

CHAPTER I

INTRODUCTION

This chapter provides a general explanation of the background of research, research question, research objective, research significance, scope and limitation, and definition of key terms.

A. Background of the Study

Speaking skills are an important aspect of learning English as a foreign language because they help students communicate effectively in different situations. It allows students to express their ideas, opinions, and feelings clearly in both formal and informal contexts. Moreover, speaking skills play a significant role in building students' confidence in using English for daily communication. Based on Manakan et al. (2023), in the process of learning, students develop their speaking skills through various activities such as reading, listening, observing, and interacting with others. Furthermore, having regular opportunities to practice speaking plays an important role in improving students' speaking ability. Therefore, a supportive environment is needed to help students practice and improve their speaking skills continuously.

However, in the context of *Pondok Pesantren*, speaking skills are also important in learning English because students live together and interact with each other every day. Many students still face difficulties in speaking English, such as limited vocabulary, lack of confidence, and few opportunities to use English in daily communication. Even though they live in the same environment,

not all students actively use English in their daily activities. Therefore, structured activities are needed to help students practice regularly. In *Pondok Pesantren*, students engage in daily interactions that support their language development, as they live in the same environment. Based on Zulbaidien (2023), students in *Pondok Pesantren* reside in the same environment and participate in shared daily activities, which allows them to interact continuously. This condition shows that the *Pondok Pesantren* environment has the potential to support students' speaking skills if it is supported by consistent practice and appropriate programs.

In addition, the researcher chose eleventh-grade students as the focus of this study because they are at a level where they already have basic knowledge of English but still need more practice to develop their speaking skills. At this stage, students are expected to be more active in expressing their ideas and participating in communication activities. However, many of them still face challenges such as a lack of confidence and limited speaking practice. This is supported by Nastainin (2024), who found that students at the secondary level still require consistent and structured speaking activities to improve their fluency and confidence. Therefore, focusing on eleventh-grade students provides an appropriate context to examine how a structured program can support the development of their speaking skills.

Therefore, a program such as the English Morning Program is needed. This program provides students with daily practice to use English in a supportive environment. It is conducted through communicative activities such as

conversations among students, supported by a tutor who assists them when they face difficulties in vocabulary and pronunciation (Rosidin, 2021). Through routine practice, students are expected to develop speaking habits and improve their confidence in using English. In addition, this program can be considered an effective strategy to support students' speaking skill development in *Pondok Pesantren*.

Pondok Pesantren Al Munawaroh Jombang is one of the Islamic boarding schools located in Jombang, East Java. This institution plays an important role in developing students' religious knowledge as well as their academic abilities, including English language learning. The learning activities in this *Pesantren* integrate Islamic values with both formal and non-formal education, creating a supportive environment for character building and language skill development. In addition, *Pondok Pesantren Al Munawaroh* provides several programs aimed at improving students' competencies, one of which is the English Morning Program. This program is designed to support students' speaking skills through daily activities that support the use of English in everyday communication. Through this program, students are expected to improve their confidence and ability to communicate effectively in English. Therefore, *Pondok Pesantren Al Munawaroh* was selected as the research site because it implements the English Morning Program as a structured daily activity, providing a relevant context to examine how continuous practice can support students' speaking skill development in a real communication environment.

The first previous study was conducted by Awaliyah (2020), entitled *The Implementation of English Day Program in Improving Students' Speaking Skills*. The gap of this study lies in the type of program, as it focuses on the English day program, while this research focuses on the English morning program.

The second previous study was conducted by Rosidin (2021), entitled *The Use of English Morning Program in Teaching Speaking Skills*. The gap of this study is in the research focus, while this study focuses more specifically on the implementation stages of the program.

The third previous study was conducted by Anshori et al (2023), entitled *The Activities and Impact of Morning English Program on Students' Speaking Skills*. The gap of this study is in the focus of the research, while this study emphasizes the stages of implementation of the program.

The fourth previous study was conducted by Nastainin (2024), entitled *The Implementation of English Morning Program and Its Impact on Students' Speaking Skills*. The gap of this study is in the research subject, as it involves eighth-grade students, while this research focuses on eleventh-grade students.

The fifth previous study was conducted by Farhan (2024), entitled *The Implementation of Morning Conversation Program (MCP) on Students' Speaking Skills*. The gap of this study lies in the type of program and research setting, while this research focuses on the English Morning Program in a different context.

However, previous studies have not specifically explored how the English Morning Program is implemented in improving students' speaking skills in the context of *Pondok Pesantren Al Munawaroh*. Most studies focus on general implementation without deeply examining its impact on students' speaking development in a *Pesantren* environment. Therefore, this study aims to fill this gap by investigating the implementation of the program in this specific context. The program is chosen because it provides consistent daily practice, which is considered effective in helping students build speaking habits and improve their confidence in using English.

B. Research Question

Based on the research above, the problems to be discussed through this study are:

1. How is the implementation of the English Morning Program on students' speaking skills at *Pondok Pesantren Al Munawaroh*?
2. How does the English Morning Program support students' speaking skills?

C. The Objective of the Study

Based on the research question above, the objective of the study is:

1. To describe the implementation of the English Morning Program on students' speaking skills at *Pondok Pesantren Al Munawaroh*.
2. To explore how the English Morning Program supports students' speaking skills.

D. Significance of the Study

The completion of this research is expected to make a meaningful contribution:

1. For Students

This study is expected to help students understand the importance of active participation in the English Morning Program. By recognizing how the program supports their speaking skills, students may become more motivated to practice English consistently in their daily activities.

2. For Tutors

This research provides practical insights into how the English Morning Program is implemented and how it contributes to students' speaking development. It can be used as a reference to evaluate, maintain, or improve the effectiveness of the program, especially in designing activities that enhance speaking practice.

3. For Institutions

This study can serve as an evaluation tool to assess the implementation of the English Morning Program. It helps the institution understand the strengths and possible areas for improvement, particularly in supporting students' speaking skills through structured language programs.

4. For Future Researcher

This study can be used as a reference for future research related to language programs in *Pondok Pesantren*. It also opens opportunities for further studies focusing on other language skills or different program implementations.

E. Scope and Limitation of the Study

This study focuses on the implementation of the English Morning Program and its support for students' speaking skills. The participants of this research are the eleventh-grade students at *Pondok Pesantren Al Munawaroh* Jombang, consisting of 10 students. The study is limited to analysing speaking skills only. In addition, this research specifically examines the English Morning Program as the main activity used to support students in practicing speaking English.

F. Definition of Key Terms

1. English Morning Program

English Morning Program refers to a structured daily activity conducted from 05:00 to 06:00 a.m. at *Pondok Pesantren Al Munawaroh*. It is an informal program designed to provide students with regular opportunities to practice English through communicative activities in a supportive environment outside formal classroom instruction.

2. *Pondok pesantren*

Pondok Pesantren refers to an Islamic boarding school where students live and study in a formal and informal educational setting. In this study, it specifically refers to *Pondok Pesantren Al Munawaroh*, where learning activities are closely integrated with students' daily routines. Within this environment, students use English and Arabic as part of their daily communication. This condition supports the implementation of the English morning program and provides continuous opportunities for students to practice and develop their speaking skills through real-life interactions.

3. Speaking skill

Speaking skills refer to the students' ability to express ideas, opinions, and feelings in English through oral communication. In this study, speaking skills include aspects such as fluency, pronunciation, vocabulary, and confidence in daily communication in *Pondok Prsantren*.