

THE PERCEIVED IMPACT OF ENGLISH-SPEAKING ZONES ON STUDENTS' SPEAKING FLUENCY

Nur Fadhil Rasyid¹, Haryanto², Amra Ariyani³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra,
Universitas Negeri Makassar

¹adhirasyid359@gmail.com, ²haryanto@unm.ac.id, ³amra.ariyani@unm.ac.id

ABSTRACT

This study investigated the implementation of English-Speaking Zones and their perceived impact on students' speaking fluency at Pondok Pesantren Modern IMMIM Putra Makassar. A qualitative descriptive design was employed involving four students and one English teacher selected through purposive sampling. Data were collected through classroom observations and semi-structured interviews and analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the English-Speaking Zones consisted of three interconnected stages: planning, action, and evaluation. The planning stage involved establishing language regulations, designated English-speaking areas, and vocabulary enrichment activities. The action stage emphasized consistent English use through teacher supervision, peer monitoring, and supporting language activities, while the evaluation stage relied on monitoring and corrective feedback, although it had not yet been conducted systematically. Furthermore, the participants perceived that the English-Speaking Zones contributed to the improvement of several aspects of speaking fluency, including speaking speed, smoothness, vocabulary use, pronunciation, and confidence. However, several challenges remained, such as limited vocabulary, fear of making mistakes, hesitation, and inconsistent use of English in certain situations. It can be concluded that the English-Speaking Zones provide a supportive language environment that encourages students to practice English regularly and supports the development of their speaking fluency. These findings suggest that continuous supervision, meaningful communication opportunities, and systematic evaluation are essential to maximize the effectiveness of the program.

Keywords: *English-Speaking Zones; implementation; speaking fluency*

ABSTRAK

Studi ini meneliti implementasi Zona Berbahasa Inggris dan dampak yang dirasakan terhadap kelancaran berbicara siswa di Pondok Pesantren Modern IMMIM Putra Makassar. Desain deskriptif kualitatif digunakan dengan melibatkan empat siswa dan satu guru bahasa Inggris yang dipilih melalui pengambilan sampel bertujuan. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur dan dianalisis menggunakan model interaktif Miles dan Huberman, yang terdiri dari reduksi data, tampilan data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi Zona Berbahasa Inggris terdiri dari tiga tahap yang saling terkait: perencanaan, tindakan, dan

evaluasi. Tahap perencanaan melibatkan penetapan peraturan bahasa, area berbahasa Inggris yang ditentukan, dan kegiatan pengayaan kosakata. Tahap tindakan menekankan penggunaan bahasa Inggris yang konsisten melalui pengawasan guru, pemantauan teman sebaya, dan kegiatan bahasa pendukung, sedangkan tahap evaluasi bergantung pada pemantauan dan umpan balik korektif, meskipun belum dilakukan secara sistematis. Lebih lanjut, para peserta merasakan bahwa Zona Berbahasa Inggris berkontribusi pada peningkatan beberapa aspek kelancaran berbicara, termasuk kecepatan berbicara, kelancaran, penggunaan kosakata, pengucapan, dan kepercayaan diri. Namun, beberapa tantangan tetap ada, seperti kosakata yang terbatas, rasa takut membuat kesalahan, keraguan, dan penggunaan bahasa Inggris yang tidak konsisten dalam situasi tertentu. Dapat disimpulkan bahwa Zona Berbahasa Inggris menyediakan lingkungan bahasa yang mendukung yang mendorong siswa untuk berlatih bahasa Inggris secara teratur dan mendukung pengembangan kelancaran berbicara mereka. Temuan ini menunjukkan bahwa pengawasan berkelanjutan, peluang komunikasi yang bermakna, dan evaluasi sistematis sangat penting untuk memaksimalkan efektivitas program.

Kata kunci: Zona Berbahasa Inggris; implementasi; kelancaran berbicara

A. INTRODUCTION

Speaking is one of the most essential skills in learning English because it enables learners to communicate ideas, opinions, and information effectively. For EFL learners, speaking is often regarded as the most challenging language skill because it requires the integration of vocabulary, grammar, pronunciation, and fluency during real-time communication (Akhter et al., 2020). Among these components, speaking fluency plays a crucial role because it reflects learners' ability to express ideas naturally, smoothly, and with minimal hesitation. Therefore, creating learning environments that encourage students to use English consistently is essential for developing speaking fluency.

One strategy widely implemented to increase students' opportunities for authentic

communication is the establishment of English-Speaking Zones. English-Speaking Zones refer to designated environments where students are encouraged or required to communicate in English during specific activities or within particular areas. Previous studies have shown that English Zone programs provide students with greater opportunities to practice English in authentic situations and improve their willingness to communicate (Apriani et al., 2019; Musyarofah & Wahyuni, 2018). Similarly, Wiharno (2018) found that implementing an English-speaking environment positively supported students' speaking development through continuous language exposure. Rather than limiting English practice to formal classroom instruction, these zones provide continuous opportunities for students to use English in meaningful daily interactions with teachers and peers. Such environments support

language immersion, allowing learners to receive comprehensible input while simultaneously producing language in authentic communicative situations. Consequently, students become more accustomed to using English naturally in their everyday lives.

Several theories support the implementation of English-Speaking Zones in language learning. Krashen's Input Hypothesis (1982) emphasizes that language acquisition develops through meaningful exposure to comprehensible input, while Swain's Output Hypothesis (1993) highlights the importance of producing language to develop communicative competence. Furthermore, Krashen's Affective Filter Hypothesis explains that supportive learning environments can reduce anxiety and increase learners' confidence, enabling them to communicate more effectively. Together, these theories suggest that language immersion programs such as English-Speaking Zones may facilitate the development of students' speaking fluency.

Previous studies have reported that English-speaking programs contribute to students' confidence, motivation, vocabulary development, and willingness to communicate in English. Although previous studies have reported the effectiveness of English Zone programs in improving students' speaking ability (Musyarofah & Wahyuni, 2018; Wiharno, 2018; Ilma, 2023), most of these studies focused primarily on speaking performance or the implementation of the program. More recently, Rujani and Ashadi

(2024) explored students' experiences in an English Zone within an Islamic boarding school. However, limited studies have specifically investigated how English-Speaking Zones are implemented and how students perceive their impact on different aspects of speaking fluency, including speaking speed, smoothness, vocabulary use, pronunciation, and confidence. Therefore, this study addresses this gap by exploring both the implementation of the English-Speaking Zones and their perceived impact on students' speaking fluency.

To address this gap, the present study investigates the implementation of English-Speaking Zones and their perceived impact on students' speaking fluency at Pondok Pesantren Modern IMMIM Putra Makassar. Rather than measuring fluency quantitatively, this study explores participants' experiences through classroom observations and semi-structured interviews. Specifically, the study aims to describe how the English-Speaking Zones are implemented and to examine how students and teachers perceive their contribution to the development of students' speaking fluency. The findings are expected to contribute to English language teaching by providing practical insights into the implementation of language immersion programs that promote meaningful speaking practice in EFL contexts.

B. METHOD

This study employed a qualitative descriptive design to explore the implementation of

English-Speaking Zones and their perceived impact on students' speaking fluency. This design was considered appropriate because it enabled the researcher to obtain an in-depth understanding of participants' experiences and perceptions without measuring variables quantitatively.

The study was conducted at Pondok Pesantren Modern IMMIM Putra Makassar during the second semester of the 2025/2026 academic year. The participants consisted of four male students who had actively participated in the English-Speaking Zones program for at least one semester and one English teacher. They were selected through purposive sampling because they possessed direct experience with the implementation of the program and were able to provide rich and relevant information related to the research objectives.

Data were collected through classroom observations and semi-structured interviews. Observations were conducted over four sessions to examine the implementation of the English-Speaking Zones, including language regulations, students' participation, teacher supervision, and supporting language activities. Semi-structured interviews were conducted with all participants to explore their experiences and perceptions regarding the implementation of the program and its contribution to students' speaking fluency. All interviews were conducted in Indonesian, audio-recorded with participants' consent, transcribed verbatim, and subsequently translated into English

for analysis.

The collected data were analyzed using the interactive model proposed by Miles and Huberman (2014), consisting of data reduction, data display, and conclusion drawing. To enhance the trustworthiness of the findings, data triangulation was employed by comparing information obtained from observations and interviews. In addition, member checking was conducted to confirm the accuracy of participants' responses and ensure that the interpretations reflected their intended meanings.

C. FINDINGS AND DISCUSSION

Findings

This section presents the findings obtained from observations and semi-structured interviews regarding the implementation of the English-Speaking Zones and their perceived impact on students' speaking fluency at Pondok Pesantren Modern IMMIM Putra Makassar. The findings address the following research questions: (1) How are the English-Speaking Zones implemented at Pondok Pesantren Modern IMMIM Putra Makassar? and (2) What is the perceived impact of the English-Speaking Zones on students' speaking fluency? The findings are organized according to the themes that emerged from the data analysis and are supported by evidence from both observations and interviews.

1. Implementation of English-Speaking Zones

The findings regarding the implementation of the English-Speaking Zones were obtained through semi-structured interviews

with four students (S1–S4) and one English teacher (T1), supported by classroom and school environment observations. The analysis revealed that the implementation of the program consisted of three interconnected stages: planning, action, and evaluation.

a. Planning

The planning stage was designed to prepare students to use English consistently in their daily communication. The findings showed that the school established clear language regulations, designated English-speaking areas, and vocabulary enrichment activities before students participated in the program. According to the participants, the English-Speaking Zones had been implemented since students first entered the boarding school, enabling them to gradually develop the habit of communicating in English.

One student explained:

S1 (FN, April 4, 2026)

“Zona bahasa sebenarnya sudah diterapkan sejak kami kelas satu SMP. Jadi, sejak awal kami memang sudah dibiasakan menggunakan bahasa Inggris di area-area tertentu. Setiap hari kami berusaha berbicara menggunakan bahasa Inggris, terutama di lingkungan asrama dan di kelas, meskipun terkadang kami masih merasa belum lancar.” (The language zone has actually been implemented since we were in the first grade of junior high school, so from the beginning we have been accustomed to using English in certain areas. Every day we have to try to speak English, especially in

environments such as dormitories and classrooms, although sometimes we still feel not fluent.)

The English teacher also emphasized the importance of vocabulary preparation before students practiced speaking.

T1 (A, April 4, 2026)

“Kami diberikan kosakata yang berkaitan dengan kehidupan sehari-hari. Jadi, kami tidak hanya menghafalnya, tetapi juga langsung menggunakannya dalam percakapan sehari-hari dengan teman-teman dan pembina.” (Students were provided with vocabulary related to daily life, enabling them not only to memorize the words but also to use them directly in everyday conversations with their peers and supervisors.)

These interview findings were supported by classroom observations. During the observation period, the researcher found that English-speaking regulations had been clearly introduced to students, designated English-speaking areas had been established, and vocabulary enrichment activities were conducted regularly before students carried out their daily communication. Students were encouraged to apply newly learned vocabulary in classroom discussions and dormitory interactions.

Overall, the findings indicate that the planning stage provided a structured foundation for implementing the English-Speaking Zones by preparing students with language rules and vocabulary before engaging in authentic communication.

b. Action

The action stage emphasized the consistent use of English in both academic and non-academic activities. The findings revealed that students were expected to communicate in English throughout their daily routines under the supervision of teachers and appointed student language officers.

One participant stated:

S2 (DIK, April 4, 2026)

"Selama pelaksanaannya, guru selalu memantau penggunaan bahasa Inggris kami. Namun, bukan hanya guru yang mengawasi, beberapa siswa juga ditunjuk untuk mengawasi teman-temannya. Jadi, kami saling mengingatkan ketika ada yang tidak menggunakan bahasa Inggris." (During its implementation, the teachers consistently monitored our use of English. However, it was not only the teachers who supervised us; some students were also specifically appointed to monitor their peers. As a result, we reminded one another whenever someone was not using English.)

Another participant explained that language discipline was maintained through educational sanctions.

S1 (FN, April 4, 2026)

"Pelaksanaan Zona Berbahasa Inggris diawasi langsung oleh guru dan juga beberapa siswa yang ditunjuk sebagai pengawas. Kalau ada yang melanggar aturan, biasanya akan diberikan sanksi. Hal itu membuat kami lebih disiplin untuk terus menggunakan bahasa Inggris." (The English-Speaking Zone was closely monitored by both teachers and appointed student monitors. Whenever someone violated the

rules, they were usually given a sanction. This encouraged us to be more disciplined in consistently using English.)

Similarly, the English teacher explained that English learning extended beyond formal classroom instruction.

T1 (A, April 4, 2026)

"Belajar bahasa Inggris itu tidak hanya dilakukan di kelas, tetapi juga di asrama. Kalau di kelas, siswa belajar sesuai kurikulum. Sementara itu, di asrama mereka dibiasakan menggunakan bahasa Inggris dalam aktivitas sehari-hari." (English learning is not only conducted in the classroom but also in the dormitory. In class, students learn according to the curriculum, while in the dormitory they become accustomed to using English in their daily lives.)

Observation data confirmed these findings. Students were observed communicating in English in classrooms, dormitories, and designated language areas. Teachers and student language officers actively monitored language use and reminded students whenever they switched to Indonesian. Supporting activities such as vocabulary memorization, speech practice, English Camp, and vocabulary tests also provided students with meaningful opportunities to practice speaking English.

These findings suggest that the action stage focused on creating continuous opportunities for authentic English communication through supervision, language discipline, and supporting language activities.

c. Evaluation

The findings revealed that evaluation was mainly conducted through classroom supervision, language monitoring, and immediate corrective feedback. Although participants acknowledged that teachers regularly corrected language errors, they also perceived that the evaluation process had not yet been implemented systematically.

One student commented:

S3 (GRW, April 4, 2026)

"Saya merasa kemampuan saya masih kurang, terutama saat berbicara secara langsung. Kadang-kadang ketika saya mencoba berbicara, ucapan saya masih terputus-putus, jadi saya masih perlu banyak berlatih." (I feel that my ability is still lacking, especially when speaking directly. Sometimes when I try to speak, my speech is still fragmented, so I still need a lot of practice.)

Another participant added:

S1 (FN, April 4, 2026)

"Kadang saya juga merasa gugup kalau harus berbicara menggunakan bahasa Inggris, terutama karena takut salah. Jadi, saya masih butuh waktu untuk membiasakan diri." (Sometimes I also feel nervous when I have to speak in English, especially when I am afraid of making mistakes, so I still need time to adjust.)

Observation findings supported these perceptions. During the first two observation sessions, supervision was relatively limited, whereas the third and fourth sessions demonstrated more active monitoring and immediate corrective feedback from teachers. Nevertheless, no

structured evaluation system was observed to assess students' speaking fluency development over time.

Overall, the findings indicate that although monitoring and corrective feedback were regularly implemented, the evaluation stage could be strengthened through more systematic and continuous assessment of students' speaking development.

2. Perceived Impact of English-Speaking Zones on Students' Speaking Fluency

The interview and observation data revealed that the participants perceived the English-Speaking Zones as contributing to several aspects of students' speaking fluency, including speaking speed, speaking smoothness, vocabulary use, pronunciation, and confidence. However, they also identified several challenges that influenced their speaking development.

a. Speaking Speed

Participants explained that frequent opportunities to communicate in English helped them respond more quickly during conversations.

One student stated:

S2 (DIK, April 4, 2026)

"Karena kami diwajibkan berbicara menggunakan bahasa Inggris setiap hari, lama-kelamaan saya tidak perlu lagi berpikir terlalu lama sebelum berbicara. Akibatnya, saya bisa menyampaikan apa yang saya pikirkan dengan lebih cepat." (Since we were required to speak English every day, I gradually no longer needed much time to think

before speaking. As a result, I was able to express my thoughts more quickly.)

The English teacher also observed similar progress.

T1 (A, April 4, 2026)

“Semakin sering siswa menggunakan bahasa Inggris dalam aktivitas sehari-hari, mereka jadi semakin cepat merespons saat berbicara jika dibandingkan dengan ketika pertama kali mengikuti program ini.” (The more frequently students used English in their daily activities, the more quickly they were able to respond during conversations compared to when they first joined the program.)

Observation data showed that most students responded to routine conversations without long pauses, although hesitation occasionally occurred when discussing unfamiliar topics. These findings indicate that continuous English practice contributed to the development of students' speaking speed.

b. Speaking Smoothness

The findings revealed that the English-Speaking Zones contributed to the improvement of students' speaking smoothness, although hesitation remained evident during certain communication situations. Participants explained that regular opportunities to use English helped them speak more naturally than before, even though they still experienced pauses when discussing unfamiliar topics or searching for appropriate vocabulary.

One participant stated:

S3 (GRW, April 4, 2026)

“Saya masih sesekali

berbicara dengan sedikit ragu-ragu, tetapi kemampuan berbicara saya sudah lebih baik dibandingkan sebelumnya karena saya jadi lebih sering berlatih.” (I still occasionally speak with some hesitation, but my speaking has improved compared to before because I have practiced more frequently.)

Another student explained:

S1 (FN, April 4, 2026)

“Kadang-kadang saya masih takut melakukan kesalahan saat berbicara, jadi saya berhenti sejenak sebelum melanjutkan kalimat saya.” (Sometimes I'm still afraid of making mistakes when speaking, so I pause for a moment before continuing my sentence.)

These interview findings were supported by classroom observations. During daily interactions, most students communicated smoothly when discussing familiar topics and routine activities. However, several students still hesitated when explaining longer ideas or answering unexpected questions, particularly when they encountered unfamiliar vocabulary.

Overall, the findings indicate that regular speaking practice through the English-Speaking Zones gradually improved students' speaking smoothness, although hesitation remained part of their speaking development.

c. Vocabulary Use

The findings indicated that vocabulary enrichment activities were among the most beneficial aspects of the English-Speaking Zones. Participants perceived that learning vocabulary became more meaningful

because newly introduced words were immediately applied in authentic communication rather than merely memorized.

One student explained:

S1 (FN, April 4, 2026)

"Kami tidak hanya menghafal kosakata, tetapi juga langsung menggunakannya dalam percakapan sehari-hari, sehingga lebih mudah untuk mengingatnya." (We not only memorized vocabulary but also used it directly in our daily conversations, making it easier to remember.)

Similarly, the English teacher stated:

T1 (A, April 4, 2026)

"Kosakata diberikan sedikit demi sedikit, lalu langsung digunakan dalam kegiatan sehari-hari. Dengan begitu, siswa bisa menggunakannya dengan lebih alami." (Vocabulary was provided gradually and immediately applied in everyday activities, allowing students to use it more naturally.)

Observation data confirmed these findings. During classroom learning and dormitory interactions, students were frequently observed using newly introduced vocabulary in conversations with their classmates and teachers. Vocabulary memorization sessions were consistently followed by opportunities to practice the expressions in real communication. These findings suggest that the English-Speaking Zones enabled students to expand and retain vocabulary more effectively by integrating vocabulary learning with authentic language use.

d. Pronunciation

The findings revealed that

continuous exposure to English communication and immediate corrective feedback supported the development of students' pronunciation. Participants explained that pronunciation errors were corrected directly during communication, helping them become more accustomed to accurate pronunciation.

One participant stated:

S2 (DIK, April 4, 2026)

"Setiap kali kami salah mengucapkan suatu kata, guru atau kakak pembina langsung memperbaikinya. Lama-kelamaan kami jadi lebih terbiasa mengucapkan kata-kata dengan benar." (Whenever we made pronunciation mistakes, they were immediately corrected by the teachers or senior mentors. As a result, we gradually became more accustomed to pronouncing words correctly.)

The English teacher also explained:

T1 (A, April 4, 2026)

"Kami langsung mengoreksi setiap kali pengucapan siswa kurang tepat agar mereka terbiasa mengucapkan kata-kata dengan benar." (We provided immediate correction whenever students' pronunciation was inaccurate to help them become accustomed to correct pronunciation.)

Observation findings supported these statements. During classroom activities and daily conversations, teachers frequently corrected students' pronunciation immediately after errors occurred. Students generally accepted the feedback positively and attempted to

repeat the correct pronunciation.

Overall, the findings indicate that immediate corrective feedback during daily communication contributed to gradual improvement in students' pronunciation.

e. Confidence

Confidence emerged as one of the most frequently mentioned impacts of the English-Speaking Zones. Participants explained that regular opportunities to communicate in English gradually reduced their anxiety and encouraged them to participate more actively in conversations.

One student explained:

S1 (FN, April 4, 2026)

"Awalnya saya takut berbicara karena takut salah. Tapi setelah lebih sering menggunakan bahasa Inggris, saya jadi lebih percaya diri." (At first, I was afraid to speak because I was afraid of making mistakes. However, after using English more frequently, I became more confident.)

The English teacher also observed similar progress.

T1 (A, April 4, 2026)

"Kalau dibandingkan dengan saat pertama kali mengikuti program ini, sebagian besar siswa sekarang sudah lebih berani berbicara menggunakan bahasa Inggris, walaupun masih ada beberapa kesalahan." (Compared to when they first joined the program, most students are now more willing to speak English, even though they still make some mistakes.)

Observation data also showed that most students were willing to initiate conversations in English with classmates and teachers during

classroom activities and dormitory interactions. Although some students still demonstrated nervousness, they generally continued communicating rather than avoiding interaction.

These findings indicate that continuous communication opportunities within the English-Speaking Zones helped students develop greater confidence in speaking English.

f. Challenges

Despite the perceived benefits of the English-Speaking Zones, participants also identified several challenges that influenced their speaking fluency. The most common challenges included limited vocabulary, fear of making mistakes, hesitation, and occasional inconsistency in using English during daily communication.

One participant explained:

S3 (GRW, April 4, 2026)

"Kadang saya tahu apa yang ingin saya katakan, tapi saya tidak tahu kosakata bahasa Inggrisnya, jadi saya berhenti di tengah percakapan." (Sometimes I know what I want to say, but I don't know the English words for it, so I stop in the middle of the conversation.)

Another participant stated:

S1 (FN, April 4, 2026)

"Kadang-kadang saya masih merasa malu atau takut melakukan kesalahan ketika harus berbicara menggunakan bahasa Inggris." (Sometimes I still feel embarrassed or afraid of making mistakes when I have to speak English.)

These interview findings were supported by observation data. During several interactions, some

students switched to Indonesian when they encountered unfamiliar vocabulary or found it difficult to express their ideas. Teachers and student language officers usually reminded them to continue communicating in English and encouraged them to use alternative expressions.

Overall, the findings indicate that although the English-Speaking Zones were perceived to support students' speaking fluency, linguistic limitations and psychological factors remained challenges that required continuous practice, guidance, and encouragement.

Discussion

The discussion section provides further interpretation of the findings by relating them to relevant theories and previous studies. This study addressed two research questions: (1) How are the English-Speaking Zones implemented at Pondok Pesantren Modern IMMIM Putra Makassar? and (2) What is the perceived impact of the English-Speaking Zones on students' speaking fluency? The following discussion presents the interpretation of the findings based on these two research questions.

1. Implementation of English-Speaking Zones

The findings of this study demonstrate that the implementation of the English-Speaking Zones was carried out through three interconnected stages: planning, action, and evaluation. The implementation was supported by clear language regulations,

designated English-speaking areas, teacher and peer supervision, and various language-supporting activities. These components worked together to create a structured English-speaking environment in which students were consistently encouraged to communicate in English during both academic and daily activities.

The planning stage played an important role in preparing students before participating in the program. The establishment of language regulations, designated English-speaking areas, and vocabulary enrichment activities provided students with clear expectations regarding when and where English should be used. This finding supports the implementation framework proposed by Pressman and Wildavsky (1973), who argue that successful implementation begins with careful planning, clear objectives, and appropriate preparation. In the present study, systematic planning enabled students to participate in the program with adequate linguistic preparation and a clear understanding of language expectations.

The present findings are consistent with those of Apriani et al. (2019), who found that English Zone programs create opportunities for students to communicate more actively in English through structured language regulations. Likewise, Ilma (2023) reported that English Zone implementation encouraged students to use English more consistently during daily activities, supporting the development of their speaking skills.

The implementation stage

emphasized continuous language practice through teacher supervision, peer monitoring, and supporting activities such as vocabulary memorization, speech practice, English Camp, and vocabulary tests. These activities provided students with authentic opportunities to use English beyond the classroom. This finding is consistent with Genesee (1987), who explains that language immersion environments encourage learners to acquire language naturally through meaningful interaction. Likewise, Krashen's (1982) Input Hypothesis suggests that continuous exposure to comprehensible language input facilitates language acquisition, while Swain's (1993) Output Hypothesis highlights the importance of producing language in authentic communication to develop communicative competence. Therefore, the English-Speaking Zones not only exposed students to English but also required them to actively use the language in real-life situations.

The findings also support those reported by Rujani and Ashadi (2024), who found that continuous English exposure in an Islamic boarding school created a positive language environment that encouraged students to communicate confidently with their peers. Similarly, Septiyana et al. (2020) emphasized that enjoyable English Zone activities increased students' participation in speaking practice.

Although the implementation of the program was generally well organized, the findings revealed that

the evaluation stage had not yet been conducted systematically. Evaluation mainly relied on classroom supervision and immediate corrective feedback rather than structured assessment of students' speaking development. Continuous feedback is essential because it enables learners to recognize their strengths and identify aspects that require further improvement. Therefore, implementing a more systematic evaluation process may help monitor students' progress more effectively and enhance the overall quality of the program.

Overall, the findings indicate that the effectiveness of the English-Speaking Zones was influenced not only by the existence of language regulations but also by the consistent implementation of planning, supervision, and meaningful communication opportunities. These findings also reinforce previous studies reporting that language immersion programs create supportive environments that encourage students to practice English regularly and develop greater communicative competence.

2. Perceived Impact of English-Speaking Zones on Students' Speaking Fluency

The findings revealed that participants perceived the English-Speaking Zones as contributing to several aspects of speaking fluency, including speaking speed, speaking smoothness, vocabulary use, pronunciation, and confidence. Frequent opportunities to communicate in English appeared to

help students become more accustomed to expressing their ideas with fewer pauses and greater confidence. Nevertheless, participants also identified challenges such as limited vocabulary, hesitation, and fear of making mistakes, indicating that speaking fluency develops gradually through continuous practice.

These findings are in line with those of Wiharno (2018), who found that English-speaking environments contributed to students' speaking improvement through continuous language practice. Likewise, Musyarofah and Wahyuni (2018) concluded that regular participation in English Zone activities positively influenced students' speaking ability.

One of the most significant findings was the improvement in speaking speed and speaking smoothness. Students reported that regular communication in English reduced the amount of time required to formulate responses and enabled them to speak more naturally than before. This finding supports Nation and Newton (2020), who state that speaking fluency develops through repeated communicative practice, allowing learners to process language more automatically and communicate with greater ease. Continuous practice within authentic contexts therefore plays an important role in improving students' fluency.

Vocabulary enrichment activities also contributed to students' speaking development. The findings showed that vocabulary learning became more meaningful because students immediately applied newly learned words in everyday

communication. This supports the view that vocabulary is more effectively retained when learners use it in authentic communicative situations rather than memorizing isolated word lists. The integration of vocabulary instruction with daily communication enabled students to expand their lexical resources while simultaneously improving their speaking performance.

The findings further revealed that regular communication opportunities and immediate corrective feedback contributed to improvements in pronunciation and confidence. Students gradually became more confident because they were encouraged to use English every day despite making mistakes. This finding is consistent with Krashen's (1982) Affective Filter Hypothesis, which suggests that supportive learning environments reduce learners' anxiety and facilitate language acquisition. When students feel less afraid of making mistakes, they are more willing to participate in communication, thereby increasing opportunities to improve their speaking ability.

Similar findings were reported by Tathahira and Nahrissa (2020), who found that students perceived English Day activities as beneficial in increasing their confidence to communicate in English. Yulindasari and Kusriandi (2015) also reported that regular speaking activities encouraged learners to participate more actively in oral communication.

Despite these positive contributions, the findings also indicate that linguistic and psychological challenges remained.

Limited vocabulary occasionally interrupted communication, while hesitation and fear of making mistakes reduced students' speaking confidence in certain situations. These findings suggest that speaking fluency should be viewed as a developmental process rather than an immediate outcome. Consequently, English-speaking programs should not only provide opportunities for communication but also offer continuous vocabulary development, constructive feedback, and encouragement to help students overcome these challenges.

Overall, this study demonstrates that the English-Speaking Zones created a supportive language environment that encouraged students to communicate in English regularly. Through continuous practice, meaningful interaction, and consistent supervision, the program contributed to students' perceived speaking fluency while highlighting the importance of sustained guidance and systematic evaluation to maximize its effectiveness.

D. CONCLUSION

This study investigated the implementation of the English-Speaking Zones and their perceived impact on students' speaking fluency at Pondok Pesantren Modern IMMIM Putra Makassar. The findings revealed that the implementation of the program consisted of three interconnected stages: planning, action, and evaluation. The implementation was supported by clear language regulations, designated English-speaking areas,

continuous supervision by teachers and student language officers, and various language-supporting activities that encouraged students to use English consistently in their daily communication. Although monitoring and corrective feedback were regularly provided, the evaluation process had not yet been conducted systematically.

Furthermore, the findings showed that the participants perceived the English-Speaking Zones as contributing to the development of several aspects of speaking fluency, including speaking speed, speaking smoothness, vocabulary use, pronunciation, and confidence. However, challenges such as limited vocabulary, hesitation, fear of making mistakes, and occasional use of the first language remained obstacles to students' speaking development. Therefore, it is recommended that schools maintain continuous English communication opportunities, strengthen vocabulary enrichment activities, and implement more systematic evaluation procedures to maximize the effectiveness of the English-Speaking Zones in supporting students' speaking fluency.

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