CHAPTER II

LITERATURE REVIEW

This chapter discusses several theorist undelying this study. They are speaking ability, teaching speaking, definitions of english morning program, and definition learning style. The last part explains some previous studies related to this research.

A. Speaking Ability

This section consists of the definition of speaking, types of speaking, purpose of speaking, the problem of speaking, element of speaking, and aspects of speaking.

1. Definition of Speaking

Speaking is an important process in language learning. When people communuicate their ideas, thought and feelings to each other, so far we have been dealing with the concept of oral skills. According to Tarigan (2008) argues that "speaking is the ability to pronounce articulate sound or word to express, state, and to interact opinions, concepst, and feelings." As a result, speaking is referred to as a tool for communicating ideas that have been created and thought in accordance with the requirements of the listener.

The most challenging part for students to master is speaking ability. This is difficult because when people desire to speak or say something to someone else, they must consider a few inter connected factors such as ideas, the language they are using what they want to say. The use grammar and vocabulary,pronounciation, as well as listening to and respondingto others.

Speaking is a very importance productive skill which can be employed to assess a learner's of the targeted ability. Moreover, of a students who are learning English as a foreign or second language. In everyday life, they are expected to be able to speak English accurately, dignifiedly and fluently. It takes a lot of practice to be able to speak a foreign language with confidence. Speaking is important for verbal communication learners because it is the first form of communication.

According to Long and Richards (1987:189) speaking is a complex set of skills involving many component such as pronounciation, listening, and grammar abilities. Speakers may develop well spoken language by acquiring the components involved in speaking. Besides, Ladouse (in Nunan, 1991:23), speaking is defined as the ability to communicate a person in situations, or to report events or activities using appropriate words, or to speak or express a sequence of ideas fluently. Wamnebo et al. (2018) described that the speaking ability as a linguistic skills that develops in children's lives. This speaking talents necessitates the ability to listen. A child's speech skills will improve if he or she will develop language skills. The ability to communicate in English, or to speak in English, is esesential.

Futhermore, Amalia et al. (2022) stated that speaking is also defined as a type of spoken conversation that is primarily a social activity that is performed for other reason, and in social contexts. People ought to interact with one another by using a language at its correct functions when speaking. Wilson (1983) explains speaking as the first step in establishing a connnection between speaker and audience. According to Rahayu et al. (2022) speaking as the act of producing sounds or words to communicate with others people to share some thoughts or

information by mounth. Communication through speaking involves thoughts and data.

Based on the definition above, speaking is defined as the act of taking in giving out information to another person in order to establish a communicative relationship. It means that in order to express someone else's thought, two or more people have to use language appropriately, use language to express the thoughts, feels or ideas of another person in order to give or receive knowledge from other people with whom they are communicating.

2. Components of speaking

Brown (2001) states that there are some components which should be recognised by the students in the learning of speaking. Six aspects of speaking skills, there are pronunciation, grammar, fluency and accuracy, vocabulary, comprehension, those are:

a. Pronounciation

Pronounciation is the way for students to create clearer language when they speak. According to Ariyani et al. (2013) stated that pronunciation is the act of the way in which something is pronounced, articulate utterance. It is concerned with the phonological process, which refers to the component of a grammar consisting of the elements and principles thet determine how the sounds in language vary and how they are patterned. Pronunciation plays an important role in speaking. In making the communication process easy to umderstand.

b. Grammar

According to Simon and Schuster (1976: 792), grammar is defined the study of language that focuses on the forms and structure of words (phonology)

and how they are usually arraged in sentences and phrases (syntax). Grammar is the study of exprees classes, voices, capacities and their relations in idiomatic phrases. The purpose of grammar is also to correct way to communicate in a language, both orally and in writing. Heaton (1978) suggests that the ability os students to change structure and distinguish between suitable and desirable grammatical forms. Grammar is always an obstacle in performing natural speaking skills. It results in the speaker to be afraid of making grammar mistakes when speaking because the structure of words in a sentence is different in difficult languages, and they are not even similar in sentences.

c. Accurancy and Fluency

The ability to produce grammatically correct sentences is refered to as accuracy, whereas fluency is defined as the ability to express themselves through writing or speech a language or perform an action quickly, accurately, and easily, which involves the ability to improve create oral or written communication with ease. Accurancy is concerned with grammatical structures, which include aspects such as component of speech, tenses, pharse, sentence and so on. Cendra and Sulindra, (2022) states that accurancy is concerned with a wide range of linguistic. These include good pronuunciation, diction, and grammar in target language. Futhermore, students must uses the correct grammatical structures in their speech to achieve the level of accurancy.

According to Nunan, (2003) is one who can use the language fluently and quickly, with some hesitations or unnatural pauses, false starts, looking for words, and more. Fluency is a level of communication ability that emphasises procedural

skill, communicating profiency, lexical phrase, interactions with others, required subject matter and discourse.

d. Vocabulary

Based on the Merriam-Webster (1991) vocabulary is all the words used by a group of people. According to Hatch and Brown (1995) vocabulary is a catalogue or location in language for a specific or location in language for a specific speech or collection or location of express, in order to deal with the strength of individual speakers' verbal communication strength.

Harmer (2007) described divides vocabulary in two types, they are active and passisve vocabulary. Active vocabulary is defined as words that learners understand, pronounce properly, and use consistenly in both writing and speaking. Passive vocabulary refers to words that students recognise and understand if they appear in context but are unable to create correctly.

Furthermore, Haynes and Zacarian (2010) also devides two kinds of vocabulary acquistion namely direct and indirect learning. Direct learning occurs when students are explicitly taught vocabulary for a specific purpose. Indirect learning occurs when students acquire vocabulary through hearing it in school, at home, or elsewhere, or through reading. When learning english, Indonesian students have a tendency to transfer their own vocabularyhabits to the foreign language.

e. Comprehension

Comprehension is ability to understand, know, or graps the speaker's point to another or patner. It means when the speakers says something, the speaker and the audience must recognise the speaker's intention. It can be interpreted as

understanding that has the ability to graps information of all conversations. Comprehension is also important for students when speaking. So that there is no misunderstanding of the ideas that are being conveyed. Students' must learn this skill before giving public speeches.

3. **Types of Speaking**

According to Brown (2004) Speaking skill have six categories', they are as follow:

a. **Imitative**

It involves the ability to practise intonation as well as focusing on specific elements of language form. Which means only imitating a word, phrase, or sentence. In imitative is focusing on pronounciation. According I. N. T. D. Putra (2020) stated that the one word utterances mimicked become two word utterance and then complex sentences. In speaking tasks, imitation is based on repetition.

b. **Intensive**

A second type of speaking is intensive, in intensive focusing on the producing of short stretches of oral language suach as stress, intonation, and rhythm. The reading out loud task is an example of an intensive speaking task. The activities may include reading scripted dialogue with other students or reading a phrase with minimal pairs. The teacher will be a corrector, listening and evaluating the students' speech in terms of phonological factors and fluency.

c. **Responsive**

Responsive assessment task including interaction and comprehension tests, but sometimes in the form of in the form of short conversation, such as typical greetings, small talk, simple request, and remarks. An example of a responsive

speaking task is question and responses. It consists of only one or two question from an interview. The students have to answer them.

d. Interactive

Interactive refers to the leght and complexity of a time based interaction that may include multiple participants or exchanges. Interaction divided two forms of transactional and interpersonal dialogue. Transactional dialogue performance entails the delivery or exchange of relevant information in a dialogue. Locations In certain locations like bank, supermarkets,etc. Transactional dialogue focuses on what has been said or done in a particular situation. Interpersonal dialogue means the maintenance of social relationships instead of the transmission of fact and knowledge.

Oral production in interpersonal interactions can become pragmatically complex due to the requirement to speak informally and employ ellipses, slang, humour, colloquial language, and other sociolinguistic conversations.

e. Extensive

Extensive monologue performance involving oral presetation, speeches, and story telling, in which students must share and explain kneowledge ideas. The students' monologues may be planned or impromtu. Longer tasks require a more methodical (need to be prepared) and formal way of speaking. However, tested informal monologues such as casual speeches are not out of the question (e.g. my holiday in the mountains, a recipe for meat ball, recount the plot of a novel or film). In addition, according to Harmer (2001) described that there are three elements to be mastered by a succesful speaker. There follow as: language processing, interaction, and information processing.

a. Languange Processing

Succesful speakers want to be able to process language in their heads and organise it rationally. In order for it to come out in a form that is not only comprehensible, but also convey the meaning which is intended.

b. Interaction

Most of the speaking involves interaction with one or more of the participants. This means that people can be efficient at listening, understanding how other people may be feeling and knowing how to speak in turn oe allow other to do so. Learners have been taught to speak to another in terms of how formal they must be, what kind of language they can e,ploy, and how loud they must speak based on who their participants are, while they are given instruction to be able to determine when each person might speak or had an opportunity to speak.

c. Information Processing

In spite of how we react to other people's feelings, we should be able to process knowledge that they have to give us when we receive it. This a rapid reactions is highly culturally specific and is not valued by speakers in a variety of language communities.

4. Activities in Speaking Ability

Some activities are used in the classroom to support the creation of speaking skills in the leaners in order to help them develop effective interaction in speaking. According to Harmer (2001:348-352) There are many activities in learning speaking. Such as, acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play

a. Acting from Script

In this activities teachers can ask their pupils to act out scenes from plays or from their coursebooks, sometimes even filming the result. When acting out scripts, it is important that the students act them out as if they were real actors. In addition, the teachers should guide them using the scripts just like they were actors or theatre directors, pointing out suitable stress, intonation, and speed. The result is that your lines will have real meaning and impact. When it come to acting, students will be greatly helped if they are given time to rehearse before performing.

b. Communication Games

A variety of games that directly involve language production are among the the informal assessment tools. Teachers should have games in mind that are approriate to the lesson in question. The games are based on the information gap principle, so a student must talk to a patner in order to solve a puzzle, draw an image, put thigs in the right order or find similarities, and differences between images. Good fluency activities are often provided by television and radio games imported into the classroom.

c. Discussion

Disscussion is most likely the more often employed activity in the oral skills class. In the discussion is an oral exploration of a topic, object, concept or experience. Harmer (2001:272) classified into several stages from highly formal, whole group staged events to informal small group interactions. Buzz groups can be used for a variety of discussions. Teachers could desire students to predict the

topic of a reading text, while others can want them to discuss how they reacted to it when they completed it.

Second Instant Comments, which can be used to train students to respond fluently and instantly. This involves demonstrating to them photographs or introduce topics at any point during the class and asking students to respond to the main thing which appears in their mind. The third Formal debates. Students prepare arguments for or against various propositions in a formal debate. The debate will begin while those chosen as panel speakers present prepared "writing-like" arguments, and other people in the audience are encouraged to contribute their own opinions on the topic as the debate progresses.

d. Prepared talks

In this activity Students will give a presentation on a topic of their choice.These types of conversations are not designed to be informal and spontaneous. When a student gives a presentation, it is important that the teacher gives other students tasks to do while they listen.

e. Questionnaires

Questionnaires are quite useful because they make certain that both the questions and the person responding have something to convey to themselves. Students can do questionnaire design on any subject that is appropriate. Written work, discussions or prepared talks can then be based on the results of the questionnaires.

f. Simulation and role play

To develop general oral fluency, simulations and role-plays can be used or to train students to deal with specific situations.When students participate in

simulations and role plays, they require to understand well what the context is and give sufficient background knowledge to function effectively. Students may act out simulations as themselves or use on the role of another character, expressing their ideas and emotions just as they would in real life.

B. Teaching Speaking

While teaching English the teacher must understand how to teach the four skills to students'. Those skills are needed to be taught in English classrooms, especially if teachers can teach a foreign language. In this situation, the teacher must understand how to teach students' to speak.

Teaching is the technique of giving someone instructions and the transfer of knowledge, skills, and futhermore. According to Brown (2001), speaking is an intercative process of contructing meaning including the production,reception, and processing of information. It additionally represents a productive skill that is able to be directly and practically observed.

Brown and Yule (1983, p.27) state that the goal of teaching speaking is to allow students to express their feelings, opinions, and ideas in the target language. Teaching speaking is an important part of the teaching and learning. The aim of teaching a spoken language is to build up the ability to communicate properly in that language, which includes both comprehension and production. According to Richard (2006:9), communicative competence is required to employ a language for communication, which includes grammatical competence, the sociolinguistic ability, strategic ability, and discourse ability. To achive the objectives of the teaching activities, teachers can use any of the different ways offered to them to be effective in teaching speaking skills.

Nunan (2003:54–56) suggests some principles for designing speaking lessons technique. These are presented below:

The First principles for teaching speaking is being aware of the difference between second language in learning contexts. Since the target language is not widely used to communicate in the community, English is offered as a foreign language in many Indonesian schools. So the teacher has to work harder to teach the students.

The Second principles for teaching speaking is give students the opportunity to practise with both fluency and accurancy. Therefore, when teaching speaking the teacher must ensure that his/her students have endequate practice to develop both fluency and accurancy. The teacher should not interupt his/her students' in the middle of speaking, even if the aim is to correct the mistake made by the students'. If students' are often interrupted while speaking, they will not able to develop their fluency.

The third principles for teaching speaking is provide opportunities for students to talk through the use of grouped or paired work and limit teacher speaking. Students' are usually reluctant to speak because they are afraid of making mistakes when they speak. They choose to keep quiet to be safe, because they feel that if they make a mistake, they alone will take the blame. However, if they do speaking tasks in groups, the result can be different. They will be supported by patners within groups, so if they are making a mistake,they will not be alone. Futhermore, the teacher must recognise that the primary role of a teacher at speaking activity is offering feedback. It indicates that the teacher cannot control the classroom discussion during speaking activities. The teacher must encourage

and provide more opportunities for students to apply speaking, as well as corect students who earn mistakes.

The fourth principles for teaching speaking is involve the negotiation of meaning. Understanding and making ourselves understood are two critical aspects of communication that speakers must consider. These two points demonstrate that communication involves a process of negotiating meaning. These two points demonstrate the conversation involves a process of negotiating meaning. In terms of the speaking activity, the teacher is expected to create a speaking assignment that covers the practise of negotiating meaning. It entails requesting clarification, repetition, and explanation. As a result, by the end of the lesson, students will be able to explain their comprehension and demonstrate that someone has understood what they said through their target language interaction.

The fifth principle is designing classroom activities that involve guidance and practice in both transactions and interaction speaking. Interactional and transactional speech is an effective inside-the-classroom practise for improving spoken language. Interactional speech is a type of communication used for social purposes such as creating and maintaining interactions with others. In nature, this type of communication is somewhat unpredictable. Transactional communication, on the other hand, is a type of communication used to accomplish a specific goal, such as the exchange of goods or services. In nature, this type of interaction is very predictable, such as calling a taxi. The two kinds of oral production skills allow for role play as one possible practise technique for students.

To achieve this goal, the teacher may conduct a variety of activities that will help students construct the fundamental interactive speaking skills required for

interaction. The teacher must be able to present a variety of small facilities and events that will encourage students to learn to communicate in their second language. These activities engage students in the process of learning while also making studying a better experience for them.

Teaching speaking in Junior High School shall be based on the graduate competency standard's requirement for competency and fundamental competency. Students in junior high school range in age from twelve to sixteen. As a result, they can be referred to as teenagers. However, they are still early adolescents.

This represents an age that individuals are going through a period of transition, confusion, self-consciousness, growth, and change in their bodies and minds. Furthermore, they are extremely curious about anything new that they come across and try to investigate.

Based to the Merdeka kurikulum, teaching English occurs through a genre-based approach. It implies that students must be familiar with various types of text (H. Putra et al., 2023). When students study writing and speaking skills, they are unable to be explored separately from the text. According to Halliday and Matthiessen (2013:3)"Text is what listeners and readers engage with and interpret when people speak or write."

Now on Curriculum Merdeka The genre-based approach is one of the methods that is employed. The goal of this new curriculum is to improve students' proficiency in six language domains: speaking, listening, reading, writing, viewing, and presenting in a variety of text formats. Dewi et al. (2023) The Common European Framework of Reference for Languages: Learning, Teaching, Assessment is referred to in the learning achievement (CEFR).

Brown (2001:32) A genre-based approach refers to methods for teaching English that use genre to help students become more proficient in both spoken and written form. suggests five ideas that could become a unique set of considerations while teaching them:

1) Around the age of twelve, intellectual capacity adds abstract operation thought.

2) Although focus are increasing as a result of intellectual maturation, they can also be easily shortened.

3) Sensory input diversity is still crucial.

4) Ego, self-image, and self-esteem factors get to an all-time high.

5) Secondary school students are becoming more adult-like in their ability to distinguish themselves from others.

C. Learning style

1. The Definition of Learning Style

Jasmina Sinanovic and Senad Becirovic (2016:115) stated that Learning has a crucial component of our lives, and it is primarily based on personal knowledge, practise, ability, and approach. A student's style of learning is their unique approach to learning determined by their strengths, weaknesses, and styles.

According to S Sapira et al. (2022) Learning is one of the human needs since it allows people to develop their understanding, abilities, and perspectives, which can all be useful in their lives. Brown (2000:114) defines learning styles as "the way people interpret and organise information in learning situations." He contends that learning style their preference is a component of learning style and is defined

as the selection of a particular learning environment or situation throughout a different.

Students' learning styles determine how they begin focusing on the steps, internalise, and notice newly acquired and challenging knowledge. Learning styles are suggested methods of learning and studying, such as using pictures, instead of text, working in groups rather than by yourself, or learning in an organised rather than unorganised style.

Learning style has been employed to assess how learners perceive their learning environment, interact, and respond to it. Hosseini and Mehraein (2022) accepted that recognising and reflecting on personal variances in learners will help them become aware of their abilities and weaknesses and help themselves become self-sufficient. According to Keefe in Astuti (2017:337), learning styles are a combined of several cognitive, effective, and psychological components that serve as indicators to how an individual perceives, collaborates, and reacts to their environment.

Pasher (2009), described that learning style refers to a concept that different people separate in terms of what way of learning or instruction is most effective for themselves. In accordance with DePorter and Hernacki (1992:110) learning style is important for improving human ability both at school as well as personal situations. Recognising our own learning style may assist us acquire knowledge and interact more effectively. Understanding the students' learning styles allows them to easily accept and analyse information.

Learning styles are various methods for students to absorb stimulation or understanding, recall, comprehend, and overcome problems. Anyone has their own opinion on style.

2. Types of Learning Style

Sabatova (2008:26) argues that learners employ each of the three styles to acquire and gain new information and experiences. Generally, a few of those obtaining styles is significant.

Fleming, N.D., Mills, C. (1992) categorise learning styles into three types namely the Vak model. Because it deals with perceptual modes, VAK includes a group of instructional preferences."VAK is a acronym that consists of Visual (V), Auditory (A), and Kinesthetic (K). There are :

a) Visual Learning Style

Visual learning is a lessons in method that associates thoughts, ideas, data, and various other information with images and methods. Brown (2007:129) described that Visual learners would prefer to read and learn charts, drawings, and other types of graphic data. Visual learners in classrooms must generally observe the teacher's verbal expressions and words.

According to DePorter and Hernacki (1992) auditory learners prefer to express their thoughts in words compared to pictures. They acquire best within verbal lectures, discussions, deliberation, and by listening to what the others are saying. Listening, expressing themselves through writing, telling stories, describing, teaching, employing humour, understanding the syntax and function of words, remembering data, arguing with their point of view, and analysing language usage are all examples of auditory abilities showed by this group of

students.They have a passion for writing, drawing, and picturing, and they would rather take their own notes and examine them for their own. They typically talk to themselves while learning and enjoy reading aloud. They can be quickly disrupted by noise.

The benefit of seeing the goals and objectives of learning lessons or knowing a session's purpose. Visual learners are drawn for colouring as well as having the ability to comprehend complex maps, diagrams, and charts. As a result, they can apply colouring, diagrams, and symbols to make corrections and support recall, while others can modify text or other data in the manner they prefer.

b) Auditory Learning Style

Auditory learning is a learning style in which a person learns by listening. According to Brown (2007), these students prefer to listen to lectures or audiotapes. Verbal discussion is an example of an activity to learn that will assist themselves find out more quickly. Because voice is so important to this kind of learner, they are going to pay close attention to the voice, the pitch, the volume, and various other auditory defining features.

The most common method of learning for an auditory learner is hearing and speaking. Auditory students needs to be able to hear what is being spoken in order to comprehend it, and they may struggle in written directions.
Auditory learners best at writing thoughts about lectures they have listened to. They also perform well in oral tests and acquire knowledge well by listening to information gave by word in teachings, speeches, and oral lessons.

By listening to lectures, discussions, or recordings, they can easily comprehend and retain the material or info. As a result of this, when they hear

noise within them, they ought to feel disturbed. It is possible to determine that auditory learning styles have some characteristics.

Auditory learners make use of their capacity to hear to ease the learning the procedure. Listening improves auditory learning. As a result of this, in the context of the learning and instruction process, the teacher must pay consideration to the sound another, loudness, pitch, and other auditory characters, due to auditory learners will receive the learning material through these characters.

c) Kinesthetic Learning Style

Kinesthetic learning is a style of learning that involves the learner performs something they do instead of listening to a lecture or simply watching an example. It can be referred to as tactile instruction. People who acquire in a kinesthetic way are recognised as dozers.

According to Brown (2007), kinesthetic activity involves body movement. DePorter and Hernacki (2007) also state that students with kinesthetic learning have abilities in physical communication, athletic skill, direct experiments, employing body language, crafts, acting, imitating, creating or building with the hands, performing, and showing emotions by their bodies. However, most of those learners cannot demonstrate proficient writing.

The kinesthetic learning style is focused on goals, enjoys game tensions, and gets more motivated in a competitive environment. It's fun in order with yourself and other people. This manipulative equipment, organised games, supporting materials, sports equipment, scientific projects, paper, and so on are all required. Computers in particular, whiteboards, instruments for music, models, and equipment as well as real-world objects that can be moved. The majority of

learners with kinesthetic learning styles Engaging in physical activity allows learning.

Material that is truly and manipulative is essential for people with kinesthetic learning styles due to the fact that it allows them to employ their entire body, not just their hands. Furthermore, if given an explanation along with practise, it will gain a better understanding of this topic. Although kinesthetic learning cannot be a type of listener or word digester, the periodicity of music may stimulate the muscles that move in time with the music. Everyone with kinesthetic learning styles react to attention that they receive more and move more, although they speak slowly.

Because psychomotor development is critical for kinesthetic learners, the teacher must be creative when offering activities that involve exercise.It must be determined that the kinesthetic learning style is students' chose method of acquiring information through movement or demonstration of their physical bodies.

D. English Morning Program

English is the language of communication between the English-speaking world and the rest of the world. The English morning programme is a set of activities designed to develop an optimal setting for learning in English. A favourable environment is required to the development of foreign languages, particularly when ability to speak are desired. Because mastering speaking abilities necessitates intensive conversation training. As a result, a conducive and supportive environment, including an advising tutor, supportive activities, and friends through a common goal, may efficiently improve speaking skills.

English morning programmes are widely used in different places, in both formal and non-formal education settings. One of them is in MTsN 1 kota Kediri. The English Morning Programme is an extra-curricular school programme organised by the School Committee that focuses on improving the English language skills of Year Eight and runs for two sessions every Sunday.

English morning programme developed specifically by MTsN 1 kota Kediri to make students regular of communicating in English as their daily habit so that students' ability in English speaking skill is improved as a tool for enhancing their occupation, understanding, and thought. Some of the activities undertaken under this programme include: To use English as the language of day to day communication, and Language studies (30 minutes every meeting).

There are several objectives to be achieved in implementing the Programme, including:

a. Promote an environment conducive to the development of speaking skills

b. Improvement of the quality of language skills

c. Use English as a tool for everyday communication

E. Previous study

In order to ensure the originality of the concept utilised in this research, the researcher will provide a number of previous studies that are relevant to the type of research carried out by the researcher conducted, including:

The First previous study was conducted by Muhajirin (2019). The purpose of this study to find out the response of students MAPK Martapura in English day program. This research used descriptive qualitative. The instrument in this research uses an interview, questionnaire, and observation. In addition to the

results from this research, the English Day Programme was implemented in MAPK Martapura and included a variety of activities. This program can develop and help students to improve their English language skills, particularly in speaking and writing. The similarity of this program is the use of english day program to improve speaking skill and make a significant contribution to improving the English language skills, confidence and motivation of students. . The difference is that previous study is the purpose of the program. The English Day Programme at MAPK Martapura is a full day immersive program, while the English Morning Program at MTsN 1 Kota Kediri provides consistent, shorter sessions integrated into the school routine, The subject of this research is students in senior high school while the researcher the subject is students'junior high school.

The second previous study was conducted by Maulidiyah and Afifa, (2022). The purpose of this study to determine whether the English Day Program can develop students' English-speaking skills. This research uses a survey as a research method and using a questionnaire as an instrument. This research was conducted at SMAN 2 Jombang which is a favorite school that has an English Day program. The result of this research 10 positive statement items indicating the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57, 2 items show the total column of the Agree section which shows the number 27 and the Strongly Agree column which shows the number 23, it can be concluded students' perception towards English Day program in students' speaking skill development is positive perception. The similarity of this research is the use of English day

program in developing speaking skills. The difference is in the in their structure, focus of study, activity types, intensity, and feedback mechanisms.

The third previous study was conducted by Diwani Farhan S (2021) the objective of this research aimed to find out the relationship between the English Day program and students' speaking skills. the subject of this research is eighth grade of MTs. Sains Algebra Sorong, in which the sample involved 23 students using the non-probability sampling technique. Researchers used quantitative research approach, especially ex post facto research design. This research used a speaking test and document, in the form of an English Day report as the instrument for collecting the data. The result showed a significant correlation between the English Day program and students' speaking skills. The researcher found the coefficient correlation was 0.876, which means the English Day program and students' speaking skills positively correlate with the level of correlation being very high. The similarity of this research using English day programs in developing speaking skills, and methodology is this research used quantitative research. The difference is research approach, data collection, and While the previous study investigated the correlation between the English day programme and students' speaking skills, this study investigates the effectiveness of the English morning programme on speaking ability and learning styles.

The four previous study was conducted by Aliyah (2023). The objective of this research is to find out students' perception in speaking interest in English club at MTsN 1 kota Kediri. This research used descriptive qualitative. Observation, interviews, and documentation is data collection. The findings found that students' interest in speaking in the English club programme can be explained in

terms of emotions such as enjoyment and feeling at ease to speak the English language comfortably. The similarity of this research is an object research while the difference is methodology, focus of research.

The Five previous study was conducted by Syafrizal et al. (2020). This research used quantitative with the correlation method. The objective of this research is finding out the correlation between Students' learning style, learning motivation , and correlation of students' learning style and learning motivation in speaking ability. The instrument in this research questionnaires and test. The technique which was used to analyze the data was Simple correlation and Multiple Regression Correlation which were computed by the Statistical Product and Service Solutions (SPSS). The results of the analysis of the data on this research show that: (1) there is a significant correlation between learning style and speaking ability $\rho < \alpha$ (0.043 < 0.05), (2) there is a significant correlation between learning motivation and speaking ability $\rho < \alpha$ (0.041 < 0.05), and (3) there is a significant correlation between learning style and learning motivation toward speaking ability $\rho < \alpha$ (0.045 < 0.05). The similarity is the puropse of the research to improve students' speaking abilities, they approach this goal from different perspectives. And the difference is the scope of research and research design. English Morning Program Specific to eighth-grade students at MTsN 1 Kota Kediri, while these research Broader scope examining general principles applicable to diverse educational contexts.

The six previous study was conducted by Mahmudah (2022). The objective of this study to investigate the significant effect of animated vidio in teaching writing for the students having different learning styles. The writer used quasi

experimental research. The sample of the research was two classes of eight grade students of MTsN 1 Kediri; VIII B as the experimental group, and VIII D as the control group. , The items of learning style questionnaires were adapted from Quantum Teaching written by DePorter, B., Reardon, M., & Singer-Nourie, S. s. The hypothesis was tested using ANCOVA analysis to know the effectiveness of the method used, and correlated t-test was run to know the difference among learning styles. The result of this study the use of animated video is effective to teach writing for eight grade students of MTsN 1 Kediri (sig. 0000 < .05; f-obtained > f-table, 18.780 > 4.01). The experimental group achieve better result on their writing performance. The mean score of experimental group is 77.05 which is significantly higher than control group; 70.98. The similarity is research sample. And the difference is the scope focus of research and questionnnaire of learning styles.

There are differences between this study and previous study. The first is the location of the research, namely MTsN 1 Kota Kediri, the sample used in this study 8th grade students' especially in super class. The second is the instruments used in this research are obeservation, interview , speaking test and questionnaire to insvestigate the implementation of English Morning Program and its impact on speaking ability in spoke English of students' having different learning style.