

CHAPTER I

INTRODUCTION

This chapter provide an overview of the present study. It consist of the background of study, research question, research objective, significance of the study, scope and limitations of the study, and definition of key terms.

A. Background of The Research

Speaking skill is one of the important aspect of language learning for verbal communication. Through speaking, the learners can convey ideas, express emotions, and respond to others in dynamic, interactive situations (Guebba, 2021). It is not merely a matter of making sounds or using words, but using language convincingly and appropriately in various contexts. Building speaking skills not only ensures academic achievement, but also equips students for social interaction in the outside world. Speaking ability is also a skill that empowers students to interact, express ideas, and respond to others, which ultimately improves their confidence and social behavior in the outside world (Harmer, 2007).

Among those complexity, the acquisition of speaking skills must be practiced repeatedly and meaningfully. Effective learning must aim towards the acquisition of fluency, accuracy, and comprehension as necessary elements of successful speaking skills (Akhter, 2021). Under these goals, numerous techniques have been set forth and implemented. These encompass structured classroom activities, such as role playing, discussion in groups, and presentation. But of increasing proven efficacy is a culture based method, whereby students have the

opportunity to use the language in more natural and repeated situations, outside of class time, in a manner as to create a lasting English speaking culture (Ramzan et al., 2025).

The learning process of speaking ability among foreign language students usually encounters numerous issues and challenges. According to Ratnasari (2020), there are some challenges encountered by the students, including lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation. Concurrently, psychological inhibitions, such as fear of communication and fear of making mistakes in the presence of others, typically pose the highest challenge. Brown (2006) stated that this fear makes students avoid conducting the practice that they have to carry out to improve their fluency since they spend much time crafting what they want to say or even choose to remain silent. Therefore, the optimal answer is to create a safe, secure, and motivating practice environment.

Various strategies have been employed to facilitate the speaking skills of the students, both old and new ones. These include role-plays, group discussions, presentations, and the use of multimedia tools. One of the developing way is environment-based practices, where students are given a chance to practice speech in more real situations. English Morning is a good example of a program which aims to develop an English-speaking culture that can allow students to practice speaking frequently (Nastainin, 2024). The program encourages students to interact in English outside of formal class hours. Like MTsN 2 Kota Kediri which

implements it as additional program that incorporates English into the daily routine consistently.

MTsN 2 Kota Kediri is widely recognized as one of the famous Islamic junior high schools in East Java in academic achievement, discipline, and competitive spirit among the students. Among its achievements is students' English ability in the super classes, where many students demonstrate relatively high speaking performance compared to their peers. This is not only seen in examination scores but also expressed in their classroom participation, communication confidence in English, and involvement in language activities. This sort of phenomenon prompted the researcher to examine the factors underlying such outcomes. One significant factor distinguishing these students is their mandatory involvement in a structured program called the English Morning Program as a daily morning activity that integrates English into the daily school lives of students.

The English Morning program is one of the initiative programs at MTsN 2 Kota Kediri where not all schools have not implemented the program. This program has been operating on a regular basis at MTsN 2 Kota Kediri for more than 15 years, purely for better class students as the language enhancement program at school. Although the program is intended, in general, to enhance students' overall English proficiency, but this program is structured and practiced based implementation place much more emphasis on oral communication. Conversational practice and group discussion are the primary activities that dominate sessions. These recursive and interactive speech activities allow students to use English in meaningful, realistic situations beyond typical lessons (Rybchynska, 2023). By

repeating it, this creates a language rich context that is favorable to the development of speaking fluency, vocabulary acquisition, and communicative confidence. That is the reason oral ability is considered most directly and visibly affected by students' active participation in the program.

Several previous studies have examined by other researchers. The first one is conducted by Nastainin (2024). She investigated the implementation of English Morning Program and its impact on speaking ability of students' having different learning style at MTsN 1 Kota Kediri, and found out that the English Morning Program at MTsN 1 Kota Kediri successfully improves the speaking skill of eight-grade students through various exercises and techniques in accordance with multiple learning styles. The second study is conducted by Anshori (2023), the findings showed the English Morning Program activities consisted of speaking, reading aloud, group discussion and storytelling. Following the use of these activities students were less anxious and more interested in learning English. Then is conducted by Hasanah (2020), the researcher discussed the influence of English Club participation towards students' speaking skill at eight grade of SMPN 1 Patikraja in academic year 2018/2019. Its showed that students' motivation to mastering English speaking was very high, and students' expected the English day Program would help their develop English language skills.

Previous research has discussed the implementation and impact of the English Morning Program on students' speaking skills, but no research has specifically examined students' perceived impact of English Morning Program towards their speaking skill at MTsN 2 Kota Kediri, which has a different learning

environment and student characteristics from other schools. In addition, previous research which were that conducted by Nastainin (2024) focused more on the implementation of the program and how the program is adapted to students' learning styles, while this study more specifically analyzed students' perceived impact of English Morning Program towards their speaking skills quantitatively. On the other hand, studies by Anshori (2023) have discussed the benefits of speaking practice-based programs, but still mager studies have used a quantitative approach.

Although this program has been going on for quite some time, there has been no research that discusses about it, especially quantitatively. This research is crucial in assessing the students' perceived impact of English Morning program towards their speaking skills. Based on the background of this study, the research is titled: The Students' Perceived Impact of English Morning Program towrads Their Speaking Skill at MTsN 2 Kota Kediri.

B. Research Question

Since this research wants to investigate more deeply the perceived impact of English Morning Program on students' speaking abilities, the researcher interest to focus on: What are the students' perceived impact of English Morning Program towards their speaking skill at MTsN 2 Kota Kediri ?

C. Objective of the Research

Based on the research problem, the objective of the research is to investigate the students' perceived impact of English Morning Program towards their speaking skill at MTsN 2 Kota Kediri.

D. Significance of the Research

This research has significant implications for various aspects, including:

1. For Students

By engaging in regular speaking activities, students are expected to enhance their fluency, pronunciation, vocabulary, and grammatical accuracy. Additionally, the program may help boost students' confidence and motivation in speaking English, making the learning process more interactive and enjoyable.

2. For Teachers

The findings of this study can serve as a reference for English teachers in designing more effective and engaging speaking activities. By understanding the impact of the English Morning Program, teachers can integrate similar strategies into their teaching methods, ensuring that students receive more structured and meaningful speaking practice in a supportive environment.

3. For Schools and Educational Institutions

This research can provide valuable input for schools in evaluating and improving the implementation of the English Morning Program. The results can guide educational institutions in developing policies and strategies that foster a more communicative and immersive English learning environment, ultimately supporting students' language development.

4. For Further Researchers

This study can serve as a foundation for further research on the effectiveness of language programs in enhancing students' speaking skills. Future studies may explore different aspects, such as the long-term impact of such

programs, comparisons with other speaking-based activities, or the influence of student engagement levels on language improvement.

E. Scope and Limitation of Research

This research focuses to investigate the students' perceived impact of English Morning Program towards their speaking skill at MTsN 2 Kota Kediri. The research specifically examines how program participation affects some aspects of speaking skill, including fluency, pronunciation, vocabulary, and grammatical accuracy. This study is limited by 8th grade excellent students of MTsN 2 Kota Kediri who participate in English Morning Program.

F. Definition of Key Term

To avoid misunderstandings, here are the definitions of key terms used in this study:

1. Students' Perceived Impact

In this research, students' perceived impact is defined as the students' subjective judgment and personal perspectives on the influence of the English Morning Program on their speaking skill at MTsN 2 Kota Kediri. It is not an objective assessment of their grades but the students' personal interpretation of the influence of the program on their speaking skills

2. English Morning Program

The English Morning Program is a morning language activity intended to increase the capacity of students to speak English by frequent and systematic practice. The program is normally held in the morning before normal lessons and

comprises a set of speaking activities such as daily conversation, storytelling, group discussion, speech training.

3. Speaking skill

Speaking is the act of producing auditory signals to elicit verbal responses from others, it is not just a question of talking but also how one hears. Moreover, speaking proficiency is often measured in terms of fluency and accuracy; fluency refers to the smoothness of talk and the minimal pausing, and accuracy is a question of using correct grammar, vocabulary, and pronunciation.