

**THE IMPLEMENTATION OF THE ENGLISH AREA TO  
IMPROVE TENTH GRADE STUDENTS' COMMUNICATIVE  
COMPETENCE**

**SKRIPSI**



**Submitted as part of the prerequisites  
for earning a Bachelor's Degree in Education.**

**NANDIKA PRATAMA PUTRA  
NIM 20120027**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2024**

**THE IMPLEMENTATION OF THE ENGLISH AREA TO IMPROVE TENTH  
GRADE STUDENTS' COMMUNICATIVE COMPETENCE'**

SKRIPSI  
Presented to  
IKIP PGRI Bojonegoro  
In partial fulfilment of requirements  
For the degree of Sarjana in the English Education Department

By  
Nandika Pratama Putra  
NIM: 20120027

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

## APPROVAL SHEET

A skripsi with the title “The Implementation of The English Area To Improve Tenth Grade Students’ Communicative Competence” written by:

Name : Nandika Pratama Putra

NIM : 20120027

Study Program : English Education

To be approved by the skripsi advisor and submitted for the proposal seminar stage of the skripsi.

Advisor I



Fitri Nurdianingsih, S.Pd., M.Pd

NIDN. 0729058701

Bojonegoro, 18 July 2024

Advisor II



Dr. Refi Ranto Rozak, M.Pd

NIDN. 0702058403

## ADMISSION SHEET

A thesis entitled “The Implementation of The English Area To Improve Tenth Grade Students’ Communicative Competence” written by:

Name : Nandika Pratama Putra


NIM : 20120027

Study Program : English Education

Has been defended in the thesis examination in English Education Study Program,  
Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on Thursday, 25  
July 2024

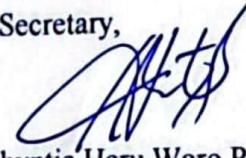
Bojonegoro, 25 July 2024

Chair,

  
Fitri Nurdjaningsih, M.Pd.


NIDN. 0729058701

Secretary,

  
Chyntia Heru Woro P, M.Pd.

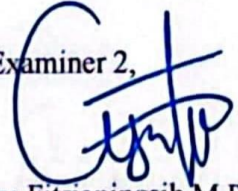
NIDN. 0728017903

Examiner 1,

  
Dr. Ima Isnaini T.R., M.Pd.

NIDN. 0723058302

Examiner 2,

  
Ayu Fitriyaningsih, M.Pd.

NIDN. 0720049101

Rector,

Dr. Dra. Junarti, M.Pd.

NIDN. 0014016501

## STATEMENT OF AUTHENTICITY

The researcher is a student with the following identity:

Name : Nandika Pratama Putra

NIM : 20120027

Thesis Title : The Implementation of The English Area to Improve Tenth  
Grade Students' Communicative Competence'

I solemnly declare that the undergraduate thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole.

If in the future, it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions. By upholding academic integrity, sincerely and without any coercion from any party.

Bojonegoro, 18 July 2024

The researcher,

A handwritten signature in black ink is written over a yellow postage stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAL TEMPEL' and 'KORSAK X267686083'. The stamp is partially obscured by the signature.

Nandika Pratama Putra  
NIM. 20120027

## ABSTRACT

Putra Nandika Pratama. 2024. "The Implementation of the English Area to Improve Tenth Grade Students' Communicative Competence". Skripsi. English Education Department. Faculty of Languages and Arts Education. IKIP PGRI Bojonegoro. Advisor I Fitri Nurdianingsih, S.Pd., M.Pd, Advisor II Dr. Refi Ranto Rozak,S.Pd., M.Pd.

**Kata Kunci:** Communicative Competence; English Area

Learning program is one of the aspects that can support success in the learning process. To create a good learning program, teachers must use a technique, strategy and also a program that is in accordance with the desired objectives, one of which is the application of the English area program to improve communicative competence. This study aims to describe the application of the English area program at school in an effort to improve communicative competence carried out at SMK Gus Dur Soko Tuban. To explain the extent of the English area program in improving students' communicative competence in English, researchers used a case study research approach to obtain further information in detail. Data were collected through observation and interview. The population of this study was class X students of SMK Gus Dur Soko Tuban in the academic year 2023/2024. The results showed that the implementation of the English area program was effective in improving students' communicative competence in English as evidenced by the fulfillment of the criteria for a good and positive learning program after the implementation of the English area.

**ABSTRAK**

Putra Nandika Pratama. 2024. "The Implementation of the English Area to Improve Tenth Grade Students' Communicative Competence". Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing I Fitri Nurdianingsih,S.Pd.,M.Pd, Pembimbing II Dr. Refi Ranto Rozak,S.Pd., M.Pd.

**Kata Kunci:** Kompetensi Komunikasi; Area Berbahasa Inggris

Program pembelajaran adalah salah satu aspek yang dapat mendukung kesuksesan dalam proses pembelajaran. Untuk menciptakan program pembelajaran yang baik, guru harus menggunakan suatu teknik, strategi dan juga program yang sesuai dengan tujuan yang di inginkan, salah satunya adalah penerapan program english area untuk meningkatkan communkative competence. Penelitian ini bertujuan untuk mendeskripsikan penerapan program English area di sekolah dalam Upaya meningkatkan communicative competence yang dilakukan di SMK Gus Dur Soko Tuban. Untuk menjelaskan sejauh mana program English area dalam meningkatkan communicative competence siswa dalam Berbahasa inggris, peneliti menggunakan pendekatan penelitian studi kasus untuk mendapatkan informasi lebih lanjut secara rinci. Data dikumpulkan melalui observasi dan wawancara. Populasi penelitian ini adalah siswa kelas X SMK Gus Dur Soko Tuban pada tahun akademik 2023/2024. Hasil penelitian menunjukkan bahwa penerapan program English area efektif untuk meningkatkan communicative competence siswa dalam berbahasa inggris yang dibuktikan dengan pemenuhan kriteria program pembelajaran yang baik dan positif setelah penerapan English area.

**MOTTO**

“Be Wise In Playing The Pawn And You Will Never Die”

“Believe God's Note Will Never Be Wrong”

*~Secret\_Pion.*

## **DEDICATION**



By giving thanks to Allah SWT for the abundance of His mercy and guidance so that researchers can present this thesis to all teachers and prospective teachers in Indonesia is selflessly devoted to education and intelligence Indonesian nation. And also present this thesis to the people I care about

1. To my parents and family who always pray for me and continue to provide full enthusiasm for the life of a researcher.
2. Friends I met during the process at IKIP PGRI Bojonegoro.
3. All my friends who are always there and provide support in completing this thesis.

## **ACKNOWLEDGMENT**

Praise and gratitude be to Allah SWT for His abundant mercy and grace, enabling the completion of the thesis titled " The Implementation Of The English Area To Improve Tenth Grade Students' Communicative Competence". This thesis was completed within the planned timeframe.

Throughout the process of writing this thesis, the author faced many challenges, but they were overcome thanks to the support and assistance from many parties. At this opportunity, I would like to express my gratitude to:

1. Dr Junarti, M.Pd. as the Rector of IKIP PGRI Bojonegoro
2. Mrs. Fitri Nurdianingsih. M.Pd. as the Dean Faculty of Language and Art Education
3. Chyntia Heru Woro Prastiwi, M.Pd. as Head of the English Education Study Program.
4. My first advisor Mrs. Fitri Nurdianingsih. M.Pd. who has supported me, guided me, and given corrections to me in completing my skripsi patiently.
5. My second advisor Dr. Refi Ranto Rozak, M.Pd. who has been guiding me and giving corrections to me in completing my thesis.

Therefore, constructive suggestion is needed for the progress of the next study. Then, the researcher hopes that this research can contribute to the development of education.

## **TABLE OF CONTENTS**

<b>THE IMPLEMENTATION OF THE ENGLISH AREA TO IMPROVE TENTH GRADE STUDENTS' COMMUNICATIVE COMPETENCE'</b> .....	<b>ii</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>ADMISSION SHEET</b> .....	<b>iii</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ABSTRAK</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>viii</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Statement of the Problems.....	4
C. Research Objectives.....	4
D. Research Significance .....	4
E. Definition of Variables Operational.....	5
<b>CHAPTER II</b> .....	<b>7</b>
<b>LITERATURE REVIEW</b> .....	<b>7</b>
A. Theoretical Review .....	7
B. Review of Relevant study.....	18
C. Thinking Framework .....	21
<b>CHAPTER III</b> .....	<b>24</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>24</b>
A. Research Design.....	24
B. Source of Data.....	25
C. Data Collection Technique .....	25
D. Data Analysis Technique .....	28
E. Data Validation Technique .....	31
<b>CHAPTER IV</b> .....	<b>33</b>
<b>FINDINGS AND DISCUSSION</b> .....	<b>33</b>
A. FINDINGS.....	33

B. DISCUSSION .....	42
<b>CHAPTER V.....</b>	<b>47</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>47</b>
A. Conclusion.....	47
B. Suggestion.....	48
<b>BIBLIOGRAPHY .....</b>	<b>50</b>
<b>APPENDICES.....</b>	<b>54</b>
Appendices 1: Observation sheets.....	54
Appendices 2: Interview Transcript.....	58
Appendices 3 : List Of Documentation .....	63

# CHAPTER 1

## INTRODUCTION

### **A. Background of the Study**

Communicative competence is one of the skills that must be mastered in this digital era. This is very important because almost all technological languages use English, and the era of openness that we call the era of globalization is also another reason that strengthens the role of English. It cannot be denied that English, which is an international language, is the language most widely used as a language of instruction in many things, such as in the fields of science, business and culture Muliadi (2021)

A communicative language teaching approach can be effective in improving students' speaking skills, especially in terms of accuracy and fluency in communication. This is considered relevant because students rarely communicate using English independently. Communicative language teaching begins with the theory of language as communication. The use of communicative competence is to improve students' speaking skills and make language use contextual and appropriate. Prabhu (2016) said that communication competence in English is important to build a career. Communication skills in English are also one of the requirements for being able to achieve a managerial position in a business Firharmawan (2022)

One innovative approach or way to develop students' communication competence is to implement area English in schools. By implementing English area

students can practice their communication competence and can speak English without any internal or external pressure. In practicing speaking English, daring to express yourself is the key to developing communicative competence in English. An English area is a special space or area where English is required to be spoken in that area and involves a series of agreed schedules and regulations for learning English Wibowo (2015).

When a student learns English, he not only learns the sounds of the language (phonology), how words are constructed (morphology), the meaning of the sounds (semantics), and the rules that govern the structure of the language (syntax), but also the specific situations in which these words will be used. Speaking and listening are direct two-way communication activities and face-to-face communication. Speaking is not just sounds or words but is also a tool for communicating designed ideas. The main purpose is for communication. Communication competence is one of the important skills that students must master, especially at the secondary school level. Using fun methods in learning a foreign language is very important. Through this fun activity, students can increase their learning motivation, especially in learning English which for Indonesian children is considered a foreign language and is sometimes scary Mahmoud & Tanni (2014).

Rendra Ari Ekawati & Rina Febrina Sarie (2021) said that "Many students have talents in English, but they have not channeled their talents to the fullest". So far, the learning atmosphere at school tends to be monotonous, they only listen to the material conveyed to understand and then do a little practice, maybe because of that students

are less able to channel their talents or abilities to the fullest, especially in English language learning. they don't have the right place to be able to channel their English skills to the fullest. environmental factors also greatly influence students to be able to freely show their abilities in the school environment. In this study, it can be seen that students in class X of the gus dur soko tuban vocational high school are very active in communicating during English learning. their communication competence in English can be said to be good. the atmosphere of class X English learning looks very pleasant. they communicate well with fellow students or teachers. they look enjoy and there seems to be no pressure or demands that burden them, even though during the learning process they are required to communicate using a foreign language, namely English.

In an effort to develop students' communication competence, especially at the high school level, students must be able to carry out communicative activities using one of the languages, namely English. Students are required to be skilled in communicating. Communication skills must be integrated into the learning process with a focus on targeted skills, namely communication competence. There are many efforts that can be made to develop students' communication competence, one of which is by implementing the English area in the school environment, by communicating directly with both fellow students and teachers in the environment, students will be able to develop their communication competence and this is done repeatedly during the English area. Communication competence is really needed for high school students to support their skills both in the world of work and education. Along with developments in technology and times, the current generation must also adapt by having good

communication skills and competencies to be able to face the era of industry 4.0 and society 5.0 professionally Astuti and Muflikhah (2019).

### **B. Statement of the Problems**

The research is aimed at answering the following questions:

1. How is the communicative competence of tenth grade students of Gus Dur Soko Tuban Vocational High School?
2. How is the implementation of English area in the tenth grade of Gus Dur Soko Tuban vocational high school?

### **C. Research Objectives**

1. To find out the communicative competence of tenth grade students of Gus Dur Soko Tuban Vocational High School.
2. Describing the implementation of the English language area in the tenth grade of Gus Dur Soko Tuban vocational high school.

### **D. Research Significance**

After conducting the study, hopefully this research can be useful for:

1. Teacher

This research is valuable for English teachers to enrich their techniques application of the English area to improve the quality of teachers in providing examples of good and correct English.



## 2. Student

This research is expected to be useful for students to improve their English language skills by applying area English during English learning activities.

## 3. School

It is hoped that the results of this research will benefit schools by giving information that implementing the English area is a good method for improving school quality.

### **E. Definition of Variables Operational**

#### 1. English area

The English area is a special space or area in which there is a set of schedules, English learning materials, and agreed English learning rules Wibowo (2015). Speaking in front of other people is one of the most common phobias students encounter and feeling shy makes it difficult for them to express their opinions or they also forget what they wanted to say. This theory is also supported by research results, most students fail to display their speaking performance as well as possible. As they say, students find it difficult to demonstrate their ability to speak, this is also heavily influenced by their feelings of shyness Baldwin (2011). By having a special space for students or what is called an English area, it will be easier for students to express what they want to say without feeling embarrassed and can show their ability in English because students often feel embarrassed and afraid to speak wrongly and are also

unsure. regarding their own abilities, in the English area they will be trained to speak from fellow students or friends and also so they will feel more enjoy speaking English.

## 2. Communicative competence

Communicative in education is a method that gives birth to innovation and new strategies in the field of learning where speaking skills will develop more quickly if directly trained in active communication Zulhana (2016). Chomsky and Hymes, who both define competence as the idealized language skills of a speaker in which they perform language in the real world in real time, dominate how linguists and language teachers define competence Yueqin (2013).

Communicative competence is best achieved by paying attention to language use and not only use but also fluency and accuracy in the native language and the context appropriate to the student's primary needs for applying it. Communication competence is a description of a person's progress in producing and understanding sentences based on their knowledge.