

**THE IMPLEMENTATION OF MORNING CONVERSATION PROGRAM
ON STUDENTS' SPEAKING SKILL OF ENGLISH MOSLEM COMMUNITY
AT PONDOK PESANTREN KYAI SYARIFUDDIN LUMAJANG**

THESIS



By:

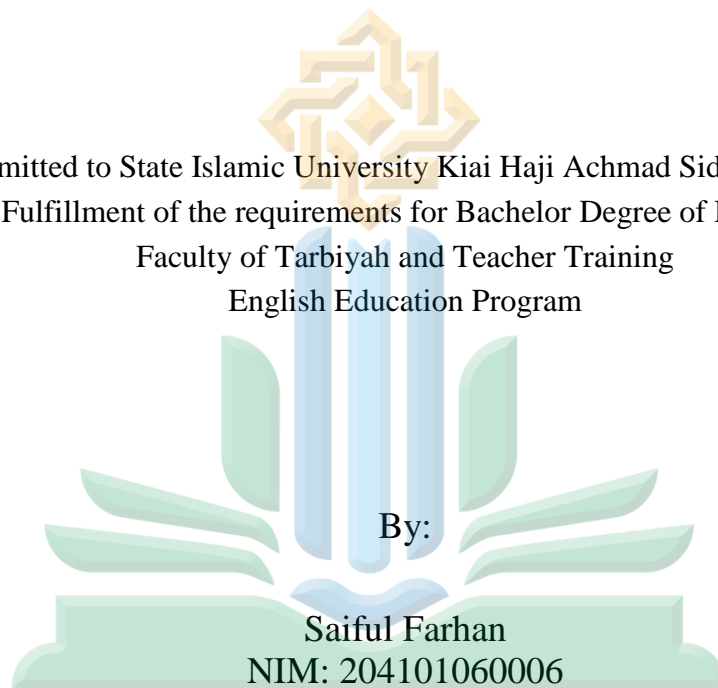
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J E M B E R

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OF KIAI HAJI AHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
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THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of the requirements for Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



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THESIS

It has been examined and approved by the board of examiners
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not burden a person, except according to his ability."
(QS. Al Baqarah: 286)*



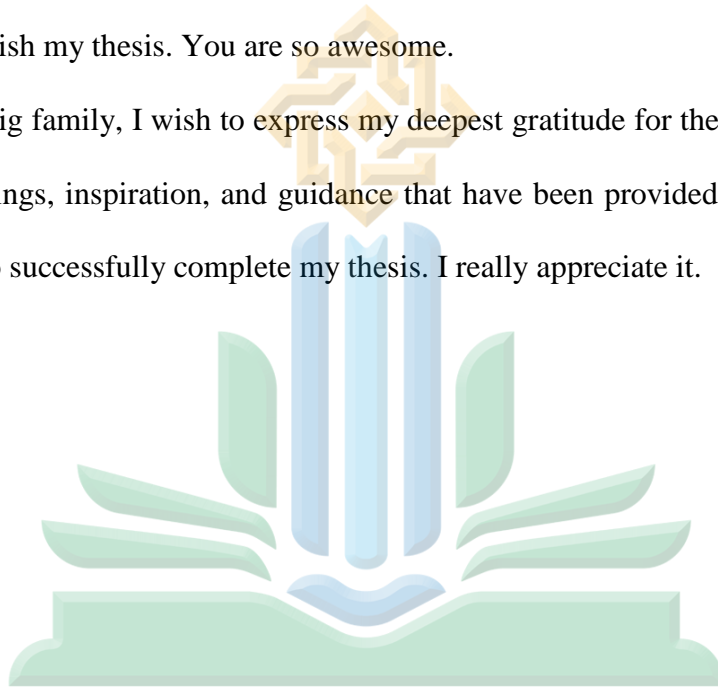
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* Kenenag RI & Al-Jalalin Indonesia, Qur'an English. *Al Baqarah: 286*

DEDICATION

I respectfully to dedicate this thesis for:

1. Umi Muna and Umlia Supyan My beloved Grandmother and parent who have always supported me both financially and spiritually.
2. Saiful Rizal, S. Pd, my beloved brother thanks for motivates and supports me to finish my thesis. You are so awesome.
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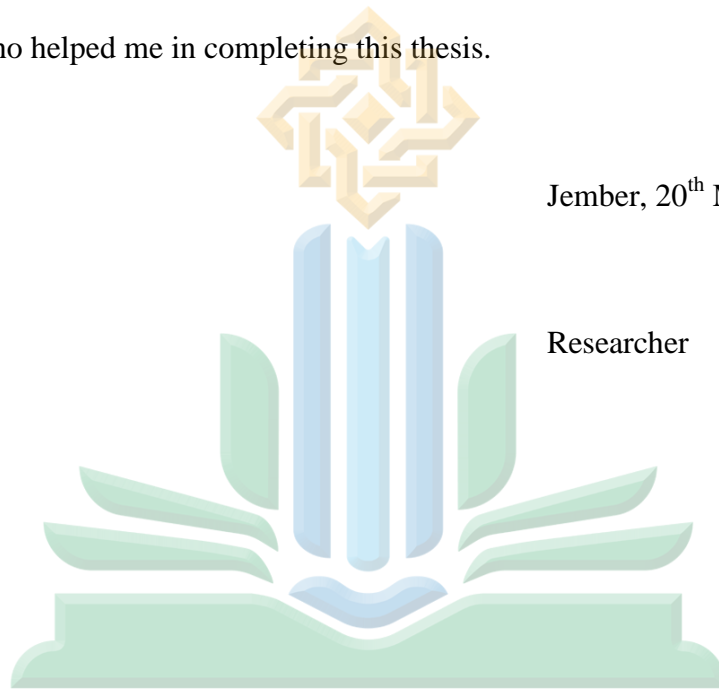
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Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, 20th May 2024

Researcher



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ABSTRACT

Saiful Farhan, 2024: *The Implementation of Morning Conversation Program (MCP) on Students' Speaking Skill of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang*

Keywords: Speaking Skill, Morning Conversation Program, English Moslem Community

Speaking is one of the important skills that must be mastered by students when teaching and learning English. Speaking is an activity to deliver information, ideas, and emotions verbally. Mastering this skill required a learning method. English Moslem Community implemented Morning Conversation Program (MCP) to improve speaking skills of its students. This program was conducted in the morning three times a week on Wednesday, Thursday, and Saturday.

The focuses of the research were: 1) How is the implementation of Morning Conversation Program (MCP) on students speaking skill by English tutor in intermediate class of English Moslem Community at Pondok Pesantren kyai Syarifuddin Lumajang? 2) How is the impact of Morning Conversation Program (MCP) on students speaking skill by English tutor in intermediate class of English Moslem Community at Pondok Pesantren kyai Syarifuddin Lumajang?

The objectives of this research were: 1) to describe the implementation of Morning Conversation Program (MCP) on students speaking skill by English tutor in intermediate class of English Moslem Community at Pondok Pesantren kyai Syarifuddin Lumajang. 2) to describe the impact of Morning Conversation Program (MCP) on students speaking skill by English tutor in intermediate class of English Moslem Community at Pondok Pesantren kyai Syarifuddin Lumajang.

The research methods used in this research were: 1) The research design of this study was descriptive research with a qualitative approach. 2) The subjects of this were one leader of Pondok Pesantren Kyai Syarifuddin Lumajang, one coach of the English Moslem Community, one English tutor, and two students of the intermediate class. 3) The research instruments of this research were interview, observation, and documentation. 4) The analysis of the data in this research was data reduction, data presentation, and withdrawal of conclusion or verification. 5) The validity of the data from this research was determined by source triangulation and technique triangulation.

The results of this research were: 1.) The implementation of Morning Conversation Program (MCP). There were three steps activities in implementing morning conversation program (MCP) including: pre-activity, while activity and post activity. In pre activity, English tutor gave instruction for guide students to read and repeat the form of leading question. In while activity, the students having conversation in pairs. And in the post activity, English Tutor gave feedback to students. 2). there were positive impacts on students speaking skill through implementing Morning Conversation Program (MCP) including: students mastered vocabulary in English, flexibility in speaking due to frequent reading and increased students' self-confidence.

TABLE OF THE CONTENT

COVER	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATIONS	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
TABLE OF THE CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDIXES	xiii
CHAPTER I	1
INTRODUCTION	1
A. Background of research	1
B. Research Focus	5
C. Research Objective	5
D. Research Significance	6
E. Definition of Key Term.....	7
CHAPTER II	9
LITERATUR REVIEW	9
A. Previous Research	9

B. Theoretical Framework	16
CHAPTER III.....	36
RESEARCH METHOD	36
A. Research Design.....	36
B. Research Location.....	37
C. Research Subject	38
D. Data Collection Technique.....	39
E. Data Analysis	41
F. Data Validity	43
G. Research Procedure.....	43
CHAPTER IV.....	46
RESEARCH FINDINGS AND DISCUSSION.....	46
A. Research Findings	46
B. Discussion.....	79
CHAPTER V	82
CONCLUSION AND SUGGESTION	82
A. Conclusion	82
B. Suggestion.....	84
REFERENCES.....	85

LIST OF TABLES

No	Description	Page.
2.1	The similarities and differences of previous research	13
2.2	Learning activities of Morning Conversation Program (MCP)	28



UNIVERSITAS ISLAM NEGERI
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J E M B E R

LIST OF FIGURES

No	Descriptions	Page.
4.1	Pre Program activity of Morning Conversation Program (MCP)	54
4.2	While Program activity of Morning Conversation Program (MCP)	59
4.3	Post Program activity of Morning Conversation Program (MCP)	61
4.4	Punishment of Morning Conversation Program (MCP)	69



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIXES

Appendix 1: Matrix of Research

Appendix 2: History of Morning Conversation Program (MCP)

Appendix 3: Vision & Mission of English Moslem Community

Appendix 4: Organizational Structure of English Moslem Community

Appendix 5: Lesson Plan

Appendix 6: Scoring Rubric

Appendix 7: Transcript of interview

Appendix 8: Documentation of Research

Appendix 9: Research Completed Letter

Appendix 10: Journal of Research

Appendix 11: Observation Sheet

Appendix 12: Statements of Authenticity

Appendix 13: Curriculum Viate



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J E M B E R

CHAPTER I

INTRODUCTION

The components of the thesis are presented in this chapter and include the definition of key terms, the research focus, the research purpose, the research significance, and the research context.

A. Background of Research

In this Modern era, English is an international language used as a tool of communication between all countries around the world. English is a second language in several countries, but in Indonesia English is a foreign language. As a result, English is not a common language among Indonesians. According to the Ministry of National Education's Education Minister Regulation (PERMENDIKNAS), language is essential to students' intellectual, social, and emotional growth and is a key factor in ensuring that they learn well across all subject areas.². The four skills of listening, reading, writing and speaking are essential to master when studying English. Those are related one another. Every person has an interesting skill in studying English based on the capability. There are many ways to get the knowledge and mastering English skill.

According to Hadist Riwayat Muslim:³

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

² Departemen Pendidikan Nasional. Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2006 tentang Kurikulum, p 106

³ HR. Muslim, Keutamaan Mempelajari Ilmu dalam Islam, 2699

Meaning: “Whoever chooses the path of knowledge-seeking, Allah will make the way to Paradise easy for him”. (HR Muslim, number. 2699)

Almost everyone assumes that the measure of success in studying English is mastering speaking skills, but in reality, most students find many difficulties in mastering speaking skills. According to Lisrohli, Speaking is a talent that becomes crucial in our day-to-day lives. Social relationships are essential to human existence. Hence, it must be developed and practiced independently in the grammar curriculum.⁴ Speaking is an activity to deliver information, ideas and emotion verbally. In other hands, speaking is a place to express something that happens in people life. Richard continued by saying that speaking is about removing various word components, accomplishing a task, and exploring ideas. This indicates that students are able to communicate clearly and fluently, which contributes to positive outcomes.⁵ It is clear from the definition above that speaking involves the cooperative creation, reception, and processing of information.

Teaching English in class has a limited amount of time. Therefore, teachers should have creativity to arrange the method of learning English. especially speaking skills in order for students to enjoy and have a quiet time studying English. On the other hand, the choice of time for learning English must be considered because the placement of learning time also affects

⁴ Lisrohli Irawati, *Improving Students' Speaking Through Communicative Language Games*, Magistra, 87 th. XXVI, (Maret, 2014), 26.

⁵Richard Jack C., *Teaching Listening and Speaking from Theory to Practice* (New York:Cambridge University Press, 2008), 19

students' ability to capture the material. Most teachers used the method of teaching speaking English, which made students passive students rather than active students, and also the time of teaching and learning English in the midday. Finally, students felt bored even though they did not focus on the material.

Therefore, the most common method that is usually used by teachers to develop students' speaking skills is through communication with several people using English, namely, conversation. Conversation is not only about dialog, which requires people to be listeners to the speaker, but the listener should also respond to the speaker, and that becomes a conversation. Teaching and learning English should be applied to active communication and focused more on productive skills in order to develop students' speaking skills. Brown stated that successful oral communication in the target language with other speakers serves as a display of successful language acquisition.⁶ On the other hand, the appropriate time for teaching and learning is in the morning, because in the morning, the brain became fresher and it be easier to perceive learning material.

Seeing the background that has been presented above, in this case the researcher was supported by some thesis and journal that has been read by the researcher before conducted this research. First, the thesis, which has the title The Use of English Morning Program Before Beginning Class in the Teaching

⁶ Brown, H. Douglas. (2001). Teaching by Principle and Interactive Approach to language pedagogy. New York: Longman Inc

of Speaking to the 11th Grade Students of SMK Mukhtar Syafa'at Blokagung in Academic Year 2020/2021,⁷ The result of this research is the same as the current research: the English morning is an activity to improve learning to speak English with fun, focus, and speed. In addition, English morning is done in the morning because the teacher knows the layout of students' enthusiasm for learning in the morning. Second, a thesis with the title Improving Students' Speaking Ability Through Morning English Extracurricular Activities in Indonesia⁸. This thesis has the same result: it talks about the positive impact on students speaking skills through morning English and the effect on student weather in the teaching and learning process or in students' daily routine.

Some of the problems above have been described. The researcher found the main point of the problems are the learning method and the appropriate time for studying English. Therefore, the researcher conducted research on the English learning process at the intermediate class of the English Moslem Community that has been located in Pondok Pesantren Kyai Syarifuddin Lumajang, entitled "The Implementation of Morning Conversation Program on Students' Speaking Skills of the English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang". Morning Conversation Program is one program that is conducted in the morning before teaching learning process

⁷ Habib Rosidin, The Use of English Morning Program Before Beginning Class in Teaching Speaking at the 11th Grade Students of SMK Mukhtar Syafa'at Blokagung in Academic Year 2020/2021, (Thesis, English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussalam Banyuwangi, 2021)

⁸ Mohammad Isya Anshori, Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities in Indonesia, (Journal, Postgraduate Program Students of English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia, Educational Challenges, vol.28, Issue 2, 2023)

starts to do some conversations with each other. Some of the structural conversation in the form of leading questions was provided, it helps the conversation run well. The leading question helps students to have a conversation with a context and also help them to speak English naturally. This program is applied in intermediate class of English Moslem Community because the goal of this class is to improve students' speaking skills.

B. Research Focus

The researcher developed the research focus, comprising the following, based on the research background:

1. How is the implementation of Morning Conversation Program (MCP) on students' speaking skills by the English tutor in the intermediate class of English Moslem Community at Pondok pesantren Kyai Syarifuddin Lumajang?
2. How is the impact of Morning Conversation Program (MCP) on students' speaking skills by the English tutor in the intermediate class of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang?

C. Research Objectives

The following are the goals of this research, which are based on the problem statements:

1. To describe the implementation of Morning Conversation program on students' speaking skill by English tutor in intermediate class of English Moslem Community at Pondok pesantren Kyai Syarifuddin Lumajang

2. To describe the impact of Morning Conversation program on students' speaking skill by English tutor in intermediate class of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang.

D. Research Significance

The researcher expects that by doing this research, the findings will also be helpful to readers in the process of teaching and learning English, particularly in the area of speaking.

Theoretical importance and practical significance are the two categories of significance.

1. Theoretical Significance

Regarding the implementation of the Morning Conversation Program (MCP) as a learning method in the teaching and learning process, the study's findings are anticipated to provide guidance, knowledge, and information to educators and students.

2. Practical Significance

a. For English Teacher

The results of this study are expected to be advice for teaching speaking English especially on students' speaking skill especially to master and develop on students' speaking skill.

b. For students

The study's findings are anticipated to contribute to knowledge or comprehension of the subject matter by utilizing the morning conversation program as a teaching method for speaking English.

c. For other Reseachers

Particularly in the English education area, the study's findings were anticipated to be a valuable source of information and innovative research references.

E. Definition of Key Terms

To ensure that readers have a common idea or perspective, the definitions of important terms used in this research provide clarification for particular terminology. They are also intended to avoid ambiguity or misinterpretation.

The terms are as follows:

1. Morning Conversation Program

The morning conversation program is one of the programs for developing English learning, especially speaking skills, and it is carried out routinely three times a week in the morning. This program is conducted by students of the English Moslem community at Pondok Pesantren Kyai Syarifuddin Lumajang. The students who follow this program are from an intermediate class that only focuses on speaking skills. They are obligated to follow the rules and obligations for implementing the morning conversation program that have been explained by the tutor in the student's intermediate class.

2. Speaking skill

Speaking skill is the ability to communicate orally. It is not only about mastering the concept of language properly and correctly but also being communicated orally with the aim of conveying ideas,

intentions, and desires to others.

3. English Moslem Community (EMC)

English Moslem community is a place for students to study English. This place is located in Pondok Pesantren Kyai, Syarifuddin Lumajang. EMC is an English language development program that aims to develop students' skills in English, including listening, reading, writing, and speaking. The existence of the English Moslem Community has had a good impact on students studying English because EMC has a good English tutor with a variety of methods for teaching English that are suitable for Santri. On the other hand, the English Moslem Community is a place for Santri, who likes and wants to study English deeply.



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CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature which consists of previous research and theoretical framework.

A. Previous Research

To ensure the originality of the ideas in this research, the researcher presents those are relevant to the kind of research that researcher conducted, such as:

1. A thesis written by Ima Agista (2022)⁹ entitled “Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo”

The result of this research this program improves student’s ability in English before and after the strategy conducted especially about student speaking skill with the utilizing daily speaking English Conversation in the daily activity.

The similarity of this research is the utilizing of English conversation as strategy to improve speaking ability. And the difference is in the focus of research.

⁹ Ima Agista, “Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo”, (Thesis, English Education Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo, 2022)

2. A thesis written by Habib Rosidin (2021)¹⁰ entitled “The Use of English Morning Program Before Beginning Class in Teaching Speaking at the 11th Grade Students of SMK Mukhtar Syafa’at Bloakagung in Academic Year 2020/2021”

In this research the researcher found that the use of English Morning program help teaching and learning process especially teaching speaking class. Besides, this research provides the impact after implement English Morning Program on students in teaching speaking class.

The similarities of this research are in the research background and the research method. While the difference is in the focus of research.

3. A Thesis written by Nailil Wafiroh (2021)¹¹ entitled “Implementing English Morning Conversation to Improve Speaking Skill at Survival Class Students of LKP Aloha Edu Tegaldlimo Academic Year 2020/2021”

In this thesis provides the implementation of English Morning Conversation as method in teaching learning process can improve students speaking skill at survival class students of

¹⁰ Habib Rosidin, “The Use of English Morning Program Before Beginning Class in Teaching Speaking at the 11th Grade Students of SMK Mukhtar Syafa’at Blokagung in Academic Year 2020/2021”, (Thesis, English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussalam Banyuwangi, 2021)

¹¹ Nailil Wafiroh, “Implementing English Morning Conversation to Improve Speaking Skill at Survival Class Students of LKP Aloha Edu Tegal Delimo Academic Year 2020/2021”, (Thesis, English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussalam Blokagung Banyuwangi, 2021)

LKP Aloha Edu Tegaldlimo. On the other hand, this research also provides the determine whether the use of English morning conversation can improve students' speaking skill.

The similarities of this research are the use of English morning conversation to improve students' speaking skill and the research focus. And the differences are in the research methodology that used classroom action research with two cycles which every cycle consists of two meeting and the result of reasearch.

4. A Journal written by Wirda Maulia (2021)¹² entitled "The influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving the Students' Speaking Skill"

In this journal found some problems on students' speaking skill including; lack of confidence, lack of vocabulary and knowledge. The supporting program namely Conversation program supported students in speaking English. Conversation program help students to communicate and interact one another or even share some ideas among them. The aim of this program is to build students mastery in foreign language.

The similarities of this research are the use of English conversation as strategy and method on students' speaking skill and the use of

¹² Wirda Maulia, "The Influences of Conversation Program At Madrasah Aliyah Babul uda Tualang Cut in Improving The Students' Speaking Skill", (Journal, Presented to Madrasah Stanawiyah Sabilul Ulum, Aceh, Indonesia, Journal of Linguistic, Literature and Language Teaching, vol.7 No. 1, pp 62-72, 2021)

qualitative method. And the difference is in applying the program as a method to build students' speaking skill in teaching learning process in classroom.

5. A Journal written by Mohammad Isya Anshori (2023)¹³ entitled "Improving Students' Speaking Ability through Morning English Program Extracurricular Activities in Indonesia"

In this journal provides the researchers applied Morning English Program extracurricular activities influence on students' speaking ability. The activities applied consisted of speaking, reading aloud, telling stories and group discussion. Morning English Program as a method in teaching speaking English and create positive learning environment on students during teaching learning process.

The similarities of this research are the implementation of Morning English Program (MEP) as a method and strategy in improving students' speaking skill and the research method that used in this journal. While the difference is in the used of the program that this journal used Morning English Program (MEP) as an extracurricular program that can influence students' speaking skill.

¹³ Mohammad Isya Anshori, "Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities in Indonesia", (Journal, Postgraduate Program Students of English Education Department, UIN Sayyid Ali Rahmatullah Tulungagung, East Java, Indonesia, Educational Challenges, vol.28, Issue 2, 2023)

Table 2.1
The similarities and differences between the previous research and current research

No.	Author and Tittle	Similarities	Differences
1.	A thesis written by Ima Agista (2022) entitled “Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo”	a. Both of the researches research the use of English Conversation Program as strategy b. Both of the researches used the descriptive qualitative method.	a. The previous research focused on how English Conversation program as strategy applied in daily English program to know how student’s response and what are some obstacles during apply English conversation program b. The previous research was held at Al-Mawaddah Modern Islamic Girls Boarding School Ponorogo
2.	A thesis written by Habib Rosidin (2021) entitled “The Use of English Morning Program Before Beginning Class in The Teaching Speaking at the 11 th grade Students of SMK Mukhtar Syafa’at Blokagung In Academic Year	a. Both of the researches research the use of English morning Program as strategy in the beginning class in teaching speaking English b. Both of the researches used descriptive qualitative method	a. The previous research focused on how to use English morning program before beginning class in teaching speaking English b. The previous research was held at the 11 th grade students of SMK Mukhtar

	2020/2021”		Syafa’at Blokagung
3.	A Thesis written by Nailil Wafiroh (2021) entitled “Implementing English Morning Conversation to Improve Speaking Skill at Survival Class Students of LKP Aloha Edu Tegaldlimo In Academic Year 2020/2021”	<p>a. Both researches use English morning conversation as strategy in teaching speaking</p> <p>b. Both researchers used the research focus that focuses on the implementation of English morning conversation on students speaking skill</p>	<p>a. The previous research used Classroom Action Research (CAR) as the research methodology</p> <p>b. The result of the previous research about the used of debate to improve students’ speaking skill</p> <p>c. The previous research was held at the survival class students of LKP Aloha Edu Tegaldlimo</p>
4.	A journal written by Wirda Maulia (2021) entitled “The influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in Improving the Students’ Speaking Skill”	<p>a. Both researches research the used of Conversation program as strategy and method to build students’ speaking skill.</p> <p>b. Both of the research used descriptive qualitative method</p>	<p>a. The previous research used conversation program as method in teaching learning speaking in classroom</p> <p>b. The previous research was held at Madrasah Aliyah Babul Huda Tualang Cut</p>
5.	A Journal written by Mohammad Isya Anshori (2023) entitled “Improving Students’ Speaking Ability Through	<p>a. Both of the researches research about English Morning Program as strategy in teaching speaking skill.</p> <p>b. Both of the</p>	<p>a. The previous research used Morning English Program as an extracurricular activity in school to improve</p>

	Morning English	researches used descriptive qualitative method	students' speaking ability b. The previous research was held at the student 11 th grade of vocational high school (SMK) Bhakti Mulia, Pare, Kediri, East Java
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Based on the previous study above, it presented several similarities and differences with the current research. On the other hand, the researcher analyzed the same issue and variable that provides on both, including: students speaking skills, English morning, and English conversation program. Meanwhile, there are differences between the previous research and the current research that have been clarified in some terms, such as the particular research focus, the research location, the research methodology, and the various levels of the research subject.

The researcher informed the classifications of the research novelty in the two main points: the focus of the research and the aim of the research. Besides, the focus of the current research, including implementation, material, procedure, and the evaluation of students' speaking skills through the Morning Conversation, has not been thoroughly researched in the previous research. On the other hand, the current research presents to describe the aimed of the implementation of the Morning Conversation program on students speaking skills in the intermediate class of the English Moslem Community.

B. Theoretical Framework

1. Concept of Speaking skill

a. Teaching Speaking Skill

Teaching is an activity where a teacher delivers some material and knowledge to the students. Almost everyone assumes that teaching is a difficult activity because it requires understanding of certain material. This activity is closely related to the interaction that happens between teachers and students in the classroom. Teaching is one activity that requires a technique and strategy to formally transfer knowledge to students. It is particularly covered by the concept set out in the lesson plan, material, explanation, and evaluation.¹⁴

Besides, teaching speaking is not easy because speaking is a productive skill, and the goal of teaching speaking is not only uttering ideas or thoughts but also delivering and presenting new information to other people. Therefore, to achieve the goal of teaching speaking skills, there are four steps in teaching learning that should be given attention by every teacher, including:¹⁵

1) First, planning the lesson should include topic analysis, target identification, and objective speaking.

2) Second, teaching organization, which outlines the methods of

¹⁴ Ajeng Rosi Adelia, The Implementation of Teaching Speaking Skills Through Think-Pair-Strategy at Eight Grade Students of Junior High School Queen Ibnu Sina 2022-2023 Academic Year, (Skripsi, UIN KHAS Jember, 2022)

¹⁵Isola Rahagopalan, Concept of Teaching, International Journal of Education 7, no:2 (2019) p.6. <https://doi.org/10.34293/education.v7i2.329>

instruction for achieving the teaching and learning goals.

- 3) Third, make sure the material is delivered correctly, choose the teaching learning strategies that effective on student.
- 4) Fourth, evaluating learning objectives in term students' accomplishment and giving teachers and students feedback are necessary to choose the most successful teaching and learning strategies

From some of the theories above, it can be concluded that teaching speaking skills is an activity of the teaching learning process between teacher and students and that we need some strategy and method to achieve the goal of the teaching learning process.

b. Definition of Speaking Skill

Speaking is a form of communication in which one can express ideas or information to others. It is necessary for someone to locate the concepts or data before it is arranged properly. Speaking skill refers to the capacity to articulate, state, or convey ideas, opinions, and wishes to another person. Many activities of foreign language learners are primary interest to speak.

Cameroon stated that speaking is primary skill in two-way communication between a speaker and listener. Communication in two ways process between a speaker and a listener. it requires both receptive

and productive comprehension or understanding.¹⁶

From the definition, that mastering productive and receptive skills is very important for speaking. Chaney defined speaking skill as “the process of creating and conveying meaning in arrange of contexts by utilizing both verbal and non-verbal symbols.¹⁷ When attempting to speak, students need to become proficient in their thought and learned how to encode in the vocabulary and syntactic structures of the target language.

Verbal and non- verbal symbols that has a crucial rule on student’ speaking skill because sometimes students do not use verbal speaking even though non-verbal speaking skill, verbal in speaking skill, including; singing, speaking, etc. and non- verbal symbol in speaking skill, including; body language, sign language, pra language, eye contact, touch and so on. Speaking requires a wide range of skills, including listening comprehension, grammar, and pronunciation. Speakers can produce high-quality spoken language by learning the components required for speaking. Furthermore, speaking is the most important skill required for communication, and it will create many benefits for students in the future in business, such as job interview activities, ceremonial

¹⁶ Lye Cameroon, Teaching Language to Young Learners, (Cambridge: Cambridge University Peers), 41

¹⁷ Agnes Rahmawati, Improving Students’ Speaking Skill of Grade VII A at SMP Negeri 1 KAsihan Bantul Through the Use of Cards in The Academic Year 2016/2017, (Journal, 6, No. 11/2017), 1

speaking activities, job training activities, and other business purposes.¹⁸

From the definition above, it can be concluded that speaking skill is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

c. Problem in Speaking

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. In addition, Juhana state that there are some psychological factors that faced by the students when they speaking in the class:¹⁹

1) Fear of Mistake

It is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

2) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student 's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance

¹⁸ Kamonpan Boonkit, Enhancing the Development of Speaking Skills For Non-Native Speakers of English, (Procedia-Social and Behavioral Sciences, 2010), 1306

¹⁹ Juhana, An Analysis of Students' Speaking Ability of the Second Semester at English Study Program of Islamic University of Riau, (Universitas Islam Riau, 2020), p.101

in the classroom,

3) Anxiety

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language. Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance.

4) Lack of Confidence

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand another speaker. In this situation, they would rather keep silent while others do talk showing that the students are lack of confidence to communicate.

The researcher concluded from the problem on students speaking skills above that there is a relationship between students and teachers that encourages both to realize that learning speaking is bad when the learning has some problems, even from the teaching method, the teacher, or the students themselves. In addition, the existence of some problems with students speaking skills encourages a teacher to find a learning method that is suitable for the condition of the student itself.

d. The Elements of Speaking Skills

There are some elements of speaking skills are necessary to be mastered by students because it helped students' communication process,

including:²⁰

1) Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced. Pronunciation is about how the voice of our speaking produced well. It closely related with phonology knowledge. Every word has a different way of being pronounced even though it has the same word order.

2) Vocabulary

Vocabulary is the selection of appropriate diction used in conversation. Without having enough vocabulary, everyone cannot communicate effectively or express ideas orally or in writing. Vocabulary limitations are also a barrier for students to learn a language. Most of the difficulties faced by students in learning

English are due to the lack of vocabulary owned by each student, which is their biggest barrier to speaking English, even though they will prefer to be silent and become passive students in English-speaking classes. Therefore, in this case, English teachers must have enough innovation and knowledge on how to manage an interesting class so that students can gain success in their vocabulary learning.

²⁰ Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh, (Gate: Pearson Edition Limited, 2007), 266-271

3) Grammar

Grammar is one of the elements of language that has a very important position because without grammar the composition of sentences produced both orally and in writing will be difficult to understand and will make listeners of conversations or readers of writing lazy to hear or read them. This is in line with the explanation given by Heaton that students' ability to manipulate structures and distinguish appropriate and inappropriate forms of grammar. With grammar, all sentences are arranged according to the order of events that occur. Therefore, most people argue that English is a consistent lesson. The use of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form but in oral terms most people ignore the use of grammar than in written form.

4) Fluency

Fluency can also be interpreted as the ability to speak fluently and accurately according to professional needs. The fluency that each student has varies according to the vocabulary that students have. Therefore, this fluency has a relationship with how much vocabulary students have. Basically, fluency means being able to maintain the language used.

On the other hand, the opinion from Nunan states that successful communication involves:²¹

- a) The ability to articulate phonological features of the language comprehensibly
- b) Mastery of stress, rhythm, intonation pattern.
- c) An acceptable degree of fluency.
- d) Transitional and interpersonal skill.
- e) Skill in taking short and long speaking turns.
- f) Skills in the management of interaction
- g) Skill in negotiating meaning.
- h) Conversational listening skills (successful conversations require good listener as well as good speakers)
- i) Skills in knowing about and negotiating purpose conversations
- j) Using appropriate conversational formulate and fillers

2. Concept of Morning Conversation Program

a. Definition of Morning Conversation Program

The Morning Conversation Program (MCP) is an additional program typically implemented by two or more people. English Morning Conversation aims to develop speaking skills through daily communication. This method is widely used in modern schools or when students are required to speak a foreign language, such as English,

²¹ David Nunan, Research Method in Language Learning, (Cambridge: University Press, 1992), 32

through their conversation routines in daily communication.²²

This program is implemented in one of the institutions located in Yogyakarta, namely Kampung Inggris Jogja (KIJ). Mr. Hamid, the founder of Kampung Inggris Jogja, said that the Morning Conversation Program (MCP), which is provided in Kampung Inggris Jogja, is adopted from Kampung Inggris Pare and becomes an additional program in Kampung Inggris Jogja itself. Therefore, the Morning Conversation Program (MCP), which is implemented as an additional program in the English Moslem Community, was adopted from Kampung Inggris Jogja by the coach of the English Moslem Community.

This program aims to develop students' speaking skills. Morning Conversation Program (MCP) is an activity conducted to create a conducive and enjoyable English learning environment for students outside of the classroom. This activity is carried out before beginning the teaching learning process in outside of classroom. The formation of a conducive and pleasant environment greatly supports students learning of English and foreign languages, especially their' speaking skills. Students' speaking skills require dialog practice with high intensity. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face conversation is universally engaged in by all human cultures, providing an interactive

²² Nailil Wafiroh, Implementing English Morning Conversation to Improve Speaking Skill at Survival Class Students of LKP Aloha Edu Tegaldlimo in Academic Year 2020/2021, (2021) p.21

context in which children learn their native language.²³

Therefore, a conducive and pleasant environment is one of the supporting factors for student success in mastering speaking skills. Morning Conversation Program (MCP) provides some leading questions that can guide the speaker and listener, so no one can be a passive speaker. The supportive environment to develop students' speaking skills includes the method used by tutors, some additional activities that support students' speaking skills, and friends with the same goal of developing speaking skills.

b. Implementation of Morning Conversation Program

A method of learning speaking skills that is carried out directly to support students' speaking skills, with the practice between the two students who pair up and have a conversation and are supported by the teacher who acts as a running dictionary, this process is considered very effective in improving students' speaking abilities and also in the morning, which gives encouragement to students.²⁴

The implementation of the Morning Conversation Program (MCP) is one of the activities that supports students in developing their English speaking skills because this activity is in the form of conversation in pairs and provides some structural conversation in the form of leading

²³ Habib Rosidin, Habib Rosidin, The Use of English Morning Program Before Beginning Class in Teaching Speaking at the 11th Grade Students of SMK Mukhtar Syafa'at Blokagung in Academic Year 2020/2021, p.13

²⁴ Ibid, 14

questions to stimulate students' speaking skills. The Morning Conversation Program (MCP) is widely applied in various places, both in formal and non-formal educational institutions. One of the places that has applied the Morning Conversation Program (MCP) to students' speaking skills is located in an English language development institution, namely English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang.

The implementation of the Morning Conversation Program (MCP) at English Moslem Community only applied to intermediate classes because the purpose of this class is to develop students' speaking skills. The Morning Conversation Program (MCP) had been running for 1-2 years. This program is one of the additional programs that provide good output on students' intermediate class in speaking skills, even though every year there must be a new strategy to conduct the Morning Conversation Program (MCP) on students' intermediate class of English Moslem Community.

Morning Conversation program (MCP) carried out routinely in the morning three times in a week on Wednesday, Thursday and Saturday, this program conducted outside of classroom beginning teaching and learning process. Douglas states that there are three steps of lesson methodology of speaking, including:²⁵

²⁵ Douglas Brown, "Language Assessment Principle and Classroom Practice 1st Edition", (Longman, 2004), p.278

1. Pre-teaching

Arouse students' interest in planning task

2. While teaching

- a) Set up the initial pair work and give the students five to ten minutes to discuss, add to or modify the list of suggestion.
- b) When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task

3. Post teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.

Based on the three steps above, in this research, there are three steps of activity in implementing morning conversation program

(MCP):

1. Pre-program activities

- a) The English tutor asks students in the intermediate class to gather and stand up in front of the class.
- b) The English tutor guides students in intermediate class to make two lines in order to find the couple.
- c) The English tutor gives students a structural conversation in the form of a leading question about a certain topic.
- d) The English tutor announces the procedure, including rules,

obligations, and punishments, during the implementation of the morning conversation program.

- e) The English tutor guides students to read loudly every question that is provided in the leading question.
2. While program activities
 - a) Students of intermediate class should face to face each other
 - b) Students can start having a conversation in pairs based on the time limitation announced by the tutor.
 - c) Students should have a conversation in pairs and do not stop until there is announcement to stop from the tutor
 3. Post program activities
 - a) The English tutor gives good feedback and appreciation to all students in the intermediate class who have followed this program and also appreciates them by giving them applause together.

Table 2.2
Learning Activities of Morning Conversation Program

Pre-program activities (10minutes)	
English tutor	Students of intermediate class
English tutor announces to students of intermediate class for gathering in front of the class.	Students gather in front of the class before teaching and learning process conducted.
English tutor announces to students to make 2 lines.	Students stand up and make 2 lines.
English tutor asks students to face to face each other.	Students face to face each other in pairs.
English tutor announces the instruction in implementing morning conversation program before students having a conversation.	Students pay attention to the instruction from the English tutor.

English tutor share a form of leading question to every student.	Every student gets the form of leading question one by one.
English tutor guides student to read the form of leading question and it followed by students.	Students pay attention and follow English tutor to read the leading question.

While program activities (45 minutes)	
English tutor	Students of intermediate class
English tutor guides students to face to face each other and starts the conversation in pairs.	Students do the instruction of the English tutor
English tutor getting around during morning conversation program to control every student.	Students having conversation each other.
English tutor announces that every student should speak English and ignore the correct grammar.	Students continue to have a conversation in each other.
English tutor announces the time remaining to do Morning conversation program.	Students continue the conversation in pairs.
English tutor announces to stop do morning conversation program	Students finished the conversation.
Post Program Activities	
English Tutor	Students of intermediate class
English tutor instructs students to look forward and English tutor give feedback to students	Students pay attention and continue with applause together

c. Procedure of Morning Conversation Program

There are several procedures for implementing the Morning Conversation Program (MCP), including rules, obligations, and punishment. In addition, the use of English structure is associated with the use of nouns, pronouns, articles, and various forms of the word objective,

verbs, and adverbs. Thus, this type of conversation prioritizes grammar.²⁶

Therefore, there is a structural conversation, namely the leading question, that is provided during the implementation of the morning conversation program (MCP). The leading questions that were already used to stimulate students during the conversation are useful for students during the Morning Conversation Program (MCP), which made the program run well and in accordance with the goal of this program, which is to develop students' speaking skills in English. There are three topics in implementing the morning conversation program: healthy, money, and shopping.

On the other hand, the rules, obligations of Morning conversation Program (MCP), include;

1. The subject of Morning Conversation Program (MCP) is students from intermediate class of English Moslem Community.
2. Students of intermediate class are informed that after 1 month of enter in the intermediate class. they can implement morning conversation program (MCP)
3. The Morning Conversation Program (MCP) is an additional program implemented before beginning the teaching learning process outside of the classroom
4. Morning Conversation Program (MCP) carried out in the morning

²⁶ Habib Rosidin, The Use of English Program Before Beginning Class in Teaching Speaking at the 11th Grade Students of SMK Mukhtar Syafa'at Blokagung in Academic Year 2020/2021, p.14

at 05.00 am three times a week. This program applied every Wednesday, Thursday and Saturday.

5. The Morning Conversation Program (MCP) requires students in the intermediate class to be partners and consist of a speaker and listener who are active in speaking, including sharing ideas with each other, giving and asking opinions, and so on. This not only requires students to listen but also encourages them to be active in both listening and speaking in the form of responding well to the questions, answering the questions, or even giving some opinions on the questions.
6. The conversation lasts for 45 minutes. Therefore, every student has plenty of opportunities to speak English as much as they want.
7. The leading questions are flexible based on the significant progress of students every month.

From some rules, obligations, and the structural conversation above, it can be concluded that the morning conversation program (MCP) is conducted in pairs for 1 hour outside of the classroom before beginning the teaching learning process, and students should communicate and interact with each other based on the leading questions that have been provided before. Every month, the forms of leading questions are provided to stimulate students' conversations based on the developments of students' speaking skill.

There were some steps to make the Morning Conversation Program (MCP) run well, which means the communication during the program uses

English between the speaker and listener: first step, in the first month, students do not have to answer the questions from their partner using the full English language. Sometimes the listener can answer the question from the speaker in a combination of English and Indonesian. But this opportunity was used only in the first month. Every month, in conducting this program, students showed significant progress in improving their speaking skills. The second step is students should try to improve their speaking skills until they can use English as well as possible in order to answer some of the leading questions provided during Morning Conversation Program (MCP). Third step, in the next month every student must communicate and interact using English as well as possible, and the behavior of the students' English Moslem Community became best supported for them to improve their speaking skills during the conducted Morning Conversation Program (MCP). The final result of the Morning Conversation Program is that students must be able to speak English originally and correctly based on the correct grammar structure through the structural conversation, namely leading questions that are provided.

Furthermore, this program provided a punishment. The punishment was applied as students' evaluation during implementing the morning conversation program (MCP). The evaluation is a procedure or a series of activities that are used to get behavior samples from someone to give a

sign about their abilities in a in a certain subject.²⁷ So, the existence of punishment to evaluate students' actions during implementing Morning Conversation Program (MCP).

The punishment was applied every month once except in the first month of implementing Morning Conversation Program (MCP), it applied on Sunday morning. In the first month this punishment did not apply because for the first month student tried adopted in implementing this program. The application of the punishment for every student who did not speak English during Morning Conversation Program got punishment by the english tutor. The punishment of this program, students should talk in English for 5 minutes about a certain topic in front of the gate of Pondok Pesantren Kyai Syarifuddin Luamajang. Talking is one of the punishments applied to improve students speaking skill. It means students are given talk about everything related to a certain topic from the tutor. Students should talk for 5 minutes without stopping.

The examples of certain topic of punishment are provided including; School environment, family, Frienship and so on. The students did the punishment on Sunday morning.

The procedures in implementing Morning Conversation Program (MCP):

- a. Program time: 60 minutes
- b. Resources needed: Form of leading question

²⁷ Fitria,Susi, Speaking Activities in Young Learners Classroom, Journal of English and Education, Vol. 1 No.2, (2013).

c. Pre - program activities (10 minutes)

While-program activities (45 minutes)

Post-program activities (5 minutes)

In conclusion, the existence of some procedures for implementing the morning conversation program (MCP) helps students understand the rules, obligations, and punishment of this program, which aims to improve students' speaking skills during teaching and learning or in their daily activities.

d. The Impact of Morning Conversation Program on students speaking skill

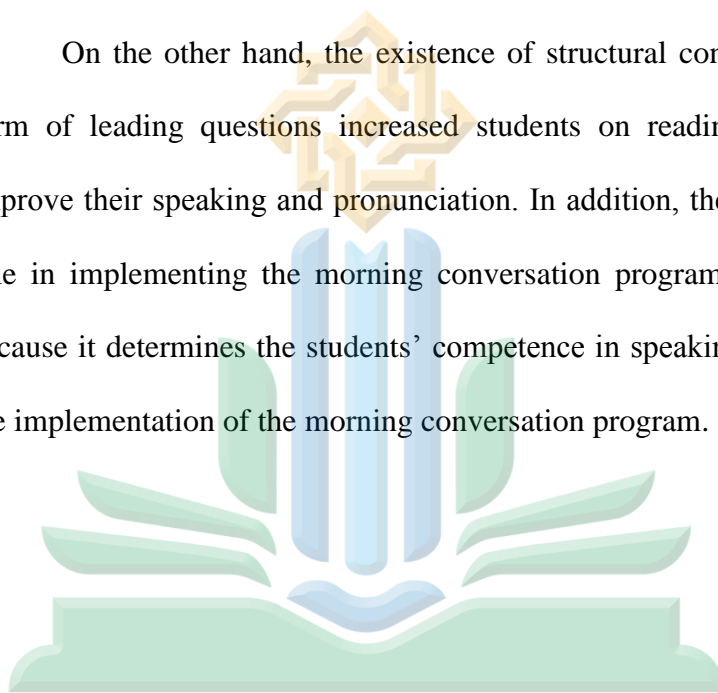
There are some positive impacts that happen on students speaking skills through the implementation of the morning conversation program (MCP), because in this program many skills are produced by students, especially speaking skills. In addition, students not only master speaking skills but also gain some knowledge from implementing this program, such as reading skills, good confidence in having a conversation in pairs, and vocabulary mastery. Isya Anshori stated that students claim that Morning English Program activities helped them gain better grammatical accuracy, flexibility in speaking due to frequent reading, vocabulary mastery, and confidence to speak in front of an audience.²⁸ Hence, the implementation of Morning Conversation program has positive impacts on

²⁸ Isya Anshori, Improving Students Speaking Ability Through Morning English Program Extracurricular activities in Indonesia, (vol.28, Issue 2,2023) p.31

students speaking skill in teaching learning process. Here are the following positive impacts of morning conversation program, including:

1. Flexibility in speaking due to frequent reading
2. Vocabulary mastery
3. And confidence to speak in front of an audience.

On the other hand, the existence of structural conversation in the form of leading questions increased students on reading skills, which improve their speaking and pronunciation. In addition, the English tutor's role in implementing the morning conversation program is very crucial because it determines the students' competence in speaking skills through the implementation of the morning conversation program.



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CHAPTER III

RESEARCH METHOD

The data analysis methodology is presented in this chapter. The research methodology, research design, research subject, research location, data collection method, data analysis, data validity, and research procedure are all included.

A. Research Design

The qualitative research approach was adopted by the researcher in this research. In order to fully comprehend concepts, viewpoints, or experiences, qualitative research often entails gathering and evaluating non-numerical data (such as text, video, or audio). Furthermore, because qualitative research emphasizes the individualized, arbitrary, and experiential application of knowledge, it is inherently humanistic. This research using a qualitative method makes use of qualitative data from sources like observation, documentation, and interviews. In an effort to comprehend and clarify social processes.²⁹ Also, it appears that this method is holistic, aiming to clarify the significance of the specific action as well as how it should be used in a given situation.

A case study was a type of research design in which a researcher thoroughly examines a number of components, including a program, a process, an event, an activity, and one or more personalities.³⁰ The case study

²⁹ Patricia Leavy, "Research Design: Qualitative mixed method", (The Guilford Press: united states, 2007), 164

³⁰ John W Creswell, "Research Design Qualitative, Quantitative and Mixed Method Approaches", (Sage Publication, Inc, 2009), 30

in this research focuses on a specific incident that happened at the research location and involved students implementing their speaking skills through a morning conversation program. The meaning and process of this case are described using descriptive written or spoken words from specific informants rather than numerical data.

As a result, the case study research design was used by the researcher because it was deemed suitable for this type of research. Subsequently, the researcher conducted a comprehensive study to investigate how the morning conversation program (MCP) contributes to developing the speaking skills of students in the intermediate English Moslem community at Pondok Pesantren. Kyai Syarifuddin Lumajang.

B. Research Location

A research location is where a researcher observes the work that is being done. Furthermore, choosing a research location is crucial since it can help ensure that the research is successful and provide ideas for where to find some of the data that researchers require when conducting their research. Therefore, the research location is determined by the researcher to obtain research results in accordance with the researcher's objectives.

This research observation was conducted in Lumajang, precisely at a foreign language development institution, namely English Moslem Community, which is located at Pondok Pesantren Kyai Syarifuddin Lumajang that offers a morning conversation program (MCP) for students in intermediate classes that emphasizes in improving speaking skill.

C. Research Subject

In this research, purposeful sampling was used with the strategy that the researcher needed. Purposeful sampling is when researchers deliberately choose people and locations to discover or comprehend phenomena.³¹ As for the research subject, the researcher has chosen a purposeful sampling strategy. The subjects of this research include a leader of Pondok Pesantren Kyai Syarifuddin Lumajang, an English coach, an English tutor, and two students from an intermediate class.

The leader of Pondok Pesantren Kyai Syarifuddin, was selected to be the subject of an interview. This research aims to obtain data related to the existence of a Morning Conversation Program (MCP) in English Moslem Community, Pondok Pesantren Kyai Syarifuddin Lumajang. In addition, the English coach was selected to be the subject of an interview for this research. It aimed to obtain related data during Morning Conversation Program (MCP) at intermediate class of English Moslem Community.

Furthermore, to conduct an interview and observation, this research was selected English tutor of English Moslem Community to be the subject of this research and two students of intermediate class. It aimed to obtain related data from implementing Morning Conversation Program (MCP) about the results and impact of the program on students' speaking skill.

³¹ Creswell, Op. cit, 206

D. Data Collection Technique

The following data collection methods were used by the researcher:

1. Observation

Essentially, observation is the process of gathering data using the sense of sight. Because direct observation necessitates direct entry into the field or research domain for researchers.³²

In this research, the researcher used participant observation and non-participant observation to obtain data on the implementation of Morning Conversation Program on students' speaking skills in the students of intermediate class of English at Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang. Participant observations means the researcher has two roles including observation and also participating as a member of the group being observed. When the researcher performs these two roles, the researcher also records some information obtained from the field. Furthermore, the researcher used non-participant observations means the researcher focuses on recording all information during the activity without being involved in participant observations. Those observations included the elements of the way to implement, the procedure, and the impact of the Morning Conversation Program (MCP).

³² M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 66

2. Interview

An interview is a method of gathering data that involves asking questions and having a conversation to directly extract information from data sources. When researchers ask one or more participants open-ended, broad questions and record their responses, it's called a qualitative interview. After that, the researcher types and transcribes the information into a computer file for analysis.³³

There are many types of interviews using qualitative research methods. In this research, the researcher used one-on-one interviews since they were suitable for the research topic under study. In addition, the research participant was naturally presented with questions without having their comfort levels compromised because the researcher employed a semi-structured interviewing strategy. In order to collect information through a semi-structured interview, questions were developed using a predetermined topic framework. However, neither the questions' order nor their phrasing was uncontrolled.

3. Document Review

The evaluation of the documents includes a few public and private notes that the research made regarding a study participant and location. These include letters, personal journals, minutes from meetings, newspapers, and so forth. These resources provide informative data that

³³ Ibid, 217

facilitates the understanding of key phenomena in qualitative research for researchers.³⁴ A document is a useful resource for textual data (words) in qualitative research. The document review data to be obtained from this research are:

- a) History of the founding of Morning Conversation Program (MCP) at English Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang
- b) Vision and mission of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang.
- c) English Moslem Community organizational structure of Pondok Pesantren Kyai Syarifuddin Lumajang.
- d) Photos of Morning Conversation Program implementation activities in English Moslem Community of Pondok Pesantren Kyai Syarifuddin Lumajang

E. Data Analysis

The data analysis process arranges and systematically examines the data gathering outcomes from observations, interviews, and document reviews. This step involves grouping the data, picking out some key information to include in the research data, and coming to conclusions that helped both the general public and the researchers themselves comprehend the subject.

Three steps are involved in qualitative data analysis, according to Milles

³⁴ Ibid, 223

and Huberman:³⁵

1. Data Reduction

Data reduction is the process of reducing, summarizing, and selecting data obtained from research results to focus on the things that researchers need. Of course, when researchers do research, they will obtain a large amount of complex and diverse data, necessitating the use of a data reduction procedure. The data obtained by researchers during the research, which will later be reduced, is in the form of a detailed report. To give a clearer image of the researcher's observations, the final data reduction result is arranged according to the concept unit of specific themes and categories. Furthermore, the acquisition of data reduction will facilitate researchers' ability to locate previously acquired data when necessary.

2. Data Presentation

Data is presented using a variety of formats, including tables, graphs, and more. Furthermore, there are other ways to convey data, such as through charts, brief descriptions, and correlations between categories.

3. Withdrawal of Conclusions / Verification

If strong evidence is not found to support the researcher's initial conclusions from the data collection stage, the conclusions remain provisional. However, the researcher's conclusions are legitimate and believable if they are supported by valid and consistent evidence that was

³⁵ Matthew B. Miles and A. Michael Huberman, *Metodologi Penelitian*, 218-220

present during data collection when the researcher returns to the field.

F. Data Validity

The following data validity was applied in this research:

1. Source Triangulation

The purpose of source triangulation is to determine the reliability of the data. The process of cross-referencing identical data from several sources and comparing them to ascertain whether or not the data acquired led to the same result is known as source triangulation.

2. Technique Triangulation

The technique of triangulation compares the same data using many methods, including observations, interviews, and document reviews that the researcher uses, in order to ascertain the legitimacy of the data. The technique of triangulation is used to confirm the validity of data by cross-referencing the same information from several methods and comparing the outcomes to see if the data led to the same conclusion.

G. Research Procedure

The researcher's plan for carrying out the research, comprising design development, real research, report writing, and preliminary research, is referred to as the research procedure. In reference to the study methodology previously outlined, the researcher needs to fulfill the following three steps on the research procedure form:

1. Pre-field Stage

The pre-field stage was put into practice prior to beginning fieldwork.

a. Developing the research design

The researcher started creating the plan after considering the following elements: the research's title, its objective, its object, its justification, its focus, its advantages, and its methodology.

b. Selecting research field

The researcher selected the research field. The chosen research field is Intermediate class of English Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang.

c. Permit processing

Prior to beginning the research, the investigator visited the research site to acquire authorization, received a license from the university website, and then initiated the research phase.

d. Assessing the state of the field

After authorization, the study started to help with data collecting and enhance understanding of the context of the research item.

e. Make a research instrument

Preparing the instrument needed to carry out the research was the last step after the previous stages were finished.

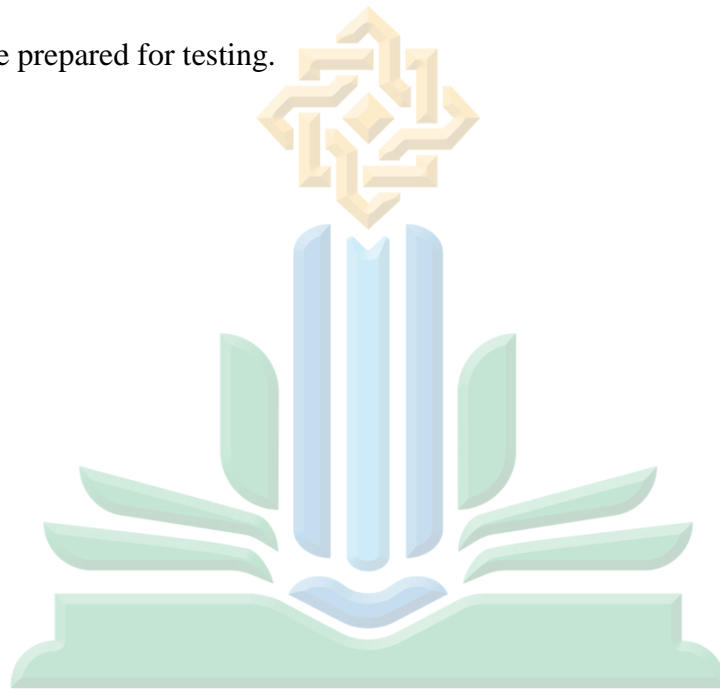
2. Field Work Stage

At this point, study data was gathered. The researcher employed three techniques to collect data for the study: observation, interviews, and

document examination.

3. Data Analysis Stage

Once all the data has been gathered, assess it all, write it up as a report, and confer with the supervisor. Researchers are still working on this project in order for the supervisor to declare that the study's findings are prepared for testing.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and a discussion of the research. The finding is the information found in the field, while the discussion is the process of deciding or drawing a conclusion about the topic of this research, which is the morning conversation program. The findings and discussion are explained as follows:

A. Research Findings

1. The Implementation of Morning Conversation program

The implementation of the morning conversation program means the way to implement the plan that was already made before conducting the morning conversation program. The researcher observed that this program is conducted in the morning three times a week. On Wednesday, Thursday, and Saturday, with some procedures provided before the teaching and learning process in the classroom that should be obeyed by all members before the morning conversation program. Every month, there are three meetings in a week with one topic for implementing the morning conversation program. The topics are talking about money, health, and shopping. In this program, there are three program activities, including a pre-program activity, a program activity, and a post-program activity.³⁶

³⁶ Observation. General description. 13th December 2023

Coach of English Moslem Community said that:

“We have met with all the functionaries of the English Moslem Community to organize the morning conversation program’s planning, which is expected to run according to the plan we have made before. We have conceptualized the day, place, and activities of implementing the morning conversation program perfectly.”³⁷

The statement above showed that the implementation of the morning conversation program was already perfectly prepared before being applied to the students in the intermediate class. In addition, the planning for implementing the morning conversation program have been arranged and organized perfectly when it is implemented in students’ intermediate class.

It was supported by the leader of Pondok Pesantren Kyai

Syarifuddin, he said:

“The existence of this program should have a goal the goal is to improve students’ speaking skills. The implementation of this program should be clear, starting with the day, the time, and also the place, because it affects students’ interest in this program”³⁸

The supporting statement above showed that the goal of Morning conversation program was to improve students’ speaking skills. Indeed, had a perfect preparation and concept before being implemented by the students’ intermediate class. There were three activities in morning conversation program. To collect the data on activities, the researcher used interviews with the subjects that were relevant with the program,

³⁷ Coach of English Moslem Community. Interviewed by Saiful Farhan. 14th December 2023

³⁸ Gus Izzuddin Syarif, Interviewed by Saiful Farhan, Lumajang, 14th December 2023

observation to find out how the activities were implemented in Morning conversation program, and also a document review to add evidence of the research findings.

a. Pre - program activities (10 minutes)

Pre-program activity is the first steps in beginning morning conversation program. Here are the following activities:

- 1) The English tutor announced to students of intermediate class for gathering in front of the class before enter to the class.

This is the first activity where the English tutor announces to students loudly to stay in front of the students' intermediate class to give them information about the time for implementing the morning conversation program³⁹

The English tutor announced:

“Pay attention please, for all students of intermediate class, you should gather in front of your class, right now!”

It was answered, which showed agreement from the students' intermediate class:

“Yes, sir”⁴⁰

From the interviews above, it appears that the students agree with the existence of the program. It is evident from the students' enthusiastic responses to the announcement from the tutor, and also that the students gather directly in front of their class.

³⁹ Observation, General description, 20th December 2023

⁴⁰ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

2) English tutor announced students to make two lines.

In this activity, students should make two lines in order to find the couple during the morning conversation program. Every morning conversation program, the couple should be changed in order for students to have new experiences having conversations with each other.⁴¹

The English tutor announced that:

“For all students, now you have to stand up and make two lines”

And it was answered by the students with the approval answer:

“Yes, sir”⁴²

The interview above showed that students were comfortable implementing this program; it looked at students' actions to stand up and make two lines directly. It aims to help

students find the couple so they can have a conversation in pairs during the morning conversation program. Furthermore, in every meeting implementing this program, students should be changed to a couple in order to have different experiences with each friend.

⁴¹ Observation, General description, 20th December 2023

⁴² Interviewed by Saiful Farhan, Lumajang, 21th December 2023

3) English tutor asked students to face to face each other in pairs

In this activity, the English tutor asks students to find the couple quickly and face-to-face with each other. This activity encourages students to have chemistry with their friends.⁴³

The tutor said:

“Now find your pairs and face to face each other”

It answered together with students of intermediate class, they said:

“Already done sir”⁴⁴

The interviews above showed that this activity encourages students to find pairs during the morning conversation program in order to make it easier for students to have conversations during the program.

4) The English tutor announced the instructions about the rules before conducting the morning conversation program for students in intermediate class.

This activity is the important part that should catch students' attention before conducting the morning conversation program because in this section, the English tutor shares information about the rules, including: students should have a conversation. Students should have this program implemented before beginning the teaching and learning process; students

⁴³ Observation, General description, 20th December 2023

⁴⁴ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

should have conversations in pairs, and so on. On the other hand, the tutor also announced the punishment for those who violated the rules and obligations in implementing the morning conversation program.⁴⁵

The English tutor said:

“For all students, please pay attention to the rules and punishment before implementing morning conversation program”

It was answered by the students all students of intermediate class who are followed the program with the approval answer, they said:

“Yes, sir”⁴⁶

The interview above showed that the English tutor gave announcements to students about the rules for implementing the morning conversation program and also the punishments when students violated the rules. Students pay attention to the

announcement because they like conducting the program. But sometimes, in reality, when the topic is difficult, students forget to use the Indonesian language. Finally, students' get punished by the English tutor who controlled the implementation of the program.

5) English tutor shared the structural conversation in the form of leading question to every student of intermediate class

⁴⁵ Observation, General description, 20th December 2023

⁴⁶ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

In this activity, the English tutor shared the leading question based on the topics of money, health, and shopping. Furthermore, in this activity, students can find new vocabulary in some of the leading questions that relate to the topic, which can help them have a conversation with each other. In this program, the English tutor provided the leading question with a certain topic. In this meeting, the topic is money, which encourages students to talk about how to manage money, saving money, or students' opinions about money itself. The aim of the leading question is to improve students' vocabulary and help them find the topic during a conversation with their pairs in implementing the morning conversation program.⁴⁷

The English tutor said:

“Have you gotten the form of leading question one by one?”

It was added by all students of intermediate class, they said:

“Already sir”⁴⁸

The interview above showed that students' enthusiasm in implementing this program is because they are very spiritfull in answering the tutor's question about the leading question that has already been answered by each student. In addition, the English

⁴⁷ Observation, General description, 20th December 2023

⁴⁸ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

tutor is very energetic when asking questions to students, making sure that everyone has one leading question.

- 6) English tutor guided students to read the form of leading question with the meaning.

In this activity, the English tutor guided students to read loudly the leading question. The English tutor read loudly and was followed by the students. In addition, the English tutor also shared the meaning of the leading question with students in order for them to understand the meaning of the question. It aims to help students gain better grammar accuracy and also make them enjoy having conversations with their pairs during the morning conversation program.⁴⁹

English tutor said:
“Please follow me!”

It was supported by student’s intermediate class, they answered:

“Ok, sir”⁵⁰

The interview above showed that English tutors guide students to read a leading question on the topic of money. The English tutor guided them to imitate how to read the question after the English tutor read it. It looks like the English tutor's statement, “Please follow me!” and, of course, students follow

⁴⁹ Observation, General description, 20th December 2023

⁵⁰ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

after the English tutor reads it. The tutor reads loudly, aiming for students to hear the voice and gain insight into the topic of money in the leading question. In addition, reading the leading question that is led by the tutor and followed by the student can improve students' pronunciation and vocabulary knowledge.

The researcher also conducts a document review during the pre-program activity of implementing the morning conversation program.⁵¹



Figure 4.1 pre-program activities of implementing morning conversation program

b. While-program activities (45 minutes)

This activity is the main activity in implementing the morning conversation program, which aims for students to have a

⁵¹ Document review. Pre-program activity in morning conversation program. Figure 1, 3rd January 2024

conversation in pairs with a certain topic of money, health, or shopping based on the leading question that has already been given by the tutor⁵².

The English tutor said that:

“This activity is your time to have a conversation in pairs. On the other hand, students have the freedom to speak English based on their capability”.⁵³

From the statement above, it was shown that the important thing to think about is that during the morning conversation program, students should speak English based on their’ capabilities that relate to the topic.

It was added by statement of students 1 from intermediate class, he said:

“When I conduct this program, I feel comfortable because in this program, I just should to speak English based on my capability”.⁵⁴

The additional statement above showed that in this program, students feel comfortable speaking English without pressure because they just need to speak in English based on their capabilities. The important thing is that they understand one another while having a conversation.

This activity has several steps, including:

⁵² Observation, General description, 20th December 2023

⁵³ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

⁵⁴ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

- 1) English tutor guided student to face to face each other and start the conversation in pairs.

This section of English tutors announces to students that it is time for them to have a conversation with their pairs. In addition, the English tutor announces the time limitation during conversation. The time is 45 minutes for a conversation based on the topic of money. Besides, the English tutor reminds students that the topic is talking about money in this meeting during a conversation in pairs. But, sometimes students seldom use the entire question based on the leading question because sometimes they just discuss what happened in their life at the moment.⁵⁵

English tutor said:

“Now, your time to have a conversation with your pairs, start from now! And the time only 45 minutes, Let’s do it!”

All students of intermediate class answered with their spirit:

“Yes, sir”⁵⁶

The interview above showed that the English tutor made an announcement to students that they could start having conversations based on the topic. In this meeting, the topic is money. Besides, the English tutor also made an announcement

⁵⁵ Observation, General description, 20th December 2023

⁵⁶ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

about the time limit for students having a conversation. The limitation on time is around 45 minutes. In addition, students should pay attention to the instruction from the English tutor that they should have a conversation using English.

- 2) English tutor getting around during students implement morning conversation program to control every student

In this activity, the English tutor go around to control the students' conversation process weather students used English or not during implementing morning conversation program. When students find having conversation without used English language, they will get the punishment from this program. In addition, all English tutor presented on students' side to hear their voice during having conversation.⁵⁷

English tutor said:

“Come on let’s speak without think more about the grammar structure. The important thing your conversation with your friends about money, Enjoy on your conversation”⁵⁸

From the interviews above, it was shown that students felt comfortable and enjoyed having a conversation about money because, after student heard the instruction, they showed more interest and continued to have a conversation. It was also seen that students voiced more loudly than before.

⁵⁷ Observation, General description, 20th December 2023

⁵⁸ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

- 3) English tutor announced the time reminder during morning conversation program

In this activity, the English tutor always gives an announcement about the time to finish the conversation 10 minutes before the English tutor closes the time for the student to have a conversation. In addition, the tutor also reminds a student that the topic is money and students should speak to each other.⁵⁹

English tutor said that:

“10 minutes left, keep spirit and continue your conversation with your pairs”⁶⁰

From the statement above showed that English tutor gave the time reminding for students before students end the conversation. Furthermore, students continue the conversation in the remaining time during the conversation. The time reminder aims to remind students about the time left to have a conversation with their pairs.

- 4) English tutor announced to stop do the conversation in pairs

In this activity, the English tutor shared the information through an announcement to all students who join the morning conversation program that they should stop speaking to each other and pay attention to the next instruction that students

⁵⁹ Observation, General description, 20th December 2023

⁶⁰ Interviewed by Saiful Farhan, Lumajang, 8th November 2023

should face forward to the tutor.⁶¹

English tutor said:

“Time is up! Stop your conversation right now”

All Students of intermediate class add the answer, they said:

“Yes, sir”⁶²

The interviews above showed that students are very enthusiastic and comfortable with the program because they enjoy having conversations with each other. Although their speaking in English is not good, they just had the confidence and bravery to speak English. In this research, the researcher also has a document review from the students' intermediate class during the implementation of the morning conversation program during the activity.⁶³



Figure 4.2. While program activities on students' intermediate class during implementing morning conversation program

⁶¹ Observation, General description, 7th November 2023

⁶² Interviewed by Saiful Farhan, Lumajang, 8th November 2023

⁶³ Document review. Pre-program activity in morning conversation program. Figure 2, Wednesday, 3rd January 2024

c. Post - Program Activity

- 1) The English tutor instructed students to look forward and continued to deliver good feedback from the tutor to the students.

This activity is the last activity in the main activity of implementing the morning conversation program. In this part, the English tutor instructed the students to look forward after giving the instruction to stop having conversations with their pairs. This instruction aims to have students listen to the feedback that is delivered by the tutor in front of them. The English tutor gave good feedback to the students, and do not forget to appreciate their activity this morning to implement a morning conversation program with the topic of money perfectly. And next, the English tutor closed the program and invited students to enter their class as usual.⁶⁴

English tutor said:

“You did a great conversation, thank you very much for your performance and give applause together”

It was answered by student with applause together⁶⁵

Based on the interviews above, it was shown that the program was ended by the tutor, who gave good feedback on the students’ performance in implementing the morning

⁶⁴ Observation, General description, 20th December 2023

⁶⁵ Interviewed by Saiful Farhan, Lumajang, 21th December 2023

conversation program. The students looked happy when the English tutor ended the program; it can be seen from their action to applause together in this final activity.

In this research the researcher also has a document review of post program activity in implementing morning conversation program⁶⁶



Figure 4.3. Post program activities of students' intermediate class during implementing morning conversation program.

Based on the observation, interview, and document review above, the researcher concluded that there are three activities involved in implementing the morning conversation program. This program was implemented for one hour in the morning, during which students should have a conversation in pairs with the topic of money before conducting the teaching and learning process. The three programs include pre-program activity for 10 minutes, program activity for 45 minutes, and post-program activity for 5 minutes.

⁶⁶ Document review. Pre-program activity in morning conversation program. Figure 3, Wednesday, 3rd January 2024

On the other hand, the research finding of this research is about the procedure of the Morning Conversation program, which aims to obligate students of the existence of rules, obligations, and punishments in implementing the Morning Conversation program. In addition, in this program, there is a structural conversation in the form of leading that aims to guide students to find the topic during a conversation with their pairs. The existence of rules and obligations is very crucial in every human action because it aims to regulate everything that is related to human life so that it becomes orderly and as aspired to. The first procedure in implementing the morning conversation program is about the rules and obligations of the program because the existence of the rules and obligations in this program aims to regulate students of intermediate class with the official rules available and provide consequences for members who violate the rules and obligations in implementing the morning conversation program.⁶⁷

The leader of pondok pesantren kyai Syarifuddin

Luamajang said:

“For the first step before implementing this program, I have instructed to the coach and the English tutor of this program think and arrange about the rules and also the obligations that must be applied to each member who

⁶⁷ Observation, General description, 4th January 2024

follows this program, so that this program can run well and also build students' discipline in accordance with existing regulations and consequences".⁶⁸

From the statement above showed that the existence of rules and obligation is the first step to build a program in order to achieve the goal of the program. In addition, with the existence of the rules and obligation can help the program run well and also increase student discipline characteristic.

The statement was supported by one-on-one interviewed from the coach of English Moslem Community, He said:

"The enforcement of a rule and obligation in this program is very needed to apply. Besides, considering the situation of the members who are male and I think they really needed it".⁶⁹

From the additional statement above showed that the existence of rules and obligation in implementing morning conversation program is very needed because the members who followed this program is male. In the fact, managing male students is harder than female students because male students have more emotional levels that difficult to control than female students. So, based on interview above state that students in intermediate class need the rules and obligation in implementing

⁶⁸ The leader of Pondok Pesantren Kyai Syarifuddin, Interviewed by Saiful Farhan, Luamajang 5th January 2024

⁶⁹ Coach of English Moslem Community. Interviewed by Saiful Farhan. Luamajang 5th January 2024

morning conversation program.

It was also added by Students 2, he said:

“In my opinion, the regulations in this program are very needed. In addition, the existence of the rules increases students’ order and discipline in implementing the program. On the other hand, the aims of the obligations are encouraging students to more attention to the obligation during implementing this program, it is mean student are not careless and must fully understand the obligations in implementing this program, especially I am as boy of course I need it.”⁷⁰

From the interview above showed that the students really need the rules and obligation in implementing this program because without rules and obligation, it made students careless in conducting morning conversation program.

Based on the observation and interview above, the researcher summarized that the existence rules and obligations in implementing morning conversation program is very needed by all students of intermediate class. In addition, the rules and obligation given big influence for each student and also these rules and obligations should obey by all members who are conducted this program both the functionaries and the members who applied this program.

Every obligation and rules should have the punishment as a consequence if someone violates the rules and obligations.

⁷⁰ Student 2, Interviewed by Saiful Farhan, Lumajang, 5th January 2024

The existence of punishment in this program as an evaluation for students in implementing morning conversation program. The punishment of this program is very helpful for students to increase their speaking skill in English. The punishment of this program is student should talk randomly during 5 minutes with the certain topic. Talk randomly means they talk everything they known about the topic. The topic that gave for students who got the punishment come from the English tutor but sometimes students choose the topic based on their own self because they think easy to talk when choose the topic based on their own self. The punishment conducted every month once on Sunday morning, the students should stand up in front of the gate of Pondok Pesantren Kyai Syarifuddin Lumajang or in front of the house of the leader of Pondok Pesantren Kyai Syarifuddin Lumajang. Every week this program applied three times and also every meeting the English tutor should report every student who violates the rules and obligation also. Finally, in the last month the English tutor informed all the names that have been reported by each tutor in every meeting in a week.

The punishment is carried out simultaneously on all students who have been reported for punishment on sunday morning that handle by functionaries. This punishment applied during implementing morning conversation program except in

the first month. In the first month, the punishment is not applied because students are tried to adapt with the program, but in the next month the punishment applied during implementing morning conversation program. The punishment applied when tutor found students speak Indonesian language during implementing morning conversation program.⁷¹

English coach of English Moslem Community said:

“The punishment in this program applied in every month through the reported from the English tutor except in the first month because in the first month students had to get used to this program that required them to have conversation with their pairs using English language as soon as possible. Furthermore, the punishment can be applied in the next month with the classification the student does not conversation using Indonesian language with their pairs during the program”⁷²

From statement above showed that the application of the punishment in this program conducting in every month that reported by the English tutor in every meeting. The punishment does not apply in the first month in implementing morning conversation program but the implementation of this punishment in the next month after the first month because in the first month students try to adapt in this program, student speak English based on their capability. The important thing

⁷¹ Observation, General description, 16th January 2024

⁷² Coach of English Moslem Community, Interviewed by Saiful Farhan, Lumajang, 7th January 2024

students can build chemistry each other in having conversation.

It was supported by the English tutor, he said:

“The punishment of this program is very helpful for students because the punishment encourages students to improve their speaking skill through talk randomly. In addition, it increases their self confidence in public speaking and also increase their vocabulary knowledge. Sometimes, students who getting punishment they request the certain topic for them punish through talk randomly”⁷³

From interview above showed that the existence of the punishment in implementing morning conversation program was very helpful for students especially can increase students speaking skill because the punishment is students should talk randomly. Talk randomly means student can talk everything based on their known about something. In this program the punishment in the form of talk randomly with the certain topic from the English tutors. In addition, determining topic during doing the punishment can improve student vocabulary knowledge in English that can help them in improving their speaking skill

It was added by one-on-one interviewed from students 2, he said:

“In my opinion, the existence of punishment in the form of talk randomly when students violate the rules or obligation is good because every rules and obligation

⁷³ English tutor. Interviewed by Saiful Farhan, Lumajang, 7th January 2024

should be there is the punishment too. In this program, the application of talk randomly for the punishment is beneficial for student to improve their speaking skill because the application of talk randomly is students should talk based on their known in the certain topic from the tutor that given. In addition, 5 minutes for talk randomly I think is short time to do the punishment in the form of talk randomly”⁷⁴

From the additional statement above showed that the punishment in implementing morning conversation program in the form of talk randomly is very helpful for students of intermediate class because it helps students improve their speaking skill especially help them during having a conversation with their pairs. On the other hand, based on students’ opinion above showed that the time to conduct the punishment is very short for talking about something and he thinks very easy for doing it

From some interviews and observations above, the researcher summarized the determining of punishment of this program in the form of talk randomly is the best way to improve students’ speaking skill and also increase student’s self-confidence, vocabulary knowledge that related with students’ speaking skill

The researcher also has the documentation of the punishment that applied to students who violated the rules and

⁷⁴ Student 2, Interviewed by Saiful Farhan, Lumajang, 7th January 2024

obligations are provided.⁷⁵



Figure 4.4. Students got the punishment of morning conversation program

The goal of this program is students can speak English through conversation in pairs. This program also has structural conversation in the form of leading question that applied during implementing this program. The presence of leading questions in this program aims to help students' found conversation topics during having a conversation in pairs. In this activity, student can enjoy implement morning conversation program with the topic of money, it is mean students do not confuse what they talk about during having a conversation each other. On the other hand, the leading question is very useful for students who lack of vocabulary mastery in English⁷⁶

⁷⁵ Document review. Students got punishment in the form of talk randomly, (Figure 4. 14th January 2024)

⁷⁶ Observation, General description, 6th January 2024

The English tutor said:

“In this program we have language structure itself in the form of leading question that was shared by english tutor to all members and guide them to read before conducting morning conversation program. The content of the leading question is some of the questions to stimulate students, so that they can answer it based on their perception and I think this leading question is really helping them during conducting morning conversation program.”⁷⁷

Based on the statement above showed that the existence of leading question in morning conversation program help students to stimulate each other with some of the questions. On the other hand, the leading question also help student to find the topic during having conversation in implementing morning conversation program. So, students did not confuse about what they want to talk in implementing morning conversation program.

It was supported by student 1, he said:

“In my opinion, the existence of language structure in the form of leading question is provided in morning conversation program is very helpful for us to improve our vocabulary during implementing this program because in the fact we lack of vocabularies. So, it is the one factor that inhibits our communication in English.”⁷⁸

From the interview above showed that the existence of leading question in implementing morning conversation

⁷⁷ English tutor, Interviewed by Saiful Farhan. Lumajang, 7th January 2024

⁷⁸ Student 1. Interviewed by Saiful Farhan. Lumajang, 7th January 2024

program helps students to increase students' vocabulary mastery in English in order it can help students during communicate one another and also during having a conversation each other.

It was added by student 2 from one-on-one interview, he said:

“I like doing morning conversation program because it helped me to improve our speaking skill and also I get many vocabularies knowledge from the leading question is provided. Every student has their own leading question that given by the tutor before conducting the program. That the reason why I like doing this program because of from the leading questions that I got. On the other hand, I like collect it and try to analyze the meaning that can improve my vocabularies knowledge in English.”⁷⁹

From the additional statement above showed that the one reason students' interest for implementing morning conversation program because this program has the form of leading question that every student has one by one. In addition, students collect the leading question for searching about the meaning in every question in order to get new vocabularies that was implemented by student on their daily life.

Based on the observation and interview above, the researcher concluded that the structural conversation in the form of leading question are provided in morning conversation program is very important for student because it helped student

⁷⁹ Student 2. Interviewed by Saiful Farhan. Lumajang 7th January 2024

to determine the topic during having a conversation, increase students' vocabulary mastery and also made student enjoy during implementing the program.

b. The impact of Morning Conversation Program on Students' speaking Skill

The impact means the effect of doing something that can influence someone in certain condition. The implementation of morning conversation program (MCP) given positive impact on students' speaking skill because this program helps student to improve their skill, especially students' speaking skill. In the fact, the positive impact does not only realize by the students during implementing this program but the English tutor also realized the positive impact on students' speaking skill before this program implement.⁸⁰

English tutor said:

“For the first I discus with the coach of English Moslem Community about this program, I fell this program give positive impact to students especially to their speaking skill because the implementation of this program which trough conversation that place in the morning is the best chosen for improving students' speaking skill. Besides, the condition of students' intermediate class in teaching learning process in class that made lazy and sometimes they felt bored.”⁸¹

From the statement above showed that the positive impact that

⁸⁰ Observation, General description, 8th January 2024

⁸¹ English tutor. Interviewed by Saiful Farhan. Lumajang, 9th January 2024

gotten by every student of intermediate class during implementing morning conversation program. Determining the time and place in implementing this program makes students enjoy and comfortable in studying English especially to improve students speaking skill because sometimes students felt bored and lazy with the learning method in teaching learning English in classroom.⁸²

There were positive impacts that felt by student during implementing morning conversation program, including:

1) Students' confidence to speak in front of audience

The implementation of morning conversation program in pairs gave positive impact on students because they had friends that can build communication each other. In addition, the implementation this program in pairs builds students self-confidence in speaking.⁸³

English tutor said:

“The implementation of morning conversation program is one program that aims to improve students' speaking skill in English. This program encourages students to speak using English language as soon as possible based on their capability in English. On the other hand, the implementation of this program encourage students should get the pairs to have a conversation. The main point of this program student has self-confidence in speaking English each other from dialogue than conducting monologue.”⁸⁴

⁸² Observation, General description, 8th January 2024

⁸³ Observation, General description, 8th January 2024

⁸⁴ English tutor, Interviewed by Saiful Farhan. Lumajang, 9th January 2024

From the statement above showed that with the implementation of morning conversation program in having conversation should be in pairs. It made students increase their self-confidence in speaking English and also improve their speaking skill. On the other hand, through conversation in pairs, it made students does not felt shy because student exchanger each other both asking and answering question.

The supported opinion from one-on-one interviewed from student 1, he said:

“I feel comfortable I implementing morning conversation program because this program as not same as teaching learning process, this program gave me capability in speaking English based on my style. In addition, in this program there is leading question that help me find some questions that convey to my pairs and also the best positive impact on my life after during this program I have more confidence than before in speaking English”⁸⁵

From interview above showed that students got positive impact such as student felt enjoy during implementing morning conversation program because in this program student get the freedom about their style in speak, both it is true or not. On the other hand, students can speak English based on their capability.

The important thing is student felts comfortable in this program

⁸⁵ Student 1, Interviewed by Saiful Farhan. Lumajang, 9th January 2024

2) Vocabulary mastery

Student 2 said:

“In my opinion, I got some knowledge during implementing morning conversation program such as: how to pronounce well, how to translate and the important thing I got many new vocabularies from this program. On the other hand, I like this program because the implementation of this program through having conversation in pairs is not monologue because I got difficulties when I doing monologue. The conversation in pairs helps me to build communication with my friends that can apply weather in my daily routine or during conduct the program”⁸⁶

From the additional statement above showed that the implementation of morning conversation program increased students' vocabulary mastery in English that can help students communicate one another using English. Morning conversation program (MCP) that encourage students to have a conversation in pairs made students enjoy because speak lonely as monologue is more difficult than speak in pairs as dialogue. On the other hand, the positive impact that students felt is students increased their vocabulary mastery in English.

It was added by Student 1, he said:

“The existence of leading question in implementing this program very useful for us because it helps student to increase student's vocabulary mastery in English because most of people face the difficulties in speaking English because students' lack of vocabulary knowledge.”

⁸⁶ Student 1, Interviewed by Saiful Farhan. Lumajang, 9th January 2024

From the additional statement above showed that the implementation of morning conversation program has positive impact on students, it looks from students' vocabulary mastery in English during implementing morning conversation program through the leading question. In addition, this positive impact also felt by student and applied in their daily routine during communication one another.

3) Flexibility in speaking due to frequent reading.

In this section, the one impact that student felt during implementing morning conversation program is students can improve their speaking skill through reading the leading question before having a conversation. In addition, students can improve their pronunciation that supports students in speaking skill. This impact student felt after students implement morning conversation program. Reading loudly presence in the pre-program activity before students having a conversation in pairs and reading activity always carried out every time in implementing this program, it aims student to familiarize in speaking English and also help them during having a conversation in implementing this program.⁸⁷

⁸⁷ Observation, General description, 8th January 2024

Student 1 said:

“I feel my speaking English has a significant progress during implementing this program because every morning before I have a conversation with my pairs in implementing this program, the tutor guided us together to read the leading question, finally my speaking skill better than before. On the other hand, I felt that I got more pronunciation knowledge through reading loudly after implement this program. In addition, I felt easily to communicate one another because of this program”.⁸⁸

From statement above showed that student has a significant progress in their speaking skill after implement morning conversation program. The activity that supported students in their speaking skill is through read the leading question that implement in pre-program activity. In the pre-program activity, there is a section where the English tutor guide student to read the structural conversation in the form of leading question that shared to student before English tutor guide them to read it. Furthermore, students have lack of pronunciation in speaking English who make them hopeless to improve their speaking skill, but with the existence of this program. It can improve students' pronunciation in speaking English. Besides, the existence of reading loudly in pre-program activity that students should followed and imitated the English tutor guidelines in reading the question, it made students improve their

⁸⁸ Student 1, Interviewed by Saiful Farhan. Lumajang, 9th January 2024

speaking in English and also try student to improve their pronunciation in English.

It was supported with statement from students 2, he said:

“I’m very happy in implementing this program because I can improve my speaking skill in English and also familiarized myself in speaking English on my daily routine through reading in the leading question are provided. Furthermore, my parents said that there is an improvement in my speaking skill in English, it looks from my pronunciation. Besides, my teacher at school also said that my pronunciation is better than before that made my speaking English perfectly”

From the additional statement above showed that the existence of reading activity in the pre-program activity help students to improve students speaking English and also increase students’ pronunciation in English. Through reading frequently before students’ having a conversation in pairs helped them to familiarize them in speaking English. On the other hand, the big impact from students’ pronunciation helped them in having a conversation each other or communicate one another

Based on the presentation of several interviews, observations and also document review above, the researcher concluded the result findings in implementing morning conversation program is emphasize that this program very effective in improving students’ speaking skill. Besides, this program has many positive impacts that already felt by the students such as like enjoy in implementing the program, got

some new vocabularies, increasing students' self-confidence and also help student to speak English through reading the leading question frequently before student having a conversation

B. Discussion

Discussion is the explanation of the data analysis on the research focus of the research. Based on the research findings, the researcher finds two subdivisions, these are: the implementation and the impact of morning conversation program on students speaking skill in intermediate class of English Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang.

1. The Implementation of Morning Conversation Program

Based on the research finding through interview, observation and document review declared that implementing morning conversation program aims to improve students speaking skill. First, this research discussed about the implementation of morning conversation program carried out routinely three times in a week and the activities during implementing morning conversation program encourage students to having a conversation in pairs that aims students to improve their speaking skill. This supported with the previous research of a method of learning speaking skills that is carried out directly to support students' speaking skill, with the practice between the two student who pair up and have a conversation and are supported by the English tutor. This process is considered very effective in improving students' speaking skill, and

also in the morning which gives encouragement to student.⁸⁹

Furthermore, the finding of this research discussed that there are three activities in implementing morning conversation program including; pre-program activities that showed opening activity before student having a conversation in pairs, while activity that showed students activity during having conversation in pairs and the last activity is post activity that showed that the English tutor give feedback and appreciate to students during implementing morning conversation program, it supported with the previous research about there are three steps in lesson methodology in speaking including; pre teaching, while teaching and also post teaching.⁹⁰

2. Impact of Morning Conversation Program on Students' Speaking Skill

In the current research discussed that there are positive impact on students speaking skill after implementing morning conversation (MCP) program including; flexibility in speaking due to frequent reading, vocabulary mastery and confidence to speak in front of an audience, it supported with the previous research about student claim that morning English program activities helped them gain better grammar accuracy, flexibility in speaking due to frequent reading, vocabulary mastery and

⁸⁹ Habib Rosidin, The Use of English Morning Program Before Beginning Class in Teaching Speaking at the 11th grade Students of SMK Mukhtar Syafa'at Blokagung in Academic Year 2020/2021, (2021), p. 12-13

⁹⁰ Douglas Brown, Language Assessment Principle and Classroom Practice 1st Edition, (Longman, 2004), p.278

confidence to speak in front of an audience.⁹¹ In this research showed that the positive impact on students speaking skill very helped students in improving their speaking skill. On the other hand, student does not only improve their speaking skill, but also students can improve their reading skill and listening skill through this program. In addition, this research also discussed that morning conversation program (MCP) very effective in improving students speaking skill, increased students' self-confidence and also students' vocabulary mastery in English.

Furthermore, the impact of morning conversation program (MCP) does not only felt by students but also the English tutor felt that the implementations of morning conversation program (MCP) helped in improving speaking skill. Hence, the implementation of this program gave positive impact both students and English tutor.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁹¹ Isya Anshori, Improving Students' Speaking Ability Through Morning English Program Extracurricular Activities in Indoensia, (vol 28, Issue 2, 2023) p.31

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what has analyzed and discussed. It has correlated with the title “The Implementation of Morning Conversation Program (MCP) on Students’ speaking skill of English Moslem Community at Pondok Pesantren kyai Syarifudddin”.

A. Conclusion

From the result of this study that has been discussed in chapter IV, the researcher can conclude that;

1. The Implementation of Morning Conversation Program on Students’ speaking skill in intermediate class of English Moslem Community Pondok Pesantren Kyai Syarifuddin

Implementing of Morning Conversation Program (MCP) in intermediate class is divided into three types of activities, including: Pre-activities program, While- activities program, and post-activities program.

While program activity is the main activity during implementing Morning Conversation Program (MCP) where student have a conversation in pairs and also students should speak in English during having a conversation.

Besides, pre-program activity and post program activity are the opening and closing activities in Morning Conversation Program (MCP). Pre-program activity is the beginning activity before students having a conversation, this activity aimed students to prepare before having a

conversation with their pairs. In addition, post program activities is the last activity in implementing Morning Conversation Program (MCP), this program aimed students know their competency during having a conversation in pairs and also have fun together. Morning Conversation Program (MCP) carried out in the morning three times a week. This program applied on every Wednesday, Thursday and Saturday. Every month there is variety of topics that applied during implementing morning conversation program (MCP). The topic of morning conversation program (MCP) provides in the form of leading question as a structural conversation of this program. Overall, those activity supported on students' skill in English especially in developing students' speaking skill.

2. The Impact of Morning Conversation Program on Students' speaking skill in intermediate class of English Moslem Community Pondok Pesantren Kyai Syarifuddin

There are some positive impacts that happened on students speaking skill through implement morning conversation program (MCP) because this program provided many skills which are able to produce by students. Students do not only master speaking skill but also students would get some knowledge from implementing this program. Such as students can improve speaking skill, good confident, mastered vocabulary in English and sometimes students got pronunciation knowledge through reading the leading question.

B. Suggestion

1. For the tutor of morning conversation program

For tutor, the activities on morning conversation program are very important, so that the procedure in implementing should be made curriculum and syllabus so that, the target to be achieved well. Especially, in teaching learning in the outside of classroom. This avoided repetition and lagging of the material if the procedure is organized well the implementation can be clearly measured how to know what are the obstacles during conducted morning conversation program.

2. For the next researcher

The next researcher who needs to build upon this study by conducted a more thorough and in-depth investigation, utilizing more advanced methods and techniques, in order to uncover new insights that have not been previously discovered. This research should ultimately contribute to the development of effective English language teaching practices

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 1

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Source of Data	Research Method	Research Question
The Implementation of Morning Conversation Program (MCP) on Students' Speaking Skill of English Moslem Community at Pondok Pesantren Kyai Syarifuddin Lumajang	Morning Conversation Program (MCP)	<ol style="list-style-type: none"> 1. The Definition of Morning Conversation Program 2. The implementation of Morning Conversation Program 3. Procedure of Morning Conversation Program 4. The impact of Morning Conversation Program 	<ol style="list-style-type: none"> 1. Intermediate class Students of English Moslem Community 2. English Tutor 3. The coach of EMC 4. Leader of Pondok Pesantren Kyai Syarifuddin 	<ol style="list-style-type: none"> 1. Research approach: Qualitative approach 2. Research design: Case study 3. Data collection: <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review 4. Data Validity <ol style="list-style-type: none"> a. Source triangulation b. Triangulation technique 	<ol style="list-style-type: none"> 1. How is the implementation of Morning Conversation Program on student speaking skill by English tutor in intermediate class of English moslem community pondok pesantren Kyai Syarifuddin Lumajang 2. How is the impact of Morning Conversation Program on students' speaking skill by English tutor in intermediate class of English moslem community Pondok pesantren Kyai syarifuddin Lumajang
	Speaking skill	<ol style="list-style-type: none"> 1. Teaching speaking skill 2. Definition of speaking skill 3. Elements of Speaking skill 			

Appendix 2

HISTORY OF THE FOUNDING MORING CONVERSATION PROGRAM (MCP) AT ENGLISH MOSLEM COMMUNITY PONDOK PESANTRE KYAI SYARIFUDDIN LUMAJANG

Pondok Pesantren Kyai Syarifuddin Lumajang was established by Kyai Syarifuddin at 1912 in Wetan sepuran, Wonorejo, Kedungjajang, Lumajang. This place provides students for studying formal and non-formal education but prefer to non-formal education. Furthermore, pondok pesantren kyai syarifuddin has flagship program both in formal education and non-formal education. The flagship program in formal education is the curriculum that applies in school of this pondok pesantren is same as curriculum that applies in schools generally and the one flagship program of non-formal education of this pondok pesantren is the existence of foreign language development program for student. The foreign language development program focuses on developing student in English namely English Moslem Community (EMC) and the program that focuses on students' Arabic language namely Ta'ribul Ma'had. In this research the researcher explains about English Moslem Community that focuses on developing program of English language.

English Moslem Community (EMC) was established in 2017 by Sholeh, he gets the idea to build this program because he thinks that mastering English language is important things for students. He says "Commonly, when students of pondok pesantren master Arabic language that apply through reciting kitab, reading holy qur'an, reciting nadhom imrithy and so on but it will very

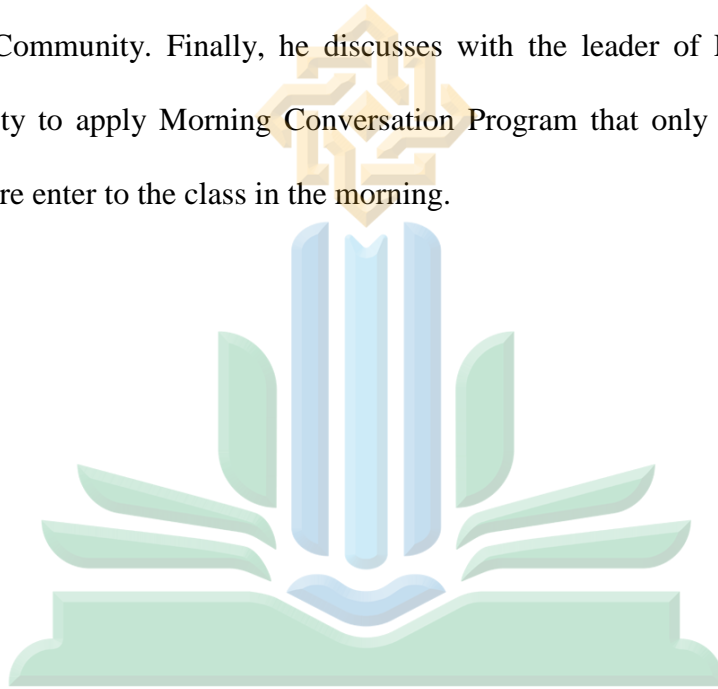
extraordinary when a student mastered English language during in pondok pesantren.⁹² From there Sholeh realized the important thing students should study English. Sholeh tried to convey and discuss the idea to the leader of Pondok Pesantren Kyai Syarifuddin Lumajang about his intention to establish a developing program that focuses on English language. Finally, the idea of Sholeh received by the leader of Pondok Pesantren Kyai Syarifuddin Luamjang and also, he pointed by the leader to be the coach of English Moslem Community itself. English coach immediately met and discuss about the management and also the important things that related with English Moslem Community with leader of Pondok Pesantren Kyai Syarifuddin including: the existence of an organizational structure of English Moslem Community, vision and mission and so on.

There are many several activities in English Moslem Community that aims to develop students' English skill. There are 3 classes provide in English Moslem Community, every class has its own English learning focus including; elementary class focus on students' vocabulary mastery, Intermediate class focuses on students' speaking skill and the last class is advance class that focus on students' grammar mastery in English. Most of students like to intermediate class because it has certain activity to develop student' speaking skill in English namely Morning Conversation Program.

This program was found by the coach of English Moslem Community. He adopted this program from Kampung Inggris Jogja and he applied in English

⁹² Observation. General description, 13th of December 2023

Moslem Community in 2022 until now. The existence of Morning Conversation Program gotten by the English coach because of students' condition in speaking English is low. Everyday English coach was controlled the learning activity of English Moslem Community in classroom. This is an obligation of the English coach to control how teaching and learning activities run in classes at English Moslem Community. Finally, he discusses with the leader of English Moslem Community to apply Morning Conversation Program that only for intermediate class before enter to the class in the morning.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3

Vision and Mission of English Moslem Community

1. Vision

Realizing the students who have the spirit of quran with good international language skill

2. Missions

- Having a good English learning
- Mastering English skill based on the focus in class
- Conduct an Islamic study of ahlassunnah wal jamaah using English
- Get used to speak English in daily routine
- Together to achieve the goal of focusing program in every class
- Cooperating with English language development agencies outside and within the country⁹³

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁹³ Documentation, English Moslem Community, 13th of December 2023

Appendix 4

THE ORGANIZATIONAL STRUCTURED OF ENGLISH MOSLEM COMMUNITY

The beginning of the existence of English Moslem Community was by creating an organizational structure in order to have a good administration and also have a good coordination, consultation and evaluation. Here are the following structures of English Moslem Community in 2023-2024:⁹⁴

Organizational Structure of English Moslem Community

Chief of Foundation : KH. Dr. Abdul Wadud Nafis Lc. M.E.I.

Nyai Hj. Dr. Aminatuz Zahro M. Pd

Guardian : KH. Sulahak Syarif

Nyai Hj. Maqtuatis Surroh

Leader : Gus Izzuddin Syarif M.H.

Coach of EMC : M. Sholehuddin

Leader : Mohammad Havidz

Secretary : Tamyiz Sholeh

Treasure : Mohammad Farhan

a) Scientist : Eriki Adi Saputra

b) Security : M. Ridho Mabruri

c) Inventory : Abyan Ali Ridho

⁹⁴ Documentation, English Moslem Community, 13th of December 2023

Appendix 5

RENCANA PEMBELAJARAN

MORNING CONVERSATION PROGRAM (MCP)

Lembaga: English Moslem Community Pondok Pesantren Kyai Syarifuddin

Lumajang

Program: Morning Conversation Program (MCP)

Kelas : Intermediate class

Materi : Shopping

Waktu : 60 menit

A. Indikator Pencapaian Program

1. Mengidentifikasi ungkapan yang digunakan dalam percakapan
2. Mengidentifikasi kosa kata pada teks percakapan
3. Menentukan topik percakapan
4. Membaca text percakapan dengan benar dan intonasi yang tepat

B. Tujuan Program

- 1.1 Siswa dapat mengidentifikasi unsur kebahasaan berupa ungkapan yang di gunakan dalam teks percakapan baik berupa ungkapan bahasa formal maupun informal
- 1.2 Siswa dapat menguasai kosa kata baru pada teks percakapan yang tersedia
- 1.3 Setelah menentukan topic, siswa dapat memahami alur percakapan sesuai dengan konteks percakapan
- 1.4 Siswa dapat berbicara bahasa inggris dengan benar sesuai dengan teks percakapan yang tersedia

C. Materi Pembelajaran

a. Topic

Shopping

b. Materi percakapan

Leading question of Shopping:

1. When was the last time you went shopping? What did you buy? Why?
2. Do you enjoy shopping?
3. Do you ever spend too much money when you go shopping?
4. Where is your favorite place for is go shopping? Why?
5. Do you prefer to shop alone or with another person? Why?
6. Do you like online shop? Why? Give me three reasons!
7. Do you like offline shop? Why? Give me three reasons!
8. Tell me about your bad experience when you go shopping!

D. Metode

1. Model pembelajaran program : Diluar ruang kelas, Tanya jawab
2. Media Pembelajaran : Leading question text

E. Kegiatan Pembelajaran

Langkah-langkah Pelaksanaan program

Pertemuan 1

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the	10 menit

	class before enter to the class.	
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic of shopping to every student.	
6.	English tutor guide student to read the form of leading question about shopping with the meaning and also the pronunciation correctly.	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to start the conversation that talk about shopping each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should	

	<p>speak English and ignore the correct grammar.</p>	
4.	<p>English tutor announces the time remaining to do Morning conversation program.</p>	
5.	<p>English tutor announces to stop do morning conversation program</p>	

<p>Post program activity</p>		
<p>No.</p>	<p>Langkah-langkah</p>	<p>Alokasi Waktu</p>
1.	<p>English tutor instruct students to face forward.</p>	<p>5 menit</p>
2.	<p>English tutor gives good feedback and appreciate all students during conduct morning conversation program.</p>	

Pertemuan ke 2

<p>Pre-program activity</p>		
<p>No.</p>	<p>Langkah-langkah</p>	<p>Alokasi Waktu</p>
1.	<p>English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.</p>	<p>10 menit</p>
2.	<p>English tutor announces to students to make 2 lines.</p>	
3.	<p>English tutor asks students to find the friends in pairs and face to face each other.</p>	

4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about shopping to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previous meeting	

While program activity

	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about shopping each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	

5.	English tutor announces to stop do morning conversation program	
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Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

Pertemuan ke-3

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the	

	students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about shopping to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previous meeting	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about shopping each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

F. Penilaian

1. Penilaian selama pelaksanaan Morning conversation program:

- a. Fluency
- b. Vocabulary
- c. Pronunciation

G. Teknik Penilaian

Fluency	Vocabulary	Pronunciation
5-10	5-10	5-10

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PEMBELAJARAN

MORNING CONVERSATION PROGRAM

Lembaga : English Moslem Community Pondok Pesantren Kyai Syarifuddin

Program : Morning Conversation Program

Kelas : Intermediate class

Materi : Healthy

Waktu : 60 menit

A. Indikator Pencapaian Program

1. Mengidentifikasi ungkapan yang digunakan dalam percakapan
2. Mengidentifikasi kosa kata pada teks percakapan
3. Menentukan topik percakapan
4. Membaca text percakapan dengan benar dan intonasi yang tepat

B. Tujuan Program

- 1.1 Siswa dapat mengidentifikasi unsur kebahasaan berupa ungkapan yang di gunakan dalam teks percakapan baik berupa ungkapan bahasa formal maupun informal
- 1.2 Siswa dapat menguasai kosa kata baru pada teks percakapan yang tersedia
- 1.3 Setelah menentukan topic, siswa dapat memahami alur percakapan sesuai dengan konteks percakapan
- 1.4 Siswa dapat berbicara bahasa inggris dengan benar sesuai dengan teks percakapan yang tersedia

C. Materi Pembelajaran

a. Topic

Healthy

b. Materi percakapan

Leading question of Healthy:

1. What makes you strong?
2. Who makes you strong? Why?
3. What makes you down? Why?
4. What do you think about health?
5. Is health important?
6. Tell me about a healthy life!
7. Have you ever stopped doin' somethin' for your health?
8. Money or Health.
9. Is junk food healthy?
10. Tell me about healthy food!

D. Metode

1. Model pembelajaran program: Diluar ruang kelas, Tanya jawab
2. Media Pembelajaran : Leading question text

E. Kegiatan Pembelajaran

Langkah-langkah Pelaksanaan program

Pertemuan 1

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic about healthy to every student.	
6.	English tutor guide student to read the form of leading question about us with the meaning and also the pronunciation correctly.	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to start the conversation in pairs with the topic of healthy.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English about healthy and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

Pertemuan ke 2

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about healthy to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previous meeting	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about healthy each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

Pertemuan ke 3

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about healthy to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previous meeting	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about healthy each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

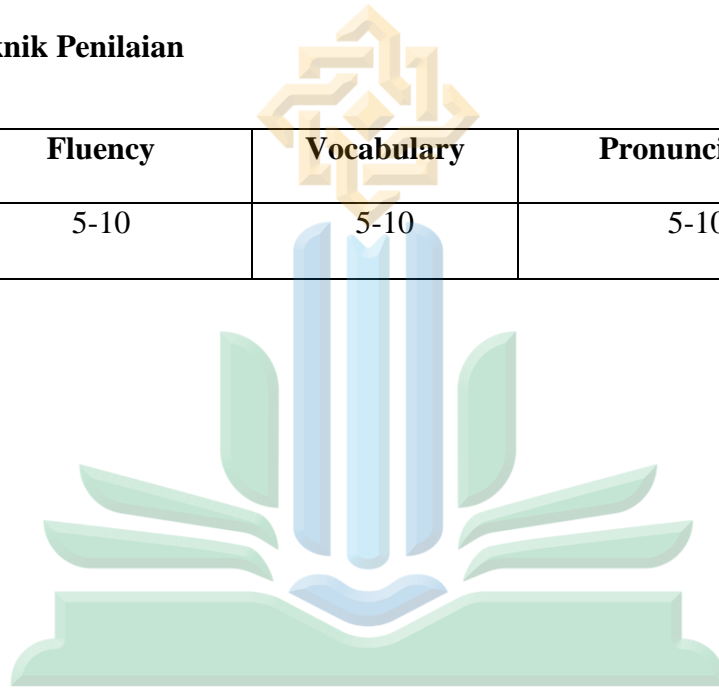
Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

F. Penilaian

1. Penilaian selama pelaksanaan Morning conversation program:
 - a. Fluency
 - b. Vocabulary
 - c. Pronunciation

G. Teknik Penilaian

Fluency	Vocabulary	Pronunciation
5-10	5-10	5-10



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RENCANA PEMBELAJARAN

MORNING CONVERSATION PROGRAM

Lembaga	: English Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang
Program	: Morning Conversation Program
Kelas	: Intermediate class
Materi	: Money
Waktu	: 60 menit

A. Indikator Pencapaian Program

1. Mengidentifikasi ungkapan yang digunakan dalam percakapan
2. Mengidentifikasi kosa kata pada teks percakapan
3. Menentukan topik percakapan
4. Membaca text percakapan dengan benar dan intonasi yang tepat

B. Tujuan Program

- 1.1 Siswa dapat mengidentifikasi unsur kebahasaan berupa ungkapan yang di gunakan dalam teks percakapan baik berupa ungkapan bahasa formal maupun informal
- 1.2 Siswa dapat menguasai kosa kata baru pada teks percakapan yang tersedia
- 1.3 Setelah menentukan topic, siswa dapat memahami alur percakapan sesuai dengan konteks percakapan
- 1.4 Siswa dapat berbicara bahasa inggris dengan benar sesuai dengan teks percakapan yang tersedia

C. Materi Pembelajaran

a. Topic

Money

b. Materi percakapan

Leading question of Money:

1. How much money do you spend in a month?
2. Which is more fun: spendin' money or savin' money?
3. What is the most expensive thing you've ever bought?
4. Is money the most important thing in life? Why?
5. What do u need: Love or Money.
6. How do you feel if you have lots of money?
7. Whatcha gonna do if you have much money?
8. How do you manage your money?
9. Can you save your money?
10. Mention 3 things you wanna buy!

D. Metode

1. Model pembelajaran program: Diluar ruang, Tanya jawab
2. Media Pembelajaran : Leading question text

E. Kegiatan Pembelajaran

Langkah-langkah Pelaksanaan program

Pertemuan 1

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic that talk about money to every student.	
6.	English tutor guide student to read the form of leading question about money with the meaning and also the pronunciation correctly.	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to start the conversation about money in pairs.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English about money and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

Pertemuan ke 2

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about money to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previo1.meeting	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about money each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

Pertemuan ke 3

Pre-program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor announces to students of intermediate class for gathering in front of the class before enter to the class.	10 menit
2.	English tutor announces to students to make 2 lines.	
3.	English tutor asks students to find the friends in pairs and face to face each other.	
4.	English tutor announces the instruction about the rule and procedure of morning conversation program before conduct the program to the students of intermediate class.	
5.	English tutor shares the form of leading question with the topic as same as in the previous, the topic is about money to every student.	
6.	English tutor guide student to read again and announce to students to continue to have a conversation with the same topic in the previous meeting	

While program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor guide students to face to face each other and announce to continue the conversation that talk about money each other.	45 menit
2.	English tutor getting around during morning conversation program to control every student.	
3.	English tutor announces that every student should speak English and ignore the correct grammar.	
4.	English tutor announces the time remaining to do Morning conversation program.	
5.	English tutor announces to stop do morning conversation program	

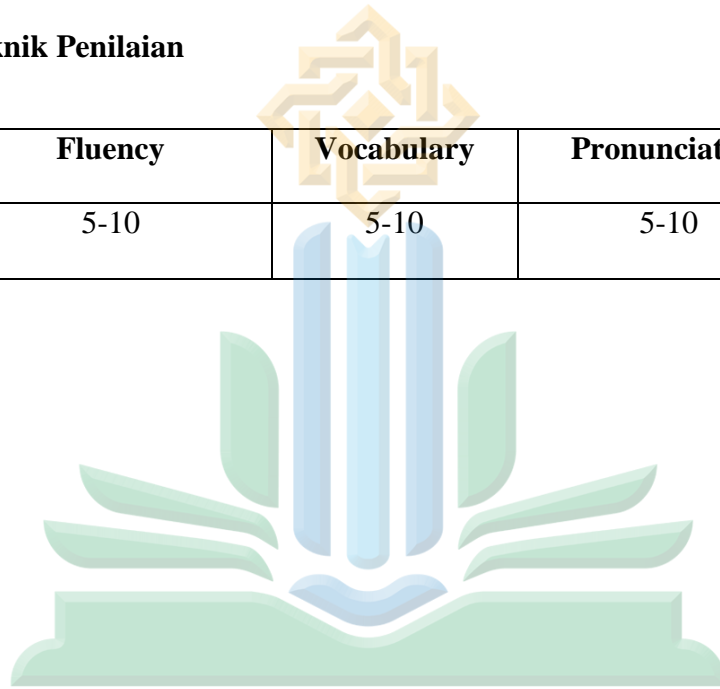
Post program activity		
No.	Langkah-langkah	Alokasi Waktu
1.	English tutor instructs students to face forward.	5 menit
2.	English tutor gives good feedback and appreciate all students during conduct morning conversation program.	

F. Penilaian

1. Penilaian selama pelaksanaan Morning conversation program:
 - a. Fluency
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G. Teknik Penilaian

Fluency	Vocabulary	Pronunciation
5-10	5-10	5-10



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Appendix 6

SCORING RUCRIC OF SPEAKING by Dick, Gall and Brog (20023: 571)

Range	10	9	8	7	6	5
Fluency	The speaker very fluently in communication to perform the expected competency.	The speaker speaks fluently in communication to perform the expected competency but there is natural hesitation.	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitation.	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker does not quite fluently: sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly: sometimes those problems disrupt performance.	The speaker does not speak quite fluently, speak slowly and hesitantly, those problems disrupt the performance
Pronunciation	The speaker never makes pronunciation mistakes in performing the expected competency,	The speaker almost never makes pronunciation mistakes in performing the expected	The speaker rarely makes pronunciation mistakes in performing the expected competency,	The speaker sometimes makes pronunciation mistakes in performing the expected competency,	The speaker often makes pronunciation mistakes I performing the expected competency,	The speaker makes pronunciation mistakes very often in performing the expected

	intonation and stress are appropriate, all sounds are unambiguous and can be understood.	competency, intonations and stress are appropriate, a few sounds are ambiguous but can be understood	intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.	intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood	intonation and stress are appropriate, some sounds are rather ambiguous and rather difficult to be understood.	competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
Vocabulary	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she need to explain ideas to get the appropriate words.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/she often explains ideas because of the insufficient vocabulary.

Appendix 7

Interview 1

Gus Izzuddin Syarif M.H. (Leader of Pondok Pesantren Kyai Syarifuddin)

A: Excuse me Gus, sorry for disturbing your time. May I have your time in a while?

B: Sure.

A: Here, I'm Saiful Farhan will interview about English Morning Conversation program was held at intermediate class in English Moslem Community Pondok Pesantren Kyai Syarifuddin Lumajang. For the first question, is there any program here that supported students in studying English?

B: Yes, of course. This pondok pesantren not only provides student to study about Arabic language including; how to read kitab, reading holy qur'an but also here provides an institution that aim to supported supported student in studying English. This place namely English Moslem Community, it is the place for students to study deeply about English.

A: How long English Moslem Community have been establishment here?

B: Around 8 years, start from 2017 until now

A: What is the activities in English Moslem community that supported students in studying English?

B: There are many activities in English Moslem Community that encourage students in studying English, including; Teaching learning activity, listening to the English song, watching English movie and also students familiarized in having a conversation in daily routine used English language.

A: Who is the founder idea of English Moslem Community?

B: M. Sholehuddin is the founder of English Moslem Community. For the first he just shares his ideas about the important thing students should study about English because English is an international language that will influence this world in the future and next he offers me to build a new program that aims on students speaking skill in English and it program just applied in students' intermediate class only that focus on speaking skill. Finally, I think is good program for student in intermediate class of English Moslem Community and I agree with his opinion.

A: Is there any requires from you in building this program?

B: Yes, of course. As the leader of this pondok pesantren, I have responsibility in everything that related with this pondok pesantren and also, I always think the beneficial of everything before doing. I said to Sholeh I agree that you want to build morning conversation program and applied on student intermediate class in English Moslem Community. Besides, you should think that the existence of a program should have a goal that will make the program run well during students conducting the program. The plan of implementation of this program should clear before applied on students, start from the day, time and also the place of conducting the program because it will effect on students' interest of the program.

A: I see Gus. And next question How long morning conversation program have been implementing in English Moslem Community?

B: Around 1-3 years

A: Is there any problem during implementing morning conversation program in English Moslem community as far as you know Gus?

B: Alhamdulillah As far as I know, morning conversation program that implement in English Moslem Community runs well.

A: Is there any rules of morning conversation program?

B: Of course. For the first step before conducting a program and applied on students, you should pay attention to the rules. I have instructed to Sholeh as the coach of English Moslem Community that he command arrange the rules, obligation and also the punishment that should applied to each members who followed this program in order this program run well with the existing regulation and consequences.

A: I see gus. And the last question Is there any significant progress that felt by you during students of intermediate class implement morning conversation program?

B: Yes, I fell that there is a significant progress on students' intermediate class in their peaking skill through implementing morning conversation program because when I pass surrounding them, I hear that they can speak English correctly in their daily routine.

A: I think it is enough, and thank you very much

B: My pleasure

Interview 2

Mohammad Sholehuddin (English Coach of English Moslem Community)

A: What is your name?

B: My name Mohammad Sholehuddin just call me Sholeh

A: Are you member or tutor in English Moslem Community?

B: I'm not member and also not tutor but I'm is the coach of English Moslem Community that organize every program in English Moslem Community

A: Oh....I see. How long have you been staying in this pondok pesantren?

B: I staying here almost 10 years from junior high school until become an undergraduate student

A: When do you chosen as the coach of English Moslem Community?

B: I'm chosen to be a coach of English Moslem Community in 2017 because I'm as the founder of English Moslem Community itself.

A: What is your reason to build English Moslem Community in pondok pesantren Kyai Syarifuddin Lumajang?

B: In my opinion English is a lesson that should studied by every people because it needed by every human in this world in the future along with the development of times and the sophisticated technology that exist. And also my goal in building English Moslem Community aims to collect students that have interested in studying English deeply.

A: Did you build the organization structure in English Moslem Community?

B: Of course, I built it because the second steps after build the institution you should built the organizational structure of the institution that help to organize

the program and also the activities later. The organizational structure that I made including: the leader, secretary, treasure but in the next year until now the organizational structure develop based on the instruction from the leader of English moslem community itself.

A: How many programs did you built in English Moslem Community began you as the founder until now?

B: I build many programs and activities that aims to improve on students' English skill such as: first, to improve students listening skill, I was built listening program, second, to build student writing skill, I made magazine to improve students writing skills and also I was built morning conversation program that aims to improve students speaking skill and so on. The most program that interested by students in morning conversation program that only applied in students of intermediate class. This program is the most program that liked by students because the aims to improve students' speaking skill.

A: Emm...I see. Can you give the brief overview of Morning conversation program?

B: Morning conversation program is program that aims to improve on students speaking skill, this program carried out routinely every three times in a week in Wednesday, Thursday and Saturday. This program has complete structure from the plan of the activity, procedure and also the punishment. For the first, I offered to Gus izzuddin as the leader of pondok pesantren kyai syarifuddin Lumajang that i want to build a new program namely morning conversation program was supported by him and next I built the organizational structure and

also continue with the meeting that will talk about this program. I conducted the meeting with all functionaries of English Moslem Community to organize and arrange the morning conversation program's plan which is expected to run according to the plan we have made before in this meeting. On the other hand, in this meeting we also conceptualized from the day, place and also the activities during implementing this program later.

A: I see...mister, thank you for the brief overview. Now, my question, is there any procedure before implementing this program?

B: Yes, in implementing this program there are procedures that should obeyed by every student who are followed this program. The procedures including; rules, obligations and also the punishment of this program. The enforcement of rules and obligations in this program is very needed because considering the students who followed this program is male and of course they need it.

A: What kind of rules and obligations that provides in this program?

B: There are many rules and obligation in this program, one of the rules is the student who followed this program should come from intermediate class and one of the obligations is during implementing morning conversation program students should speak English and students do not violate it. If student violates the rules and obligation, the students will get the punishment from this program.

A: What kind's punishment that provides in this program?

B: The punishment in this program is students should talk randomly in 5 minutes. This punishment applied in every month once through reported from the

English tutor in every meeting in implementing this program except in the first meeting of morning conversation program because in the first month students still try to adapt with the program, so they can speak English as soon as possible. Furthermore, the punishment can apply in the next month based on the classification that students do not use Indonesian language during having a conversation.

A: Is this program an effective way in improving students' speaking skill in English?

B: Yes, of course, because through having a conversation in this program helps them to be brave and increase students' self-confidence to speak in front of public.

A: Is there any impact on students' intermediate class after implementing this program?

B: Yes, this program gives positive impact on students in every skill including reading, pronunciation, vocabulary and especially on students' speaking skill.

A: I think enough, thank you

B: Your welcome

Interview 3

Mohammad Havidz (English tutor of morning conversation program)

A: What is your name?

B: My name is M. Havidz just call me Havidz

A: Are you an English tutor or member here?

B: I'm an English tutor of English Moslem community in this period

A: What class are you?

B: I am third grade of senior high school

A: How long have you been here?

B: I have been here from the first class in senior high school until now.

A: Are you an English tutor during implementing morning conversation program?

B: Yes, I am as the tutor during implementing morning conversation program

A: What are the aims of implementing morning conversation program?

B: The implementation of morning conversation program aims students in speaking skill and encourage student to speak using English language based on their capability.

A: Is there any rules in this program?

B: Of course, in this program we have a procedure during implementing this program including: rules, obligation and also the punishment.

A: Can you tell me the example of the rules, obligation and also the punishment during implementing morning conversation program?

B: Yes, I can. The example of the rules in implementing morning conversation program is student should speak English during implementing morning conversation program. The example of the obligations of this program is students should have a conversation in pairs during implementing morning conversation program. Furthermore, about the punishment, it applied when student violate the rules and obligations of this program. The punishment of

this program in the form of talk randomly during 5 minutes in front of gate of pondok pesantren kyai Syarifuddin Lumajang.

A: What is the aim of the punishment in this program?

B: The punishment of this program aims students to speak English through talk randomly. In addition, it will increase students' self-confidence in to speak in front of public and also increase students' vocabulary mastery in English. In this way the English tutor who got the duty to accompany students of punishment will share the topic that should students talking about, but in the reality, students request the certain topic that will they talking about.

A: How is the implementation of Morning conversation program?

B: The implementation of morning conversation program has three activities, including pre-program activity, while program activity and post program activity. In the pre-program activity the English tutor guide students to pay attention to the instruction from the English tutor. In the while program, students should have a conversation in pairs around 45 minutes, this time to students showed their speaking skill through having a conversation with their pairs with the certain topic are provided based on the structural conversation in the form of leading question, and the last is post activity that students received good feedback from the English tutor. The existence of pre-program activity, while program activity and post program activity has arranged based on the learning activity that already made by the English tutor before implement this program.

A: Oh...., I see about the activities during morning conversation program. Next, what is structural conversation? and what is the function?

B: Structural conversation in this program namely leading question, leading question is some of questions that aims to stimulate students in having a conversation in pairs that will make students can answer based on their perception. On the other hand, the function of leading question is to make students easily find the topic during having a conversation with their pairs.

A: Is there any impact on students after implement morning conversation program?

B: Yes, for the first I meet with Mr. Sholeh I felt that this program will bring positive impact on students especially in their speaking skill because the implementation of this program in the morning and students should having a conversation in pairs during conducting this program. And I think it will bring a significant progress on students speaking skill.

A: Waw....it is good program. Ok. I think it is enough. Thank you.

B: You are welcome

Interview 4

M. Ridho Mabruri (students 1)

A: What is your name?

B: My name is Mohammad Ridho Mabruri and you can call me Ridho

A: What class are you?

B: I am first grade of senior high school

A: Are you a tutor or member?

B: I am a member of intermediate class of English Moslem Community

A: As the member of intermediate class, is the implementation of morning conversation program with all the activities help you in improving your speaking skill in English?

B: Yes, it help me to improve my speaking skill in English

A: How you value it?

B: From the activities in implementing morning conversation program start from pre-program activity, while program activity until post program activity. Those activity help me to improve my speaking skill in English.

A: For yourself, is morning conversation program help you in teaching learning process in classroom?

B: Yes, it very helps me during in teaching learning process in classroom because usually before I follows this program, I fell my vocabulary is low and my speaking is bad but after I implement this program, I get many new vocabularies and also my speaking is better than before.

A: From several activities during implementing morning conversation program, what is the most activity made you interest to implement this program?

B: Pre-program activity that interest for me

A: Why? tell me your reason?

B: Pre activity is the most activity that I like during implementing morning conversation program because in this program I always get many new vocabularies and it makes me happy.

A: Ok. How about the procedure in morning conversation program? Do you agree with these?

B: Yes, of course, I agree with those procedure, including the rules, obligations and also the punishment in this program because without there is rules, obligations and also punishment of this program, I believe the students have not discipline to this program.

A: For you, is there any impact of you during implementing morning conversation program?

B: Of course, one of the impacts that I fell is I get many vocabularies in conducting this program that help me in speaking English.

A: As I know, intermediate class is the class that focus on students speaking skill, right?

B: Absolutely right.

A: Ok. than you

B: you are welcome

Interview 5

Eriki Adi Saputra (Students of intermediate class)

A: What is your name?

B: Eriki Adi Saputra, yu can call me Eriki.

A: What class are you right now?

B: I'm 2nd class of senior high school

A: SMK or MA?

B: MA

A: How long have you been here?

B: I have been here since junior high school

A: Oh...I see. Now. are you as a tutor here?

B: No, I am not tutor but I am still student in English Moslem Community

A: What class are you in English Moslem Community?

B: I am a student of intermediate class in English Moslem community

A: As I know, intermediate class is one class that focuses on speaking. am I right?

B : Yes, absolutely right.

A: And what kinds of program that there is in intermediate class? please mention one program!

B: Morning conversation program, it programs is the best program in intermediate class

A: What is the purpose of morning conversation program itself?

B: The purpose of morning conversation program is to improve students speaking skill through the implementation of the program itself.

A: How is the implementation of morning conversation program? give me the brief overview of that!

B: The implementation of morning conversation program is conducting in the morning at 06.00 before teaching and learning process in classroom. Besides, this program conducting three times in a week on Wednesday, Thursday and Saturday. On the other hand, this program does not provide for students, sometime the English tutor who want to join this program, it is ok. The important thing everyone who join this program should obey the procedure of this program

A: I see. How is about the procedure of morning conversation itself?

B: Procedure of morning conversation program including: rules, obligations and also the punishment. Those aim to build students' discipline of this program

A: Can you mention some of the rules, obligations and also the punishment?

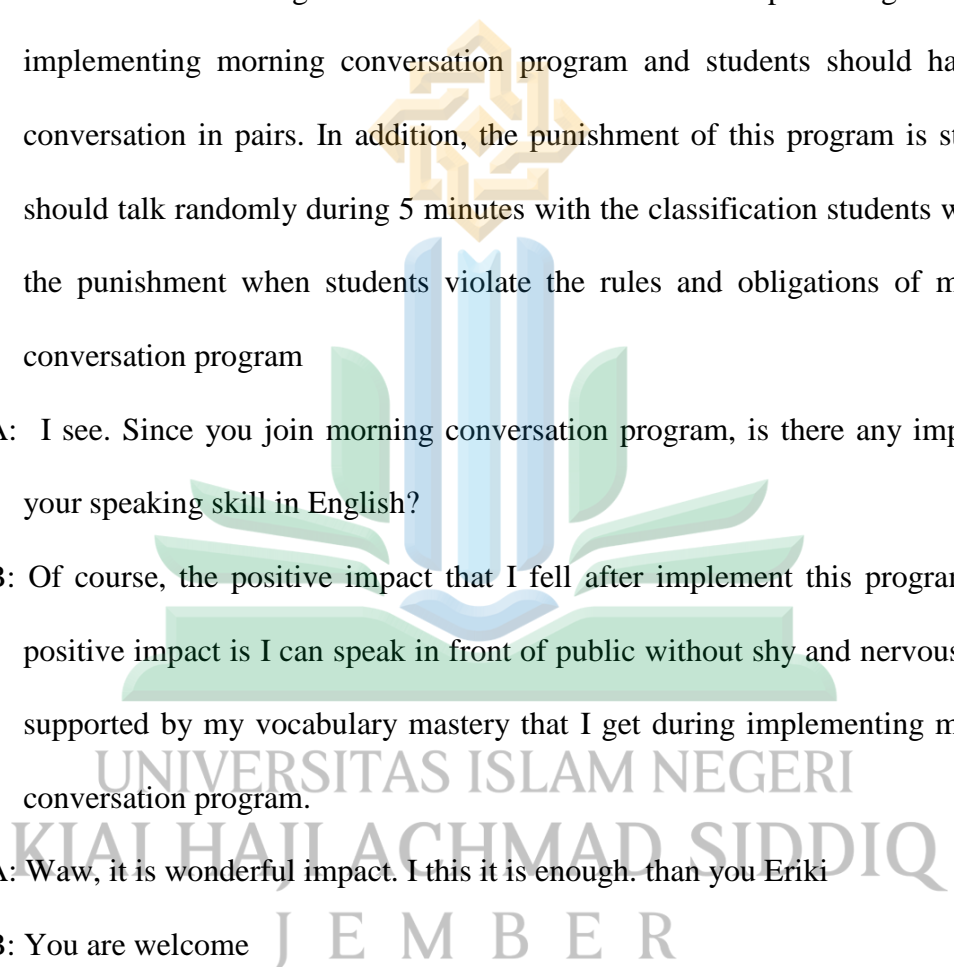
B: The rules and obligations such as: students should speak English during implementing morning conversation program and students should having a conversation in pairs. In addition, the punishment of this program is students should talk randomly during 5 minutes with the classification students who get the punishment when students violate the rules and obligations of morning conversation program

A: I see. Since you join morning conversation program, is there any impact on your speaking skill in English?

B: Of course, the positive impact that I fell after implement this program. The positive impact is I can speak in front of public without shy and nervous and it supported by my vocabulary mastery that I get during implementing morning conversation program.

A: Waw, it is wonderful impact. I this it is enough. than you Eriki

B: You are welcome



Appendix 8

Photos of research



Interview with Leader of Pondok Pesantren Kyai Syarifuddin Lumajang



Interview with the Coach of English Moslem Community



Photos of pre program activity of Morning conversation Program (MCP)



Photos of While program activity of Morning conversation Program (MCP)



Photos of post program activity of Morning conversation Program (MCP)



One-on-one interview with English tutor of English Moslem Community



One-on-one interview with Students 1 of intermediate class



One-on-one interview with Students 1 of intermediate clas

Appendix 9



معهد الشيخ شريف الدين الإسلامي
PONDOK PESANTREN
KYAI SYARIFUDDIN
WONOREJO LUMAJANG



Pengurus Putra
PENGURUS PUTRA
PONDOK PESANTREN KYAI SYARIFUDDIN
WONOREJO LUMAJANG

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : C.062/PPKS/YKS/1/2024

Yang bertanda tangan dibawah ini :

Nama : Izzuddin Syarif, M.H.
Tempat Tanggal Lahir : Lumajang, 17 Oktober 1990
Alamat : Wonorejo - Kedungjajang - Lumajang
Jabatan : Ketua Pondok Pesantren Kyai Syarifuddin

Dengan ini menerangkan bahwa :

Nama : Saiful Farhan
NIM : 204101060006
Jabatan : Mahasiswa UIN KHAS Jember

Benar-benar telah menyelesaikan penelitian di Pondok Pesantren Kyai Syarifuddin dengan judul penelitian "The Implementation Of Morning Conversation Program (MCP) On Students' Speaking Skill Of English Moslem Community At Pondok Pesantren Kyai Syarifuddin Lumajang" pada tanggal 05 Desember 2023 s/d 15 Januari 2024.

Demikian surat keterangan ini dibuat dengan sebenar benarnya dan digunakan sebagaimana mestinya.

Wonorejo, 15 Januari 2024


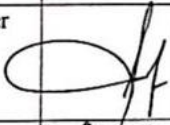


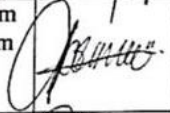
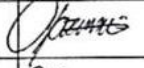



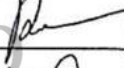



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KIAI HAJI ACHMAD SYARIFUDDIN
JEMBER
PP. Kyai Syarifuddin,
PONDOK PESANTREN KYAI SYARIFUDDIN
PENGURUS PUTRA
Gus. Izzuddin Syarif, M.H.


Sekretariat : Pondok Pesantren Kyai Syarifuddin Wonorejo Kedungjajang Lumajang Telp. (0334) 884687 Fax. 884686

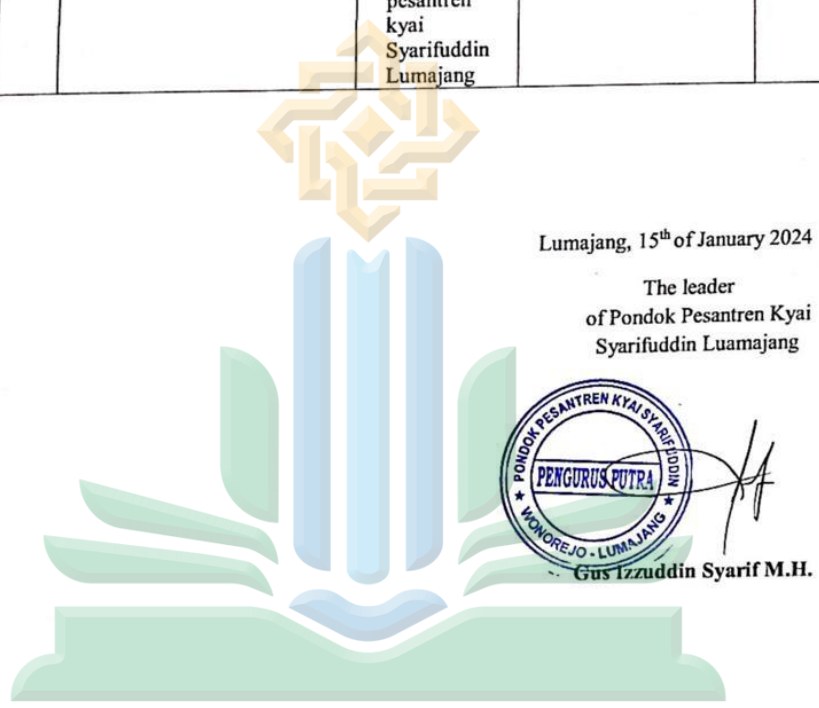
📍 Pondok Pesantren Kyai Syarifuddin 📧 @pps_kyaisyarifuddin 🌐 syarifuddin.net 📞 0812-3043-9639

Appendix 10

JOURNAL OF RESEARCH


No.	Time	Activity	Notes / Research Subject	TTD
1.	Saturday, 2 nd of September 2023	<ul style="list-style-type: none"> • Pre-Observation • Interview 	<ul style="list-style-type: none"> • Asking about the general description about the research object • Coach of English Moslem Community 	
2.	Tuesday, 5 th of December 2023	Giving permission letter for observing	Received by the leader of Pondok Pesantren Kyai Syarifuddin	
3.	Wednesday, 13 th of December 2023	Observation	Observing the implementation of Morning Conversation Program	
4.	Thursday, 14 th of December 2023	Interview	Leader of Pondok Pesantren Kyai Syarifuddin Lumajang	
5.	Wednesday, 20 th of December 2023	Observation	Observing pre- program activity, While program activity and post program activity	
6.	Thursday, 21 th of December 2023	Interview	English tutor	
7.	Thursday, 4 th of January 2024	Observation	Observing the rules and obligations of morning conversation program	
8.	Friday, 5 th of January 2024	Interview	English tutor	
9.	Saturday, 6 th of January 2024	Observation	Observing the punishment of morning conversation program	
10.	Sunday, 7 th of January 2024	Interview	Student 2 intermediate class	
11.	Monday, 8 th of January 2024	Observation	Observing the positive impact of morning conversation program	
12.	Tuesday, 9 th of January 2024	Interview	Student 1 of intermediate class	
13.	Friday, 12 th of January 2024	<ul style="list-style-type: none"> • Interview the English tutor • Finishing observation 	English tutor	

14.	Monday, 15 th of January 2024	Receiving a declaration of finishing observation letter from English Moslem Community at Pondok pesantren kyai Syarifuddin Lumajang	Leader of Pondok Pesantren Kyai Syarifuddin Lumajang	
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Lumajang, 15th of January 2024

The leader
of Pondok Pesantren Kyai
Syarifuddin Luamajang



Gus Izzuddin Syarif M.H.

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Appendix 11

Observation Sheet

Activity	Sub Activity	Students' activity	Teacher' activity	Notes
Pre-program activity	<ul style="list-style-type: none"> • Student gather • Share the conversational structure <ol style="list-style-type: none"> a. Leading question • Reading aloud • Share the rules and obligation of program 	<ul style="list-style-type: none"> • Student gather • Students got the conversational structure • Student followed to read the conversational structure • Student pay attention 	<ul style="list-style-type: none"> • Announcement • Share the conversational structure • Reading aloud • Share the information of rules and obligations 	This activity encourage student to read frequently
While program activity	<ul style="list-style-type: none"> • Having a conversation in pairs 	<ul style="list-style-type: none"> • Student having a conversation in pairs 	<ul style="list-style-type: none"> • Control student during this activity 	This activity encourage students to speak English without think about the grammar and develop students' speaking skill
Post Program activity	<ul style="list-style-type: none"> • Gave feedback and appreciate 	<ul style="list-style-type: none"> • Students pay attention 	<ul style="list-style-type: none"> • Gave good feedback and appreciate student during implement the program 	This activity is the final activity during implementing this program, this section show that students very enthusiastic

				during implementing the program
Punishment	<ul style="list-style-type: none"> Talking 	<ul style="list-style-type: none"> Students got punishment The punishment is talking in the place that provides by the tutor 	<ul style="list-style-type: none"> Accompany students during doing punishment 	This activity develop students' speaking skill without think about the grammar and student do not have limit of sentence to talk



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Appendix 12

STATEMENTS OF AUTHENTICITY

The Undersigned below:

Name : Saiful Farhan
NIM : 204101060006
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

State that thesis entitled “**THE IMPLEMENTATION OF MORNING CONVERSATION (MCP) ON STUDENTS’ SPEAKING SKILL OF ENGLISH MOSLEM COMMUNITY AT PONDOK PESANTREN KYAI SYARIFUDDIN LUMAJANG**” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim for other.

Jember, May 30th, 2024



Saiful Farhan

NIM. 204101060006

Appendix 13

CURRICULUM VITAE



Personal Information

- Full Name : Saiful Farhan
- NIM : 204101060006
- Gender : Male
- Place, date of birth : Lumajang, 26th November 2001
- Adrees : Kec. Yosowilangun, Kab. Lumajang
- Religion : Islam
- Department / Major Courses : FTIK / English Education Program
- Email address : farhansaiful232@gmail.com

Educational background

- 2008 – 2014 SDN Kebonan 01
- 2014 – 2017 MTs. Syarifuddin Wonorejo
- 2017 – 2020 MA Syarifuddin Wonorejo