

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework and previous studies related to the implementation of the English Morning Program and speaking skills. It covers the concept of implementation, the English Morning Program, speaking skills, and relevant previous studies to support this research.

A. Theoretical Framework

This section explains the theoretical framework of the study, which focuses on students' speaking skills through the English morning program. It discusses the definition of speaking and its components, and the types of speaking. It also explains the English Morning Program and its stages, including planning, implementation, and evaluation.

1. Speaking

This section discusses speaking as a crucial skill in learning English. It explains the definition of speaking, its components, and the types of speaking that students use in communication.

a. Definition of Speaking

Speaking is an important process in language learning. When people communicate their ideas, thoughts, and feelings, students, so far, we have been dealing with the concept of oral skills. According to Tarigan (2008), speaking is the ability to pronounce articulate sounds or words to express, state, and interact opinions, concepts, and feelings.

As a result, speaking involves the ability to pronounce words clearly and to interact with others. This means that speaking is an active communication skill that helps students convey meaning in social interaction.

Amalia et al. (2022) state that speaking is a social activity used to communicate with others. It happens in social situations for different purposes, where people use language in the right way based on its function. This means that speaking is important for creating effective communication in daily life.

Based on the definition above, speaking is an essential skill in language learning that involves not only the ability to pronounce words clearly but also to express ideas, opinions, and feelings appropriately in different situations. Therefore, speaking plays an important role in helping students interact with others and build effective communication in their daily lives.

2. Components of Speaking

Brown (2004) states that there are several components that students need to understand in learning to speak. These components include pronunciation, grammar, fluency, vocabulary, and comprehension.

a. Pronunciation

Pronunciation is an important part of speaking skills that focuses on how words are spoken clearly and correctly. Many learners still have difficulties with pronunciation, such as wrong vowel and

consonant sounds, stress, and intonation. These problems can make their speech hard to understand and may cause misunderstanding. Therefore, good pronunciation is important to help learners speak more clearly and communicate effectively in daily life (Kaharuddin & Ahamad, 2018).

b. Grammar

Grammar is an important part of language because it helps make sentences clear and easy to understand. Without grammar, sentences in speaking and writing can be confusing, so people may not be interested in listening or reading. According to Heaton, students need to be able to use correct sentence structures and know the difference between correct and incorrect grammar. Grammar also helps arrange sentences in a clear order so the meaning is easy to understand. Therefore, English is seen as a structured subject. However, in daily speaking, people often pay less attention to grammar than in writing.

c. Vocabulary

Vocabulary is a fundamental element of language. It includes single words, fixed expressions, variable phrases, phrasal verbs, and idioms. Without sufficient vocabulary, it is very difficult for someone to carry out conversations effectively. According to Rosidin (2021), vocabulary mastery helps students communicate their ideas more effectively during speaking activities. Therefore, vocabulary is an important component in developing speaking skills.

d. Fluency

Fluency is also an important component of speaking. In simple terms, fluency is the ability to speak smoothly without too many pauses or hesitations. According to Gower et al., fluency can be understood as the ability to continue speaking naturally and spontaneously. This means that students who have good fluency can express their ideas more easily and confidently in communication.

e. Comprehension

The last speaking element is comprehension. Comprehension is understanding what others say. It helps students catch the meaning of the message and respond correctly. If comprehension is low, communication can become unclear or lead to misunderstanding. Manakan et al. (2023) state that understanding messages during interaction is essential for successful communication. Therefore, comprehension is important so students can take part in conversations effectively.

These components are essential in measuring students' speaking performance, especially in structured programs such as the English Morning Program.

3. Types of Speaking

According to Brown (2004), speaking skills have several categories, which are as follows:

a. Imitative

It refers to the ability to practice intonation while paying attention to specific aspects of language form. This means simply repeating words, phrases, or sentences. The imitative stage mainly focuses on pronunciation. Based on Putra (2020), learners begin with single-word utterances, then develop into two-word expressions, and eventually produce more complex sentences. In speaking activities, imitation is based on repetition.

b. Intensive

A second type of speaking is intensive speaking, which focuses on producing short pieces of spoken language, such as stress, intonation, and rhythm. An example of this type is reading aloud. The activities can include reading scripted dialogues with other students or practicing phrases with minimal pairs. According to Brown (2004), intensive speaking emphasizes the production of language forms, including pronunciation and grammatical features. In this process, the teacher acts as a corrector who listens and evaluates students' speech, especially in terms of pronunciation and fluency.

c. Responsive

Responsive assessment tasks involve interaction and understanding, often in the form of short conversations such as greeting, small talk, simple requests, or responses. One example is a question-and-answer activity, which usually includes one or two questions, like

an interview. The students have to answer them. Brown (2004) explains that responsiveness requires learners to provide brief responses in meaningful communication.

d. Interactive

Interactive speaking refers to longer and more complex communication that involves two or more participants. It is divided into transactional and interpersonal dialogue. Sitohang et al. (2024) emphasize that interactive speaking activities support learners to exchange ideas and develop communication skills through active participation. Transactional dialogue focuses on exchanging important information in certain situations, such as at a bank or supermarket. Meanwhile, interpersonal dialogue is used to maintain social relationships rather than to share facts or information. In this type of interaction, speakers often use informal language, such as slang, humor, and everyday expressions.

e. Extensive

Extensive speaking refers to longer monologues such as speeches, presentations, or storytelling. In this type, students are required to speak more freely and organize their ideas in a longer discourse. This activity helps students develop fluency and confidence in expressing ideas. According to Gower et al. (2005), speaking activities that require learners to express ideas at length can support the development of fluency and confidence.

These types of speaking are important in language learning because they represent different levels of oral communication. In the context of the English Morning Program, students are exposed to several types of speaking activities such as imitation, question and answer, conversation, and short speeches, which help them gradually improve their speaking skills.

4. English Morning Program

The English Morning Program is one of the strategies used to improve students' speaking skills through daily practice. It provides students with opportunities to use English actively in a supportive and structured environment. Based on Ansori (2023), the English Morning Program is an activity conducted in the morning to improve students' speaking skills through direct practice. The program provides opportunities for students to use English actively in daily communication, especially through conversations and interactive activities.

Furthermore, this program is implemented in a *Pondok Pesantren* and is conducted every day as part of students' daily routine. The activities usually include vocabulary memorization, short dialogues, speeches, and question-answer sessions. In this program, students are actively involved in practicing English speaking with their peers, expressing their ideas, and responding to questions. Meanwhile, the teacher plays an important role in guiding the activities, giving instructions, correcting students' mistakes, and

providing feedback. Through these activities, the program helps students improve their speaking skills and build their confidence in using English.

5. Stages of the English Morning Program

The implementation of an educational program is a systematic process that involves several stages to achieve the intended learning objectives. In the context of language learning, especially speaking skills, the implementation process plays an important role in ensuring that the program runs effectively and supports students' oral communication development. Recent studies show that the implementation of learning programs generally includes three main stages, namely planning, implementation, and evaluation (Hibatulloh et al., 2024; Lukman, 2024).

a. Planning

The planning stages are the initial step in implementing the English Morning Program. In this stage, teachers or program organizers prepare all aspects needed before the program is conducted. In the context of this study, the planning stages involve designing the English Morning Program as a daily informal activity conducted at *Pondok Pesantren*. The program is scheduled every morning from 05.00 to 06.00 a.m., aiming to create a consistent habit of using English among students. The planning process includes several important steps. First, the teacher determines the objectives of the program, such as improving students' speaking skills. Next, the teacher designs the learning materials, which include vocabulary, daily expressions, and short dialogues. After that,

the teacher prepares appropriate teaching strategies and speaking activities, such as conversation practice, drilling, and short speeches. Finally, the teacher organizes the implementation procedures and sets the rules to be followed during the program.

This stage is essential because it provides a clear direction for the implementation of the program. A well-organized plan helps ensure that the activities are aligned with students' needs and learning goals. Based on Lukman (2024), a well-structured learning design can effectively support the development of students' speaking through meaningful and contextual activities.

b. Implementation

The implementation stage refers to how the English Morning Program is carried out in real practice. In this study, the program is conducted every morning from 05.00 to 06.00 a.m. at *Pondok Pesantren*, where students are required to use English in daily communication actively.

During this stage, students participate in various structured speaking activities. They practice daily conversations with their peers while memorizing and using new vocabulary in sentences. They also deliver short speeches, storytelling, and then engage in question-and-answer sessions to further develop their speaking ability.

These activities are designed to support students in speaking English actively, improve their speaking fluency, and build their confidence. The teacher or tutor acts as a facilitator who guides the students, monitors their participation, and provides immediate feedback when necessary.

Hibatulloh et al. (2024) state that the implementation stage is the core of the learning process, as it allows students to engage in meaningful communicative activities. Furthermore, Sitohang et al. (2024) emphasize that interactive speaking activities play a significant role in improving students' speaking ability.

Therefore, in this research, the implementation stage focuses on how the English Morning Program is conducted consistently as a daily speaking skill in a real communication context. These stages clearly reflect how the English Morning Program is implemented in a structured way to improve students' speaking skills.

c. Evaluation

The evaluation stage is the final step in the implementation of the English Morning Program. This stage aims to measure the effectiveness of the program in improving students' speaking skills and to identify aspects that need improvement. In this study, the evaluation stage involves several important activities. It includes assessing students' speaking performance, such as their pronunciation, fluency, vocabulary,

and comprehension. It also involves observing students' participation and engagement during the program, while providing feedback and corrections to improve their speaking ability. In addition, this stage identifies the strengths and weaknesses of the program implementation.

Evaluation is important because it helps determine whether the objectives of the English Morning Program have been achieved. It also provides valuable information for improving future implementation. Based on Khoirunisa & Pratama (2024), evaluation in speaking learning is essential to measure students' progress and to improve the effectiveness of instructional strategies. Thus, in this research, the evaluation focuses on analysing how the English Morning Program contributes to the development of students' speaking skills.

Based on the explanation above, the implementation of the English Morning Program consists of three main stages: planning, implementation, and evaluation. These stages are interconnected and play a crucial role in ensuring that the program is carried out effectively. Through consistent and structured implementation, the English Morning Program is expected to significantly support the improvement of eleventh-grade students' speaking skills in the *Pondok Pesantren* context.

B. Previous Study

To ensure the originality of the concept used in this study, the researcher presents several previous studies that are relevant to the type of research being conducted.

The first previous study was conducted by Awaliyah (2020). The purpose of this study was to find out whether the English day program can improve students' speaking skills. This research used a qualitative method with observation, interviews, and documentation as the instruments. The result showed that the program had a positive effect on students' speaking skills, as they became more confident and active in speaking English. It can be concluded that routine practice helps students improve their speaking ability. The similarity of this study with this research is the use of an English program to improve speaking skills. However, the difference is in the type of program, where this research focuses on the English Morning Program.

The second previous study was conducted by Rosidin (2021). The purpose of this study was to find out the use of the English Morning Program in teaching speaking skills. This research used a qualitative method with observation, interviews, and documentation. The study was conducted with eleventh-grade students of SMK Mukhtar Syafa'at Blokagung. The result showed that the program helped students improve their speaking skills and become more active in using English. It can be concluded that the English Morning Program has a positive effect on students' speaking ability. The similarity of this study is the use of the English Morning Program to improve speaking skills. The difference is in the focus of the research.

The third previous study was conducted by Anshori et al (2023). The purpose of this study was to find out the activities of the morning English program and its impact on students' speaking skills. This research used

questionnaires and interviews. The study was conducted with eleventh-grade students of SMK Bhakti Mulia Pare Kediri. The result showed that the program helped students improve their speaking skills and become more confident. It can be concluded that the morning English program has a positive effect on speaking skills. The similarity of this study is the use of the English Morning Program. The difference is in the focus of the research.

The fourth previous study was conducted by Nastainin (2024). The purpose of this study is to find out the implementation of the English Morning Program and its impact on students' speaking skills. This study used a mixed-method design with an English tutor and eighth-grade students of MTsN 1 Kota Kediri. The data were collected through observation, interviews, speaking tests, and questionnaires. The results showed that the program helped students improve their speaking skills. The similarity of this study is the use of the English Morning Program to improve speaking skills. The difference is that the previous study focused on learning styles and involved eighth-grade students, while this research focuses on eleventh-grade students.

The fifth previous study was conducted by Farhan (2024). The purpose of this study was to find out the implementation and impact of the Morning Conversation Program (MCP) on students' speaking skills. This research used a qualitative method with observation, interviews, and documentation. The result showed that the program improved students' vocabulary, fluency, and confidence in speaking English. It can be concluded that regular practice through conversation helps students improve their speaking ability. The

similarity of this study with this research is the use of a morning English program to improve speaking skills. However, the difference is in the research focus and setting.

Based on the previous studies above, it can be seen that many researchers have investigated the use of English Morning Programs to improve students' speaking skills. However, most of the studies focused on general school settings, while limited research has been conducted at *Pondok Pesantren* contexts, especially for eleventh-grade students. Therefore, this study focuses on the implementation of the English Morning Program at *Pondok Pesantren* to fill this gap.