

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses several theorist undelying this study. They are the definition of speaking skill, English morning program, and the last part explains some previous studies related to this research.

#### **A. Perception**

##### **1. Definition of perception**

Perception is basic factor that has a direct impact on the shaping of behavior. According to (Robbins & Judge, 2017) perception is defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Therefore, perception analysis is crucial in understanding the underlying reasons for how and why individual behavior changes. Acording to Ramzan et al., (2025) perception refers to a cognitive process initiated by the reception of stimuli, which involves physical objects, their properties, relationships between phenomena, and complex events. Through this efficient processing mechanism of stimuli that individuals are eventually capable of acquiring and constructing a coherent understanding of their surroundings.

According to Kotler (2000) perception describes the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. This stage of organization and interpretation is important because this is where separate sensory data is integrated into a complete and recognizable meaning. In this study, the term perception is essentially the same as

the term perceived impact, it is the application of this process where students interpret the effects they experience from a program based on their own awareness and understanding. Robbins and Judge (2013) state, perception is a process of giving meaning to one's environment. Therefore, when students evaluate the influence of the English Morning Program, they are engaging in a perceptual process

## 2. Types of perceptions

In identifying the students' perception, there are two kinds of perception, those are positive and negative perceptions.

### a. Positive perception

Positive perception is defined as a view that encompasses all knowledge (both conscious and unconscious) and various responses that trigger efforts to utilize that knowledge (Irwanto, 2002). In addition, positive perception also implies a good or supportive response to the perceived object. According to Ahmadi (1999), a positive response is defined as a form of reaction, action, or attitude that shows acceptance, recognition, approval, and implementation of the norms that apply in the environment in which the individual is located.

### b. Negative perception

The definition of negative perception is a view that encompasses all knowledge, whether conscious or unconscious, and various responses that are contradictory or inconsistent with the object being perceived (Irwanto, 2002). In other words, negative perception is a negative response to an object of focus. Furthermore, Ahmadi (1999) argues that negative responses are reactions, actions,

or attitudes that show rejection or disagreement with the norms that apply in the environment osmotic from the individual himself.

### 3. The process of perception

According to Qiong (2017), the process of perception consists of three stages, those are selection, organization, and interpretation.

#### a. Selection

Selection is the initial phase in the perception process, which functions as a mechanism for individuals to transform environmental stimuli into meaningful experiences (Michaelsen & Esch, 2023). In the context of everyday life, individuals are constantly exposed to a wide spectrum of information. Various external stimuli ranging from auditory input, such as heard speech, sudden visual events, witnessing an incident, to repetitive stimuli like the ticking of a clock, simultaneously bombard the sensory organs (Qiong, 2017).

#### b. Organization

The second stage following selection in the perception process is Organization. Once people have successfully selected and absorbed data in the environment, the selected stimuli must be organized such that they can form meaningful patterns. This organizational stage is achieved through the process of categorization or grouping. During this stage, perceived social and physical stimuli-in the form of objects or events-instantly acquire discrete attributes such as shape, color, texture, and size. This process of organization is necessary for the integration of pieces of information into a coherent whole that will enable consistent interpretation to take place at the next stage.

### c. Interpretation

The Interpretation stage is the third and final stage in the perception mechanism, refers to the process whereby meaning or significance is attributed to previously processed stimuli. Upon selecting stimuli and having them successfully grouped into structured and stable patterns through the Organization stage, individuals attempt to make these patterns understandable by assigning specific interpretations.

## 4. Factors that Affect Perception

In the perception process, there are a number of factors that can significantly influence the formation of an individual's perception of an entity or object. According to Rakhmat (2008), there are three main categories of factors that play a role in modifying a person's perception.

### a. Attention

Factors Attention occurs when an individual focuses their concentration on one sensory channel (sensory input) while eliminating or ignoring input from other senses. Attention involves two components: external factors that serve to attract attention, and internal factors that play a role in maintaining focus.

### b. Functional

Functional factors are determinants that arise based on an individual's fundamental needs, accumulated past experiences, and other aspects that can be classified as factors oriented towards personal needs.

c. Structural

Structural Factors Structural factors are caused by the intrinsic characteristics of the physical stimuli themselves and the neural impact they have on an individual's nervous system. These factors can operate both consciously and unconsciously.

**B. English Morning Program**

1. Definition of English Morning Program

Ali et al., (2019) stated that the English Morning Program reveals to instill a sense of amicable environment where participants have an opportunity to exercise their English oral skills without feeling inferior, enhance the vocabulary of the participants and enhance the incorporation of idiomatic expressions. The English Morning Program is an organized program usually scheduled in schools or learning institutions and aimed at improving students' understanding of the English language through practice and participation in activities on a regular basis.

The implementation of the English Morning Program also reflects the principles of Communicative Language Teaching (CLT). CLT emphasizes real communication as the central goal of language learning (Richards, 2006). This program is usually carried out early in the morning before regular classes, providing a comfortable, distraction-free environment for language learning. According to Peel et al., (1962) language acquisition is obtained by practice and reinforcement over time since desired behavior. The program typically encompasses all types of

exercises, group discussions, and games to guarantee enjoyment and efficiency during learning.

According to Nastainin (2024) the English morning program is a sequence activities designed to build the perfect environment for learning English. A favorable environment is crucial to the acquisition of foreign languages, especially when speaking abilities are desired. Since gaining mastery over speaking skills demands intense practice of conversation. The program aims to create an immersive English-speaking environment that encourages students to practice and improve their communication skills.

## 2. Indicators of English Morning

The researcher used theory from Malu (2015), he mentioned several indicators of English based program can be measured as follow:

### a. Feeling

Feeling is usually treated under the broader concepts of emotion, affect, and mood (Zhang et al., 2024). In addition to emotions, feelings associated with learning are those of confidence, certainty, doubt, hesitancy, excitement, flow, boredom, and impatience. The English morning has significance because the activities would be successful based on the feelings of the participant during the English morning.

b. Facility

A good English morning is assisted by good and adequate facilities. Nurmalasari and Bakri (2026) stated that facilities are all things that support students in the learning process so that learning objectives could be achieved optimally. The presence of adequate facilities is not just a complement, but an important foundation in creating a conducive academic environment.

c. Frequency

Frequency is a quantitative measure that indicates the number of times a variable or number occurs repeatedly (Gravetter & Wallnau, 2017). The application of frequency is in the measurement of activity intensity, which encompasses the regular schedules of meetings and the continuity of learning material delivery to members.

d. Preference

According to Malu (2015), he explained that the English morning is run by people who share the same preference. Preference is the condition of liking something better than something else. People who join the English morning are people who had more interest in English than in another.

### 3. The activities of English Morning Program

The English Morning Program serves a variety of interactive and engaging activities designed to enhance students' speaking abilities. These activities are carefully selected to provide students with meaningful opportunities to employ English in real-life situations. Through these activities, the students can attain greater fluency, accuracy, and confidence in the use of the language. Below is a detailed explanation of each activity. According to Anshori (2023) revealed that there are four activities in English Morning Program that improve students listening skill.

#### a. Speech

The impact of speaking activities in improving speaking skill relies on activities that students carry out in preparation, delivery, and evaluation of speeches under the guidance of the teacher. The teacher illustrates two types of speaking activities in instruction. The first is a student-prepared speech from teacher materials. The students are supposed to read and note down the key points of every paragraph of the speech. Then students have to paraphrase it in their own words.

Then the students write the speech themselves, students are supposed to write their speech in this part. They can choose and write any topic they want. Next are speeches compose by the students themselves. In this section, the students are provided an occasion to write their own material. They can pick topics that interest them and are free to compose about them. Students can practice speaking in front of an audience via this exercise. The students and instructor are the audience for the

performance. Then the instructor and rest of the students provide feedback and suggestions regarding the performance of the student.

#### b. Reading Aloud

In the implementation of reading aloud activity, the instructor asks students to read the previously assigned material. Afterwards, students read the assigned material aloud in front of the class. Reading aloud to students is meant to inspire them to read on their own. In addition, reading aloud is also used as a method to prepare students for competitions. Students' ability to communicate is proven to be more fluent and improved as a result of this activity. The aim is to prepare students for the activities that will include learning. Teachers begin the process of teaching speaking to students by integrating reading aloud, instructing them to get lots of practice reading English textbooks aloud, not only in the school environment, but also at home. This instruction is given so that students have the opportunity to improve their speaking skills in both environments.

#### c. Story Telling

The students love the storytelling activity since everyone loves listening to stories from others. In this activity, the students have to search for a narrative story to prepare them before they do the storytelling activity. They will give freedom to create the story as interesting as it can be. This is in the interest of making the narrative more understandable. While rehearsing beforehand of acting, the students learn about grammar and narration during this activity.

Then students need to discover what the grammar and thoughts were in each sentence of the text. Understanding what the passage is about makes it easier for students to narrate. Students are then required to memorize the passage. Then they are required to retell the story to others. Whenever students retell the story in class, sometimes they get it wrong. Such as with mispronunciations, are usually the most frequent errors. In this, the teacher does not interrupt their performance in the middle. The teacher gives feedback on their performance once the activity is completed. This exercise will also encourage other students to pay attention to listening.

#### d. Group Discussion

The last activity is group discussion, the students love such activities since all of them get to enjoy listening to great minds. Also, the activities are conducted outdoors, and this brings about a more relaxed atmosphere. The students are then grouped. They will discuss issues of interest. They can reflect on the day's assessment of their English Morning work or present their ideas. Through group discussion, the teacher gives students independence to choose the topic to be discussed, so that students can share their opinions and release ideas at will.

#### 4. The principle as a successful English Morning Program

A successful English Morning Program (EMP) is based on structured activities that ensure active participation and improve students' speaking skills. Through offering an immersive environment, EMP allows students to practice on a daily basis, become confident and improve fluency through engaging and

entertaining activities. According to (As'ari et al., 2024) stated that a successful EMP has characteristics as below.

a. Structured Activities

The program has three broad phases pre-program, during-program, and post-program activities. Pre-program activities entail bringing students together and warming them up for discussion through guiding questions. Such a structure makes students more at ease and ready to discuss.

b. Focus on Communication

English morning program has to put emphasis on productive skills, particularly on speaking. The study emphasizes that students should be allowed to speak freely without the fear of grammatical errors, which results in the more spontaneous usage of language and encourages fluency.

c. Peer Interaction

Peer interaction in terms of conversation pairing of the students is needed. The peer interaction not only gives confidence but also facilitates mutual learning through another person's strengths and weaknesses.

d. Feedback Mechanism

Feedback to the students after post-program activity strengthens learning and provides motivation to perform better. It makes it possible for the students to witness their improvement and area of improvement.

e. Enjoyment and Engagement

The program has to be enjoyable to use so as to allow frequent use. Fun and motivating tasks can rather strongly increase students' motivation and enthusiasm for English practice.

f. Flexibility in Learning

The program should adapt to the varying capabilities of students, allowing them to express their ideas freely while gradually building their vocabulary and confidence.

5. The Advantages of English Morning Program

The implementation of an English Morning Program (EMP) offers several advantages, particularly in enhancing students' speaking skills and overall language proficiency. Recent studies highlight various positive impacts of such programs.

a. Enhance fluency and confidence

Participation in English Morning Program significantly boosts students' confidence and fluency in speaking English. Activities such as storytelling, dialogues, and games encourage students to practice speaking in a stress-free environment, which leads to better grammatical accuracy and vocabulary mastery (Anshori, 2023). A good strategy allows students to achieve effective learning outcomes and makes it easier for them to design ideas to speak.

#### b. Adaptability to learning styles

English Morning Program can be tailored to accommodate different learning styles, making the program inclusive, this program effectively address various learning preferences kinesthetic, auditory, and visual that can enhancing engagement and participation among students (Nastainin, 2024).

#### c. Increased vocabulary mastery

The interactive nature of English Morning Program allows students to encounter new vocabulary in context, which aids retention and usage. This exposure is often supplemented by activities that require active participation, such as games that reinforce vocabulary learning (As'ari et al., 2024). These advantages can also be viewed to the behaviorist theory, that is Skinner's theory of habit formation. English Morning Program provides consistent opportunity for students to practice repetitive speaking exercises, where they can develop fluency and anxiety reduction step by step by positive reinforcement in a low-pressure environment.

### **C. Speaking skill**

#### 1. Definition of speaking skill

In language learning, it is not only adequate that an individual can understand of the language but also has ideas on how to implement the language. It is considered to be the challenging primary skill of language use as it requires spontaneity. Speaking is one of the most important skills because it enables learners to convey their thoughts, express emotions, and transfer information effectively. According to Harmer (2007) speaking is the ability of people to speak fluently and can delivered they are feelings to other people, the ability not only in knowledge of

language features but also the people have ability to process language and information. It is key to everyday dealings, both domestically and in an academic context, as well as in the workforce where communication occurs verbally.

Wahono & Zahro (2021) argued that speaking is characterized by as a productive skill that involves students constructing utterances in the course of live interactions. Unlike writing, which involves the provision of editing and revising, speaking calls for spontaneous production of language making it a more challenging skill to learn. For this reason, fluency and accuracy are two critical characteristics of speaking that must be learned by learners. Fluency refers to the ability to talk fluently without too much pause, and accuracy refers to the use of vocabulary, grammar, and pronunciation appropriately.

## 2. The purpose of speaking skill

The primary purpose of speaking is to communicate. In an educational context, speaking skills are essential for students to participate in classroom discussions, present ideas, and collaborate with peers. According to Amelia et al., (2022), he stated that there are three main purposes of speaking:

### a. To inform

To inform is that the speaker want to give informations and convey ideas, process feeling or opinion to the listener and impart knowledge as well in certain purpose . In this case, the speaker just want to inform something about a fact.

### b. To entertain

To entertain is that the speaker is going to make the listener feel happy with the topic which is selected mainly because of its entertainment value. For

example when the teacher tell the joy story to the students, the parents tell the humourous story to the children. In doing so, speech will be more pleasant to be heard by the listener.

c. To persuade

To persuade is that the speaker tries to change or shape the listener to believe in something within several activities. The teachers have to give valuable teaching to the students by giving example in delivering material. From the example, the students can be more understand the mindful of the lesson and be active to take part in the lesson. The activities need the actions to make the listener interested to perform the actions wherein the speaker intends.

3. Aspect of speaking skill

Effective speaking skills are made up of a combination of independent elements, each of which is required in making clear and effective communication. They include pronunciation, grammar, vocabularu, fluency, comprehension. Having mastered these elements, speakers are in a position to convey their message effectively and get through to their audience. According to Brown (2004) there are five aspects of speaking skill.

a. Pronunciation

Pronunciation refers to the ability to produce clear and correct sounds in a language. It involves the correct articulation of vowels, consonants, stress, and intonation patterns. Accurate pronunciation ensures that the speaker is understood by the listener. Mispronunciation can lead to misunderstandings or confusion, even if the grammar and vocabulary are correct. For example, the difference between

"ship" and "sheep" lies in the pronunciation of the vowel sound, which can change the meaning entirely. In language learning, mastering pronunciation is essential for effective communication and building confidence in speaking.

#### b. Grammar

Grammar is the smallest unit of meaning, say words and a collection of rules to utilize them in forming a new sentence. It is needed such that the speakers are supposed to form a right sentence in a conversation. The speakers must manipulate and to make the discrimination among the appropriate grammatical forms from inappropriate ones. Its usage also to know how to gain mastery in a language in both oral and written mode.

#### c. Vocabulary

Vocabulary is a very basic component in language. It is held in a single word, set phrases, variable phrases, phrasal verbs, and idioms. One cannot effectively speak or express their ideas orally and in writing if they do not have sufficient vocabulary.

#### d. Fluency

Fluency is the ability to speak smoothly, without unnecessary pauses, hesitations, or repetitions. A fluent speaker can maintain a natural flow of speech, even when encountering unfamiliar words or phrases. Fluency is closely related to the speaker's comfort level with the language and their ability to think quickly in the target language. For example, a fluent speaker can engage in a conversation without constantly stopping to translate words in their mind. Fluency is often developed through consistent practice and exposure to the language.

e. Comprehension

Comprehension is the clarity of the message being conveyed. It refers to the listener's ability to understand the speaker's intended meaning, even if there are minor errors in pronunciation, grammar, or vocabulary. A speaker with high comprehensibility can make themselves understood despite linguistic imperfections. Factors that contribute to comprehensibility include clear articulation, appropriate pacing, and the use of context-appropriate vocabulary. For example, a speaker who speaks slowly and clearly is more likely to be understood than one who speaks quickly and mumbles.

4. Characteristic of successful speaking skill

All educators wish for a successful learning process and to know if their learning process is successful or not, instructors need to know the features of a successful learning process. Ur (1996) stated that an effective speaking activity includes some features like:

- a. Learners talk a great deal. As much as possible of available time for the activity is actually taken up with learner talk. This should not need saying, but in a lot of situations most time is taken up with teacher talk or silence.
- b. Participation is well distributed. Classroom discussion is not dominated by a few loquacious participants: everyone has a chance to speak, and contributions are fairly well distributed.
- c. Motivation is high. Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to reaching a task objective.

- d. Language is of an acceptable level. Students speak in utterances which are relevant, easily intelligible to one another, and of an acceptable level of language accuracy.

Therefore, from the above explanation can be unfolded that in an effective speaking activity learners will speak a lot while learning and there is no dominance of minority students in oral activity and all learners are meaningfully engaged when learning process or on the other words students will also have the chance to speak and to make contribution in learning process.

#### 5. Factors affecting speaking skill

The development of speaking skill is influenced by several factors,. It is crucial to understand the factors to enable teachers and students to scrutinize issues and incorporate appropriate measures to cultivate speaking ability. According to Amani & Fedai (2024), there are seven factors that affect students' speaking skill.

##### a. Effect of Shyness

Shyness is a common issue that inhibits the performance of students in speaking confidently within the classroom (Kalantar, 2024). The majority of students, especially those who are introvert, do not want to speak out their thoughts in front of people. This hesitation can lead to them failing to engage in speaking activities, which in turn prevents their advancement in verbal communication. Shy students are also nervous when they are asked to talk, fearing that they might say the wrong thing or be criticized by others. Hence, their oral skills might lag behind those of more outgoing students.

#### b. Language Barriers

For foreign language learners, the challenge of communicating effectively can be daunting. Poor vocabulary, poor pronunciation, and unfamiliarity with grammatical structures form a huge barrier to effective communication (Ayawan et al., 2022). Stress and tension arising from this frustration then discourage the learners from practicing speaking. Also, fear of speaking up and making a mistake in front of peers may discourage them even more from practicing to speak, creating a self-perpetuating cycle of silence that can work against their language development.

#### c. Opportunities to Speak

Insufficient practice of speaking in the classroom can greatly stifle advancements in students' verbal skills (Alami, 2025). Without sufficient chances to engage their voices, the students may struggle to become fluent and confident speakers. Others stress writing activities and passive learning, giving little time for practice speaking lessons. Therefore, the students are able to fall into the habit of silence, wasting the time that they might use in practicing clarity and spontaneity of thoughts.

#### d. Fear of Judgement

Another one of the major reasons for remaining silent in class is fear of being judged harshly by teachers. The fear arises from fear of poor grades, mistakes, or public humiliation by fellow students (Secules et al., 2021). If students find their spoken responses will be most critically judged, then they are likely to become extremely self-conscious and avoid discussing. This anxiety can be particularly

strong in formal test contexts, when they are under stress to answer flawlessly. If there is no supportive context where mistake is seen as a learning process, students can withdraw from chances to talk altogether, so that eventually, their confidence and fluency will be lost.

e. Classroom Environment

Classroom physical and psychological atmosphere is also quite significant in the determination of the students' experience during speaking. A well-organized classroom that provides a welcoming and interactive atmosphere can encourage students to participate actively when it comes to discussions and speaking (Rokhaniyah et al., 2024). For instance, an arrangement of seats where students are placed in different groups or circles can provide improved interaction and allow them to relax when speaking. A tense and threatening climate where students remain seated in rows with minimal chance of exchange or where the teacher dictates the dialogue can pressure and frighten them. Student shyness and isolation can prevent them from making progress toward developing speaking skills in such a setting.

f. Teacher-Related Traits

Teachers play a significant role in getting the students to speak. Their attitude, teaching style, and response to mistakes can make the students relaxed or terrified to speak. Teachers who are approachable and patient make the students feel comfortable in the classroom, and the students do not hesitate to speak (Dulay, 2023). Creating a fun and less tense speaking practice can be done through interactive methods like discussions, role-plays, and group work. On the other hand,

teachers who are too strict, criticize a lot, or focus too much on mistakes can make students nervous and avoid speaking. For this reason, offering constructive corrections, praising students' efforts, and prioritizing communication over perfection are important in building students' confidence in speaking.

g. Social Issues

The social atmosphere of the classroom largely influences how comfortable students are with speaking. Peer relationships, group dynamics, and social hierarchies are all factors that determine whether a student will be comfortable or intimidated when speaking in front of people (Henderson, 2023). If the students have good peer relationships and feel appreciated, they will more likely speak up. However, if they have been bullied, teased, or ostracized, they will not speak out. Also, in some cases, assertive or dominant peers might inadvertently overshadow less vocal students, who then become irrelevant or unwilling to voice their thoughts.

#### **D. 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 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, this study aims at develop the implementation of English Morning Program and also its impact on students' speaking ability that have different learning style especially at MTsN 1

Kota Kediri. By using a mixed research methods with a descriptive design, this research found out that the English Morning Program at MTsN 1 Kota Kediri succesfully imprved the speaking skill of eight-grade students through various exercices and techniques in accordance with multiple learning styles. Through observations and interviews showed dramatic improvement in students' vocabulary, grammatical accuracy, fluency and capacity to organize.

The research conducted by Nastainin (2024) have similarities in examining the English Morning Program on students' speaking skills, and both use questionnaires as instruments. However, there are some differences, Nastainin (2024)used mixed methods and emphasized on the effect of different learning styles on the effectiveness of the program, while this study used survey design that focused on the students' perceived impact of the program with general speaking skill improvement. In addition, Nastainin's research was conducted at MTsN 1 Kota Kediri while this research will be conducted at MTsN 2 Kota Kediri.

The second previous study is conducted by Anshori et al., (2023) entitled "Morning English Program (MEP) as a Strategy to Improve Students' Speaking Skills at SMK Bhakti Mulia Pare Kediri". This stud y focused on MEP implementation and its impact on enhancing students' speaking skills. Using a quantitative descriptive method, data were collected through questionnaires and interviews with grade 11 students who had experienced the program and an English teacher as sample. It was showed that MEP greatly contributed in improving aspects in students' speaking skills, such as grammatical accuracy, pronunciation, mastery of vocabulary, fluency of speech, and confidence. Moreover, the program also

constructs a good learning atmosphere, where students are less nervous to speak English. This is carried out through the range of enjoyment events, for instance, speeches, reading in classes, narratives, and discussion of classes that in reality habit students' speaking ability.

The similarities between Anshori et al's study and this research is on the present study that regard to the study focus, which investigates the impact of English Morning Program on the speaking ability of students. Both researches also use a quantitative approach with data gathering procedures through questionnaires that aimed to measure students' attitudes and experiences in participating in the program. But the goal in this research is to find out what are the students' perceived impact of English Morning program, while the Anshori et al's research is to describe the activities of MEP and their impact on improving students' speaking skills.

The third previous study was conducted by Ningsih et al., (2022) with the title "The Effectiveness of English Day Program to Improve the Students' Speaking Ability at Senior High School Zainul Hasan 1 Genggong" can be used in the current research as both researches are dealing with the effectiveness of English study programs in the students' speaking capacity. The current research attempts to assess how English Day program improves speaking skills of grade XI students through various activity types such as fluency in speaking, word remembering, spelling pronunciation, and storytelling. This study used qualitative approach and collecting data in the form of in-depth interview, observation, documentation, questionnaires, pre-test, and post-test. The results indicated that English Day Program was a major

contributor in the improvement of the students' speaking skills, where the students observed improvements in speaking fluency, vocabulary learning, pronunciation, and speaking confidence.

Ningsih's research has similar with this research in analyze how practice-based program have an effect on improving the students' ability to speak. However, there are certain fundamental differences. The Ningsih et al. research revealed that English Day Program was observed to be conducted every day for a whole month, while this study examine the English Morning Program that was more structured and conducted in the morning before school activities began. In addition, Ningsih et al.'s study utilized a qualitative method with a descriptive design through interviews and observations, while this study used quantitative survey design. With respect to the place of research, Ningsih et al.'s research was conducted in SMA Zainul Hasan 1 Genggong, while this research will be conducted in MTsN 2 Kota Kediri with a different profile of students and program policies.

The last previous study is conducted by Hasanah (2020), the author discussed the influence of English Club participation towards students' speaking skill at eight grade of SMPN 1 Patikraja in academic year 2018/2019. The purpose of this study was to find out if there is improvement of speaking skill through participating in English Club Program by using survey method. The result of this study showed that students' motivation to mastering English speaking was very high, and students' expected the English Club would help their develop English language skills.

Hasanah's research and this study have similarities in carrying out research through survey methods in measuring students' perception. In addition, they both research junior high school students, so it is relevant in learning about English language learning in adolescents. Despite having the same theme, there are some crucial differences. Hasanah's research conducted research on English Club, which is more flexible and voluntary-based, while this study aims at English Morning Program, which is more structured and morning-scheduled.