 girls).

3.4.2 English Teacher

Additional informants are English teachers who teach the English Zone program, who are at the beginner level or are in class VII-7 MTSN 8 Banyuwangi. This teacher will provide information related

to the application of the English Zone method in the classroom and outside the classroom, as well as the challenges faced during its implementation. The information from the teacher will provide an important perspective on the effectiveness and difficulties of implementing this method in the context of learning at MTsN 8 Banyuwangi. Sometimes, additional informants will provide information that is not provided by the main informants.

In this study, additional informants refer to English teachers who are directly involved in the implementation of the English Zone program at MTsN 8 Banyuwangi, particularly those teaching students at the beginner level, such as those in class VII-7. These teachers serve as key supplementary sources of data who can offer valuable insights that complement the information obtained from the main informants (i.e., the students themselves).

The role of the English teacher as an additional informant is crucial because of their dual function as both facilitator and observer of the English Zone program. Their perspective provides a more comprehensive understanding of how the program is applied both inside and outside the classroom, including how students respond to it, how it is integrated into the curriculum, and how it affects the overall learning process.

Specifically, these teachers are able to provide detailed information about the teaching strategies used during the program, the frequency and structure of English Zone activities, and the ways in which students are encouraged to participate. More importantly, they can elaborate on the challenges and limitations encountered during implementation. These may include time constraints, student motivation, classroom management issues, limited resources, and varying levels of English proficiency among students.

Furthermore, additional informants may be able to provide insights that are not captured by the primary informants (students). For example, teachers may observe behavioral or attitudinal changes in students that the students themselves do not express during interviews. They may also offer reflections on how the program aligns with educational goals, school policies, or national curriculum standards. In this way, the teachers' contributions help to triangulate the data, enhancing the reliability and validity of the research findings.

In qualitative research, the inclusion of additional informants is particularly valuable because it allows for a more holistic view of the phenomenon being studied. While the primary informants provide firsthand experiences from the learner's perspective, additional informants such as teachers offer a more professional, instructional, and institutional point of view. This combination strengthens the depth and scope of the analysis.

In conclusion, the English teachers involved in the English Zone program at MTsN 8 Banyuwangi serve as vital additional informants in this study. Their knowledge, observations, and experiences provide a critical perspective on the effectiveness, benefits, and challenges of the English Zone program. Their input helps the researcher to construct a more nuanced and accurate portrayal of how the program functions in real educational settings and what factors influence its success or failure.

3.5 Data and Data Sources

The data and data sources used in writing this research are primary and secondary data.

3.5.1 Primary data

Primary data is data collected directly by researchers from the first source through methods such as interviews and observations.

3.5.2 Secondary Data

Secondary data is research data obtained by researchers indirectly through intermediary media (obtained from other parties). Secondary data is generally in the form of evidence documentation. Secondary data refers to data that is not collected firsthand by the researcher for the specific purpose of the current study, but rather obtained indirectly through existing sources. This type of data is typically gathered and documented by other individuals, institutions, or organizations for purposes that may differ from the current research objectives. In other words, secondary data is data that already exists prior to the research and is accessed by researchers through intermediary media, such as books, journals, reports, archives, official documents, online databases, or previously conducted studies.

Secondary data can take many forms, but it is most commonly found in the form of documentation and records, such as statistical reports, institutional archives, public records, government publications, educational reports, digital repositories, newspapers, magazines, and online content. It may also include data from previous research projects, censuses, organizational data, or media recordings such as photographs, videos, and audio recordings.

One of the major advantages of secondary data is that it is often more time-efficient and cost-effective compared to primary data collection. Researchers can access a wide range of information without having to go through the often time-consuming and resource-intensive process of collecting data directly from respondents. This allows for quicker analysis, especially when working with large datasets or conducting preliminary studies. Secondary data is also valuable for comparing current findings with historical trends, validating primary data, or conducting meta-analyses.

However, the use of secondary data also presents certain limitations and challenges. Since the data was collected for a different purpose, it may not be entirely relevant or suitable for the specific research questions at hand. There may be inconsistencies, outdated information, or lack of contextual details that affect the validity or reliability of the conclusions drawn. Researchers must also be cautious about the credibility and authenticity of secondary sources. Evaluating the source, date of publication, and methodology used to collect the original data is critical to ensure the data's accuracy and relevance.

In qualitative research, secondary data may be used to support or triangulate findings from interviews, observations, or field notes. In quantitative research, it may serve as a basis for statistical analysis or modeling. Regardless of the research type, the integration of secondary data requires careful selection, critical evaluation, and clear acknowledgment of the original source.

To summarize, secondary data plays a significant role in research as a complementary or standalone data source. While it offers practical benefits in terms of accessibility and efficiency, researchers must apply critical thinking and methodological rigor to ensure that secondary data contributes meaningfully to the research objectives and enhances the overall quality of the study.

3.6 Data Collection Procedures

Data collection techniques can be done through in-depth interviews, questionnaires, documentation, and a combination of them or triangulation (Sugiyono, 2010). In this study, the researcher used the following data collection methods as follow:

3.6.1 Interview

An interview is a method of collecting data by conducting direct questions and answers between researchers and respondents (sources) to obtain in-depth information relevant to the research focus. the interview technique used is a semi-structured interview where the implementation is like a daily conversation, and the researcher has prepared several main questions, but on the other hand, the informant is given the freedom to provide answers in their own way, for example, by detailing the data in detail. This interview will help researchers with several benefits, namely getting qualitative data such as opinions, experiences, perceptions, and motivations of respondents. Also, obtaining clarification on unclear information from other data sources.

a. Interview Questions for Students

- 1) What Is the Speaking Area program in the English Zone implemented every day?
- 2) When is the time to add vocabulary that will be given?
- 3) Does the school provide students with a regular timetable for practicing with native speakers?

b. Interview Questions for Teacher

- 1) What kinds of situations does the school offer for practicing with native speakers? for instance, virtual courses, language partnerships, personal instructors, etc.
- 2) How do you implement the English Zone inside and outside the class?
- 3) How do you assess students' vocabulary development?

3.6.2 Observation

At this stage, observations were made to assess the overall activities of the English language zone program at MTsN 8

Banyuwangi. Two observations and interviews were conducted, the first on June 19, 2025, and the second on June 20, 2025. The observation process included the following steps: 1) studying how the English language zone concept is being implemented into action at MTsN 8 Banyuwangi, 2) assessing parts of the classroom language zones during the learning process, and 3) evaluating the strategies and techniques used by teachers in delivering lessons in the English language zone program at MTsN 8 Banyuwangi.

3.6.3 Documentation

According to Lodico (2006), documentation was obtained before the research, including public records, personal writings, or teaching materials. To provide interesting research data for this study, researchers employed picture documentation taken during the English Zone Program's operation. Furthermore, it uses public documents from interviews conducted between researchers and teachers to support the findings of this study.

In the context of this study, documentation was used as an important source of data to support, verify, and enrich the findings related to the implementation of the English Zone Program at MTsN 8 Banyuwangi. The researcher utilized several types of documentation collected before and during the research process. One of the key types of documentation included in this study is visual documentation, specifically photographs taken during the actual implementation of the English Zone Program. These images captured various classroom and extracurricular activities where students engaged in English-speaking tasks, such as vocabulary games, role plays, direct interaction with native speakers, and other communicative exercises. These photographs not only served as illustrative data but also provided authentic evidence of the program's practice in real-time educational settings.

Additionally, the researcher used public documents derived from interviews conducted with English teachers who were actively involved in the program. These public documents include interview transcripts, written notes, and reflective journals prepared by the teachers. These materials contain firsthand accounts of the teachers' perspectives, experiences, strategies, and challenges faced during the implementation of the English Zone Program. By analyzing these written sources, the researcher was able to gain deeper insights into

the pedagogical approach, student engagement, and overall effectiveness of the program from the viewpoint of the educators.

The inclusion of documentation in this study plays a crucial role in triangulating the data, a process which strengthens the credibility and reliability of qualitative research by comparing and cross-checking data from multiple sources. By combining documentation with interview data and observations, the researcher ensured a more comprehensive and balanced analysis. Furthermore, documentation allowed the researcher to revisit and reflect on past events objectively, without relying solely on participants' memory or subjective perceptions.

In summary, documentation both in the form of visual evidence and written records was used effectively in this study to support the interpretation of data, validate interview findings, and provide a more complete picture of how the English Zone Program operates in the real-world context of English language learning at MTsN 8 Banyuwangi. Its use demonstrates the importance of varied data sources in qualitative educational research and enhances the depth and richness of the study's conclusions.

3.7 Data Validity

Data validity is a measure that shows the extent to which a research instrument is able to measure what should be measured. In the context of thesis research, validity is very important to ensure that the data obtained truly reflects the conditions or variables under study. A valid instrument will produce accurate, relevant, and reliable data. Validity is not only related to the amount of data collected, but more to the quality of the data. Research instruments such as questionnaires or observation sheets must be tested for validity to ensure that each item or question is in accordance with the research objectives.

In research, especially qualitative research, data validation is an important step to ensure that the data collected is accurate, valid, and reflects the reality under study. One technique commonly used to validate data is triangulation. Triangulation is a method of checking data validity by comparing or combining various data sources, data collection methods, theories, or even involving more than one researcher. The goal is to strengthen data validity and prevent subjective bias. By triangulating, researchers can confirm the

consistency of information from various approaches, thus increasing confidence in the research results. For example, data obtained from interviews can be strengthened by observations and relevant documents. Therefore, triangulation acts as a tool to ensure data validity, and the two are closely interrelated in ensuring the quality and validity of research findings.

According to Moleong (2013:330) triangulation is a data validity checking technique that utilizes something else outside the data to check or compare the data." In the book, Moleong also quotes Denzin (1978), who distinguishes four types of triangulation as a data validity check technique:

3.8 Data Analysis

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

3.8.1 Data Reduction

In this step, the researcher reduces the data by summarizing the data, selecting key things, focusing on important things, looking for themes and patterns, discarding unnecessary data, and adjusting to the focus of the research. Thus, the data that has been reduced provides a clearer picture of this research, and the author selects data related to information about implementing the English Zone. After sorting the data, the researcher concluded and organized it.

3.7.2 Data Display

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

3.7.3 Conclusion

The conclusion is the last step in the data analysis stage. Researchers concluded and verified the data. According to Bill Sheehan (2020), the expected conclusion in qualitative research is a conclusion.

BAB IV

FINDING AND DISCUSSION

4.1 Research Finding

This research evaluated how the English Zone program teaches seventh-grade students at MTsN 8 Banyuwangi speaking skills in 2024/2025. The English Zone Program's implementation of teaching English language skills (ELT) and its effectiveness in improving students' speaking performance, especially fluency, confidence, and classroom participation, are described in this study.

This research was conducted to evaluate the implementation and effectiveness of the English Zone Program in enhancing the speaking skills of seventh-grade students at MTsN 8 Banyuwangi during the 2024/2025 academic year. The English Zone Program is an initiative designed to create a language-rich environment where students are encouraged to use English actively both inside and outside the classroom. This study focuses on how the program is applied as part of the English Language Teaching (ELT) approach, particularly in relation to its role in developing students' oral communication skills.

The research aims to explore not only the teaching methods used within the framework of the English Zone, but also the practical outcomes and impact of the program on students' speaking performance. Specifically, the study investigates how the program influences three key areas of speaking proficiency: fluency, confidence, and active classroom participation. Fluency refers to the students' ability to speak smoothly and naturally without frequent hesitation. Confidence is observed through the students' willingness to speak up, answer questions, and engage in conversations without fear of making mistakes. Participation relates to how often and how actively students contribute to classroom discussions and speaking-based activities.

Through observations, interviews, and documentation, this research provides a comprehensive analysis of how the English Zone Program is structured, how it is delivered by English teachers, and how students respond to its implementation. It also considers the pedagogical strategies employed, such as vocabulary reinforcement, guided speaking practice, peer collaboration, and interaction with native speakers, as well as how these strategies are integrated into the school's daily routines.

Furthermore, the study seeks to identify challenges and limitations that may arise during the implementation of the program, such as time constraints, variations in student motivation, differing levels of language proficiency, and logistical barriers. By examining these factors, the research offers a balanced assessment of the program's strengths and areas for improvement.

Ultimately, this research contributes to the growing body of literature on English language education in Indonesian secondary schools by presenting an in-depth case study of an innovative speaking-focused program. The findings are expected to provide valuable insights for educators, policymakers, and curriculum developers who are working to improve English speaking instruction and promote communicative competence among young learners in similar educational contexts.

4.1.1 Field Data Overview

The research was done in MTsN 8 Banyuwangi, Jln. Jember 18 A Setail Genteng, Banyuwangi Regency, East Java Province. This public school is recognized "A" and one of the region's top academic and non-academic schools, with students competing at the district, national, and international levels. In MTsN 8 Banyuwangi, the Merdeka Curriculum supports expanded instruction, adaptable educational assets, and competency-based education. Several education specialists have discussed the Merdeka Curriculum and the need for theoretical analysis. The Merdeka Curriculum emphasizes empowerment and 21st-century skills to promote student freedom and student-centered learning, according to Darmawan and Winataputra (2020). Riyanto (2019) also believes the Merdeka Curriculum frees pupils from a theoretical curriculum and promotes contextual, real-world learning. This should improve our theoretical knowledge of the Merdeka Curriculum as an education strategy. The findings of this study can also improve education policy by making them more relevant and effective.

Students from ICP and MEC classes, especially those in grades 7 and 8, proved to be quite excited about the implementation. They are becoming accustomed to employing basic expressions in their interactions with classmates and educators. There are still certain obstacles, nevertheless, like students' low language, nervousness, and afraid of making a mistake. In order to address this, the school selected a number

of students as student representatives, whose responsibility it is to accompany and mentor their classmates who challenge with English. Interviews with educators and students indicate that this method of teaching improves students self-confidence. Along with that, students got used to hearing and speaking English phrases in everyday situations. To ensure uniformity in execution and increase the involvement of all madrasah inhabitants, especially teachers of courses other than English, further work is still required. The introduction of the English Zone at MTsN 8 Banyuwangi has been especially successful in fostering an English-speaking culture inside the school environment. To attain more optimal outcomes, further training, enhancement of teachers' responsibilities and the creation of more interactive learning material are important.

4.1.2 Field Data Verification

In this session, the researcher will discuss the impact of the English Zone implementation at MTsN 8 Banyuwangi on students' speaking abilities. Mr. Ali, an English instructor at MTsN 8 Banyuwangi, interacted with students in grades IIV–7 of the ICP class. a combination of assistance of the English Zone program, this program is used to help students get better at speaking English. The English Zone program is an educational strategy that establishes an English-speaking environment to improve students' ability to speak. English Zone is usually set up by making certain parts of the school (like corridors, eating places, reading gardens, or waiting rooms) where speaking English is required or supported. Participating with respect to conversation, daily greetings, or short announcements in English characterizes the implementation of this program (Suryati, 2017).

The first step in the study process was to talk to Mr. Ali S.Pd., who is the English Zone program's coach and tutor. It's clear that this program was made just for this group of children. For the ICP (International Class Program), you need to use English Zone to talk to anyone, anywhere. Classes that aren't part of the ICP (International Class Program) can use the English Zone app by going to the MEC (Menteng English Club) training institution at MTsN 8 Banyuwangi. Twelve new people have joined the Menteng English Club, and thirty old people have stayed. As for the ICP (International Class Program) students who were used as study subjects, there were 25 of them, with 7 boys and 18 girls. According to the informant in the researcher's interview, the English Language Zone at

MTsN 8 Banyuwangi is implemented as follows: students interact with English in a designated area. This specific location is referred to as the English Zone. As the name suggests, everyone and everything that happens there has to be done in English.

In the beginning, the researcher observed specifically as Mr. Ali taught English to students in class VII-7 MTSN 8 Banyuwangi. This observation focused on the implementation of the English Zone program to improve the speaking skills of students. According to what Mr. Ali said in the comprehensive talks, the program, its objectives, and the difficulties of using the method in and out of the classroom were all better understood after this observation. The interview specifically addressed the English learning process happening in class VII-7. The English Zone program has become a significant focus of research for the ability it has to enhance participation in speaking activities and increase connection among participants (Septiyana et al., 2020). In the context of instructing speaking in class IIV-7, the teacher employed English Zone (EZ) to actively include students in the learning process. During the interview, the teacher identified that EZ is executed in four distinct processes, each aimed at building students' confidence and refining their speaking abilities, specifically:

In the context of teaching speaking in class IIV-7, educators utilize English Zone (EZ) to actively include students in the learning process. During the interview, the teacher highlighted that EZ is executed in four different stages, each focused on improving students' confidence and refining their speaking abilities, specifically:

- 1) Accostumed English Speaking denotes the capacity to articulate in English with considerable ease and fluency, wherein individuals not only employ appropriate language and syntax but also convey messages successfully across diverse social and professional contexts. According to researcher Nation (2001), language acquisition should encompass speaking, listening, reading, and writing skills in a balanced manner.

- (2) Vocabulary is one of the key components in language learning, including in the implementation of the English Zone program. As Wardani (2015) says, vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading, and writing skills. To make it easier for students to review the vocabulary that has been given or it can be said to be an independent

review, the language institutions of ICP and MEC schools write on objects in the school area that have been told in English pronunciation.

(3) Implementing the English Language Zone in a limited time and place can improve English language skills through direct interaction and the use of vocabulary in relevant contexts. Harmer (2007) emphasizes that continuous use of the target language without pauses can be stressful for learners.

(4) Field Practice is a learning method that involves direct experience in the field, where participants can apply the theory they have learned in a real context. John Dewey (1938) argues that hands-on experience is the key to effective learning.

Mr. Ali also said:

"Before starting the main material, I usually start with ice breaking in the form of a tongue twister, which aims to make the way of speech performance more fluent with students' pronunciation and make them feel more relaxed, which is also included in running the Accustomed English Speaking program. Then, I explain the topic that adjusts the place that will be equivalent to the application, and then divide them into pairs or small groups. After that, I give them a task to use the vocabulary that has been given according to its usage, and finally, I ask some students to practice the results of their discussion in front of the class." This structure reflects the standard EZ procedure developed by Dewi Zuricha Pratiwi (2016, 2017), where students focus on grammar, vocabulary, pronunciation, listening, and speaking. The variety of activities makes learning more fun. The teacher explained that in teaching speaking, this method helps reduce anxiety, especially for students who are usually shy or lack the confidence to speak in public. By discussing in pairs first, students are more prepared and brave to speak at the sharing stage.

In carrying out activities in the school area, for example, the teacher's room is mandatory for students to apply EZ or speak English to teachers who are included in the application of the English Zone program. After providing additional vocabulary to students, they are instructed to memorize the vocabulary with the amount that has been given. Then, the time to review vocabulary is provided at three times. First, before the students enter the school, precisely at the entrance gate.

T: Have you had breakfast?

S: Yes, I had breakfast. How about you, have you had breakfast too?

T: Thankfully, I have too.

T: Name 4 vocabulary and one Daily Expression

S: Eraser, tie, interpreter, arrive. Don't take a long time!

T: Okay, you are succes!

Second, the time to review vocabulary is during vocabulary addition, namely after dhuha prayer.

The third, during the preparation for going home from school which is led by the class leader.

The program to help the implementation of the last English Zone is Field Practice, where this practice have direct interaction with native speakers. For foreign nationals, Indonesia is a new thing, while for students who are Indonesian citizens, it is a proud thing to be able to explain all the interests that native speakers have. With interactions like this, it is hoped that students' trust in native speakers will be formed. This program can use two strategies: the first is to bring native speakers to school, and the second is to conduct a study tour. Which strategy brings in a native speaker, whether it is a person who is adept at creating situations and conditions for students to show their speaking skills, or indeed a teacher whose position is originally an English Language speaker? The results of the many programs mentioned are:

Mr.Ali said:

"Many of them who were initially passive are now more willing to speak up because they feel they have the vocabulary they need to express what they are thinking or feeling. They also feel happier because they can interact more, not feeling pressured to answer immediately."

In addition, the achievement of the programs in the English Zone is a study tour that directly interacts with tourists or people of the same nationality as native speakers actively. The usual place for study tours for Indonesian students is Bromo, Bali. However, MTsN 8 Banyuwangi makes additional places that aim to train mentally to speak more honed by the Department of Tourism and Ministry of Religion, which will select students who are capable and active in speaking for a study tour to a western country, namely Liverpool. As in previous years.

4.2 Discussion

This study intends to examine the implementation of the English Zone program to improve students' speaking skills in Class IIV-7 at MTsN 8 Banyuwangi during the 2024/2025 academic year. The researcher employed a qualitative case study methodology, including observations, interviews, and documentation to attain a comprehensive understanding of the implementation process and the problems experienced by educators and students. The implementation of the English Zone is predicated on established methodologies, specifically acclimating students to conversing in English, augmenting vocabulary preservation, executing the English Zone in designated times and locations, and engaging in practical experiences with native speakers. During the field practice phase, educators or researchers may evaluate the enhancement of students' speaking abilities facilitated by the English Zone program.

In this study, Linda Septiyana et al. (2020) explain how to collect data using a qualitative approach on the improvement of speaking skills using English-language contexts like English Zones. They achieved very detailed and clear results by going over the steps of their study, starting with observation, then interviews, and finally writing things down. Also, Eka Apriani, Sakut Anshori, and Sarwo Edy (2019) say that continuous application of the English Area can help students feel more comfortable speaking English and improve their knowledge. The environment that supports students' direct engagement with English provides a complementary and important learning experience.

Ahmad Sa'di Anum (2024) researched the English Zone program at a school associated with an Islamic Boarding School in a Qur'anic village and discovered that, even though ongoing obstacles such as inconsistency and nervousness, the program positively influenced the enhancement of students' speaking abilities. The study showed the significance of building a daily English usage habit as a means of supporting teachers and developing an environment conducive to regular English application. When talking about language practice, Dini Hidayati and Lenny Solo (2023) said that language is a skill that needs to be used all the time and that the only way to get better at speaking is to use language all the time in a helpful setting. A useful method for practice is translanguaging, which can be conducted in groups. Moreover, to enhance direct translation, this method may increase confidence in conversing directly with native speakers. Gunantar (2016) adds how

competence in English has become essential in the globalization period, serving not only as a communication tool but also as a competitive advantage on the world stage. Programs like English Zone offer a lot of potential to help students improve their speaking abilities, especially if they are implemented with the correct strategies, such as a friendly setting and ongoing evaluation, based on the prior study mentioned above.

BAB V

CLOSING

5.1 Conclusion

Based on the findings and discussions that have been presented in the previous chapters, the following conclusions can be drawn: The implementation of the English Zone program in class IIV-7 MTsN 8 Banyuwangi is carried out by following four main stages: accustomed to speaking English (Accustomed to Speaking English), Vocabulary (Increase and Review Vocabulary Memorization), Implementing English Zone at certain times and places (Limited Place and Time) and Direct practice with Native Speaker (Practice with Native Speaker). The English Zone program is effectively implemented by English teachers, creating a structured and student-centered learning environment. The program provides opportunities for students to self-reflect in order to get used to speaking English which is expected to contribute to the development of their speaking skills. The research findings show that students become more confident to show their ability in speaking skills or other English skills, actively participate, and experience changes in their pronunciation. Despite its effectiveness, the implementation of English Zone faces some challenges. These challenges include the issue of time management that can be fully controlled, where teachers have difficulty allocating enough time for all stages, especially the stage of researching again uneven students, where some students remain passive due to lack of motivation.

The research reveals that the English Zone program is implemented effectively by the English teachers, who act not only as facilitators but also as motivators and role models in promoting the use of English in various situations. Through this structured and student-centered approach, the program creates an engaging learning atmosphere that supports students' active participation and skill development. It enables students to become more accustomed to speaking English by providing consistent exposure and opportunities for practical application. Moreover, the English Zone also encourages self-reflection and self-confidence, allowing students to evaluate their own progress and challenge themselves to improve.

The findings indicate that many students show noticeable improvements in their speaking skills, particularly in terms of fluency,

confidence, and pronunciation. They demonstrate increased willingness to participate in oral activities, engage in English conversations, and apply their knowledge in interactive settings. Some students have also reported greater motivation to learn English, influenced by the dynamic nature of the program and the opportunity to interact with native speakers, which adds authenticity and excitement to their learning experience.

However, despite its strengths, the English Zone program is not without its challenges. One of the main obstacles encountered is time management. Teachers often struggle to allocate sufficient time to conduct all four stages thoroughly within the constraints of the school schedule. As a result, some stages—particularly vocabulary review or practice with native speakers—may receive less attention or be conducted irregularly. In addition, the uneven levels of student participation present another significant challenge. While some students enthusiastically embrace the program, others remain passive or disengaged, often due to a lack of confidence, low motivation, or limited foundational English skills. This disparity in engagement poses difficulties for teachers who aim to maintain a consistent learning pace across the classroom.

In conclusion, the English Zone program at MTsN 8 Banyuwangi represents a promising approach to enhancing students' speaking skills and promoting a more active use of English in the school environment. Its structured implementation and focus on real-world language use contribute significantly to learners' confidence and communicative competence. Nonetheless, ongoing improvements are needed, particularly in terms of teacher support, time allocation, and strategies to boost student motivation and participation. Addressing these challenges will be essential to ensuring the sustainability and long-term success of the program.

5.2 Research Limitation

This study has several limitations that must be recognized. First, this study was only conducted in one particular class, namely Class IIV-7 (ICP) of MTsN 8 Banyuwangi. This condition may limit the scope and transferability of the findings of other classes of students, given the uniqueness of the classroom environment, student characteristics, and school culture that can affect the implementation of English Zone. Thus, the results of this study are more contextual in nature and are not

intended to be generalized to other situations. Secondly, the data collection process was conducted in a relatively short period of time in the 2024/2025 school year. As a result, the findings only capture the short-term impact of the English Zone implementation on students' speaking ability and classroom dynamics, while long-term impacts, such as the development of students' speaking habits or the continuous improvement of speaking ability, were not explored.

Third, the data were obtained mainly from observations, interviews, and documentation in one classroom, which might be more comprehensive if supplemented with additional data sources, such as recordings of students' speaking performances, teachers' reflective journals, or peer assessments. In addition, the active role of the researcher in the process of data collection and interpretation may lead to potential researcher subjectivity, despite attempts to minimize bias through triangulation and member checking techniques. Finally, this study only focused on the domain of speaking skills, without investigating the potential influence of English Zone on other language skills, such as listening, reading, or writing. Therefore, the findings of this study may not fully reflect the broader impact of English Zone implementation on students' overall English language learning.

5.3 Suggestion

Based on the above conclusions and limitations, the following suggestions can be made:

5.3.1 For Teachers

Teachers are advised to carefully manage the stages of the English Zone by providing clear instructions, allocating sufficient time for each stage, and closely monitoring student participation to ensure even engagement. Teachers also need to provide assistance and motivation to support students who lack confidence.

5.3.2 For Students

Students are encouraged and expected to more actively participate in all stages of the English Zone program, use opportunities to collaborate and learn from peers, and gradually build their confidence in expressing ideas in English.

5.3.3 For Future Researchers

Future researchers are recommended to:

- a. Conduct a longitudinal study to explore the long-term effects of the English Zone on students' speaking development.

- b. Explore the application of the English Zone in other skills and educational environments.
- c. Explore combining the English Zone program with other cooperative learning strategies to maximize effectiveness and overcome challenges such as time management and uneven participation.

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APPENDIX

1. Guidance Card
2. Research cover letter
3. Certificate of Conducting Research
4. Certificate of Plagiarism Free of Maximum 25% from the faculty
5. Interview Guidelines
6. Interview Transcript
7. Research Documentation
8. Other attachments supporting the research

1. Guidance Card

NIM	:	2111221018	
NAMA	:	NUR SHOLIAH	
FAKULTAS	:	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	:	S1 TADRIS BAHASA INGGRIS	
PERIODE	:	2024/2025	
JUDUL	:	THE IMPLEMENTATION OF ENGLISH ZONE AT MTSN 8 BANYUWANGI IN THE ACADEMIC YEAR 2024/2025	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	06 Juli 2025	06 Juli 2025	ACC	10
2	20242	30 Juni 2025	30 Juni 2025	REVISI	9
3	20242	06 Juni 2025	06 Juni 2025	BAB 5	8
4	20242	06 Mei 2025	06 Mei 2025	BAB 4	7
5	20242	20 Maret 2025	20 Maret 2025	AMBIL DATA	6
6	20242	06 Maret 2025	06 Maret 2025	REVISI BAB 3	5
7	20242	01 Maret 2025	01 Maret 2025	BAB 3	4
8	20242	06 Februari 2025	06 Februari 2025	BAB 2	3
9	20242	06 Januari 2025	06 Januari 2025	BAB 1	2
10	20242	06 Desember 2024	06 Desember 2024	KONSULTASI JUDUL	1



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

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Nomor : 51.2.12/035.177/FTK.UIMSYA/C.3/VI/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat:
Kepala MTsN 8 Banyuwangi
Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Nur Sholihah
TTL : Lumajang, 22 Desember 2000
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Fakultas : Tarbiyah dan Keguruan (FTK)
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Alamat : Desa Tergalrandu, Kec. Klakah, Kab. Lumajang
Dosen Pembimbing : Adib Ahmada, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"The Implementation Of English Zone at MTsN 8 Banyuwangi In The Academic Year 2024/2025"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 24 Juni 2025
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 8 BANYUWANGI**

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SURAT KETERANGAN

Nomor :333/Mts.13.30.08/PP.00/06/2025

Yang bertanda tangan di bawah ini, Kepala MTsN 8 Banyuwangi menerangkan :

Nama : Nur Sholihah
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Universitas : Universitas KH. Mukthar Syafaat Blokagung Banyuwangi

Bahwa Mahasiswa/i tersebut diatas telah melaksanakan Penelitian di MTsN 8 Banyuwangi Kecamatan Genteng Kabupaten Banyuwangi pada tanggal 25 – 26 Juni 2025. Berdasarkan Surat Izin Penelitian dari Universitas KH. Mukhtar Syafaat dengan Nomor : 51.2.12/035.177/FTK.UIMSIA/C.3.VI/2025 tanggal 24 Juni 2025 untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

"The Implementation Of English Zone at MTsN 8 Banyuwangi In The Academic Year 2024/2025"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Banyuwangi, 25 Juni 2025
Kepala Madrasah



Sri Endah Zulaikahtul Kharimah

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5. Interview Guideline

a. Interview Questions for Students

NO	INDIKATOR	PERTANYAAN	JAWABAN	
1	Speaking Area Activity	1. Apakah program untuk Speaking Area ini diterapkan setiap hari?	IYA	TIDAK
		2. Kapan dan di mana saja program ini biasanya dilaksanakan (misalnya, hari atau area tertentu yang diwajibkan)?		
		3. Dimulai dari jam berapa hingga jam berapa penerapan Speaking areanya ini?		
		4. Siapa saja yang biasa mengontrol atau memeriksa aktif dan tidaknya Speaking Area?		
		5. Menurut kamu, setelah beberapa waktu mengikuti Speaking Area ini, apakah kamu merasa ada perubahan dengan skill speaking yang kamu miliki?		
2	Memorizing Vocabulary Activity	1. Apakah ada metode biasa digunakan untuk mengajarkan kosakata baru selain menghafalkan secara langsung?		
		2. Kapan saja waktu untuk menambah vocabulary yang akan diberikan?		

		3. Apakah ada media pembelajaran khusus yang digunakan (flashcard, aplikasi, game) untuk mereview vocabulary yang telah diberikan?		
		4. Apakah ada ujian khusus untuk vocabualry yang telah diberikan? Seperti apa?		
		5. Apakah ada target khusus untuk Memorizing Vocabulary? Semisal jumlah kosakata yang harus dikuasai siswa per minggu/bulan? Berapa?		
3	Practicing with a Native Speaker	1. Sebelum praktek dengan native speaker secara langsung, apakah sudah sering praktek speaking?		
		2. Untuk bisa praktek dengan native speaker, apakah sekolah juga biasa mendatangkannya ke sekolah?		
		3. Apakah ada jadwal rutin yang diadakan sekolah untuk praktek para siswa dengan native speaker?		
		4. Dalam konteks apa Anda berlatih dengan native speaker? (misalnya: kelas online, language exchange, tutor pribadi, dsb.)?		

		5. Area mana yang paling terasa peningkatannya setelah mengikuti program ini? (pelafalan, kosakata, kefasihan, kepercayaan diri, dsb.)		
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6. Interview Transcript

Wawancara Kepada Guru MTsN 8 Banyuwangi

Nama Pewawancara: Nur Sholihah

Nama Narasumber: Bapak Ali S.Pd

Jabatan: Guru Bahasa Inggris di MTsN 8 Banyuwangi (Mentor English Club)

Tanggal Wawancara: 20 Juni 2025

Judul Skripsi: Penerapan Zona Bahasa Inggris di MTsN 8 Banyuwangi

INDIKATOR	PERTANYAAN	JAWABAN
Speaking Area Activity	1. Apakah program Speaking Area yang berada dalam penerapan English Zone di terapkan setiap hari? 2. Kapan dan di mana saja program ini biasanya dilaksanakan (misalnya, hari atau area tertentu yang diwajibkan)? 3. Dimulai dari jam berapa hingga jam berapa penerapan Speaking areanya ini? 4. Untuk pengontrolan aktif dan tidaknya penerapan Speaking Area, siapa saja yang melakukan?	1. Tentu saja, karna dari program Speaking Area ini bisa dijadikan penilaian seberapa aktif penerapan English Zone yang diberlakukan. 2 & 3. Untuk waktu pelaksanaan nya, pada hari rabu dilaksanakan jam 9 sampai jam 12 siang dan untuk hari sabtu dimulai pada jam 13.00 sampai jam 16.00 WIB. Sedangkan tempat nya yang wajib menggunakan program Speaking Area ini yaitu seluruh area lantai dua sekolah, perpustakaan, kantin, dan kantor. Untuk kelas ICP (International Class Program) diwajibkan menggunakan program Speaking Area dalam

	5. Bagaimana cara yang dilakukan anda atau pihak sekolah agar dapat melihat perkembangan dari siswa mengikuti program ini?	pembelajaran dalam kelas dan untuk waktu dilaksanakan setiap hari. Sedangkan, untuk tempat disamakan dengan kelas MEC (Menteng English Club). 4. Agar lebih maksimal dalam pengontrolan program ini, maka dibentuk Tim English Teacher sebagai pengontrol dan juga dilakukan oleh Kepala Madrasah 5. Diadakan evaluasi video
Memorizing Vocabulary Activity	1. Apa metode yang Anda gunakan untuk mengajarkan kosakata baru kepada siswa? 2. Kapan saja waktu untuk menambah vocabulary yang akan diberikan? 3. Apakah ada media pembelajaran khusus yang digunakan (flashcard, aplikasi, game) untuk mereview vocabulary yang telah diberikan? 4. Bagaimana Anda mengevaluasi kemajuan vocabulary siswa? 5. Apakah Anda memberi target	1. Tempel kosakata, yang mana setiap benda atau tempat-tempat yang memang kosakata nya dibutuhkan kan juga menggunakan flash card. 2. Dalam satu minggu penambahan kosakata dilaksanakan hanya dua kali yakni pada hari selasa sore secara offline dan pada malam rabu secara online. 3. Ada, yaitu flashcard dan tempelan kertas pada benda-benda di lingkungan sekolah. 4. Interview dengan Native Speaker. 5. Tidak, minimal hanya 5 orang.

	jumlah kosakata yang harus dikuasai siswa per minggu/bulan?	
Practicing with a Native Speaker	1. Apa saja solusi untuk para siswa agar lebih percaya diri ketika melakukan praktek dengan native speaker? 2. Bagaimana cara menemukan native speaker yang bersedia berlatih bersama didalam sekolah? 3. Apakah yang membuat anda merekomendasikan metode ini kepada pelajar yang mengikuti program English Zone? Mengapa? 4. Apakah kemampuan berbicara atau mendengar siswa meningkat setelah adanya program ini? 5. Apakah ada jadwal kegiatan rutin yang diadakan sekolah untuk praktek para siswa dengan native speaker? 6. Dalam konteks apa yang disediakan sekolah agar dapat	1. Dengan melakukan praktek setiap hari pada tempat-tempat yang sudah diwajibkan untuk menggunakan bahasa inggris dalam interaksi. 2. Dari sekolah diadakan study tour di Bromo, Bali dan untuk kelas ICP yang telah dipilih dan diuji akan diberangkatkan ke Liverpool. 3. Karena dinilai dari segi minat dan berlatih nya program cukup cepat untuk lebih mahir dalam speaking dan skill yang lainnya. 4. Meningkatkan. 5. Ada, yakni untuk bulan desember dilakukan dengan turis yang berada di Bayuwangi. Sedangkan untuk bulan juli dilakukan di area luar banyuwangi seperti Bali dengan yang lain. 6. Madrasah English Indonesia yang sudah terokemendasikan oleh Kemenag. 7. Pada bagian pelafalan dan kepercayaan diri siswa.

	berlatih dengan native speaker? (misalnya: kelas online, language exchange, tutor pribadi, dsb.) 7. Area mana yang paling terasa peningkatannya? (pelafalan, kosakata, kefasihan, kepercayaan diri, dsb.)	
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7. Syllabus

Nama Sekolah : MTsN 8 Bayuwangi

Durasi Program : 1 bulan (4x pertemuan)

Frekuensi: 1x per minggu (30 menit per sesi)

Level Peserta: Pemula – Menengah

Waktu	Topik Utama	Kegiatan	Tujuan Pembelajaran
Minggu Pertama	Introduction to English Zone	Ice breaking, self-introduction, basic classroom English	Membangun kepercayaan diri, memperkenalkan kosakata dasar
Minggu Kedua	Daily Expressions	Greetings, thanking, apologizing	Menguasai ekspresi dasar dalam percakapan sehari-hari
Minggu Ketiga	Talking About Yourself	Name, age, origin, hobbies, family	Berlatih mengenalkan diri dan bertanya tentang orang lain
Minggu Ke empat	At School / At Work	Vocabulary & expressions related to school/work place	Menggunakan Bahasa Inggris di lingkungan formal sehari-hari

8. Lesson Plan

A. Informasi Umum

1. Program: English Zone
2. Tingkat: Sekolah Menengah Pertama (SMP)
3. Durasi Program: 3 Bulan / 12 Pertemuan
4. Frekuensi: 1x per minggu (90 menit per sesi)
5. Target Peserta: Siswa Kelas 7–9
6. Tujuan Umum: Meningkatkan kemampuan berkomunikasi lisan (speaking) dan pemahaman mendengar (listening) dalam Bahasa Inggris melalui aktivitas praktis dan menyenangkan

B. Tujuan Pembelajaran Umum

Setelah mengikuti program ini, siswa mampu:

1. Berkomunikasi menggunakan Bahasa Inggris dasar dalam situasi sehari-hari.
2. Menggunakan ungkapan umum (greetings, asking questions, expressing opinions).
3. Melakukan percakapan pendek secara percaya diri.
4. Memperluas kosakata dan memahami struktur kalimat sederhana.

5. Berpartisipasi aktif dalam diskusi, permainan, dan presentasi kelompok.

C. Metode Pengajaran

1. Communicative Approach
2. Task-Based Learning
3. Roleplay and Simulation
4. Games and Songs
5. Pair and Group Work

9. Materi Ajar

INTRODUCTION

Greeting (sapaan umum)	Self Introduction (Perkenalan Diri)	Asking Others (Menanyakan Identitas)
Hello!	My name is ____	What's your name?
Hi!	I am ____years old	How old are you?
Good morning!	I am from ____	Where are you from?
Good afternoon!	I like ____ (hobby)	What's your hobby?
Goodbye!	I study at ____ Junior High School	
See you later	Nice to meet you!	

DAILY EXPRESSIONS

Greeting	Thanking	Apologizing
Hello / Hi Good morning Good afternoon Good evening How are you? I'm fine, thank you.	Thank you / Thanks Thank you very much I really appreciate it You're welcome No problem	I'm sorry I'm really sorry Excuse me It's okay / That's alright Don't worry about it

TALKING ABOUT YOURSELF

Introducing	Thanking
My name is... → Nama saya... I am ... years old. → Saya berumur ... tahun. I live in... → Saya tinggal di... I am from... → Saya berasal dari... I am a... → Saya adalah	Thank you / Thanks Thank you very much I really appreciate it You're welcome

seorang... My hobby is... / My hobbies are... → Hobi saya adalah... I like... / I don't like... → Saya suka... / Saya tidak suka...	No problem
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