

THESIS

**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**



BY

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI
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THESIS

Presented To The Faculty Of Education And Teacher Training
In A Partial Fulfillment Of The Requirement For The Degree Of Strata 1
In English Education Department

**BY
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2021

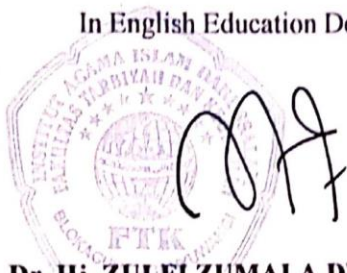
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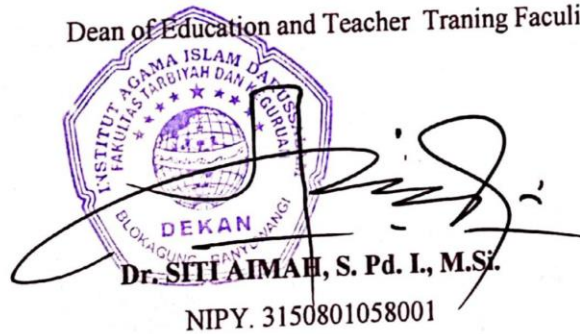

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MOTTO

وَتَوَكَّلْ عَلَى اللَّهِ ۚ وَكَفَىٰ بِاللَّهِ وَكِيلًا

And put thy trust in Allah. And enough is Allah as a Disposer of affairs. – (Q.S
Al-Ahzab: 3)

DECLARATION OF AUTHORSHIP

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ABSTRACT

Name : HABIB ROSIDIN
Major : English Education Study Program
Titles : **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.**

This study aims to find out and obtain information about the usefulness of the English Morning Program to improve speaking skills in English for grade 11 students of RPL SMA Mukhtar Syafa'at Blokagung. English morning is one way to improve English learning in the field of speaking, by bringing English language habits, the quality of students will quickly increase.

This research design uses a qualitative descriptive method. The subjects of this study were students of class XI Software Engineering (RPL) at SMA Mukhtar Syafa'at Blokagung. Collecting research data using methods, observations, interviews, and document collection. From the findings and discussion, it can be concluded that students have many problems in improving their English speaking skills.

In terms of teaching English speaking as a benchmark for schools in determining English language standards, the more students who can speak English, the higher the quality of the school. The quality of students can be improved by using the English morning program which is carried out before starting the lesson, by practicing English conversation with other students and being accompanied by a tutor as a student assistant facility if students have difficulty in pronouncing English words.

Keywords: English morning, Teaching English

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Keywords: English morning, Teaching English

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Alhamdulillah, we thank firstly to Allah, swt, who has given us the strength to do this thesis, secondly, to all parties who have been involved in everything in helping the writing of the thesis, even though the authorship is not perfect. Sholawat and greetings we always pray for the grace and intercession later in life later. The result of this thesis is none other than the result of all the assistance from all parties in completing it. At the end of the work, the author took the time to all parties, in this case we say to:

1. Dr. Ahmad Munib Syafa'at, Lc, M.E.I as the Rector of IAIDA Darussalam
2. Dr. Siti Aimah, S. Pd. I, M. Si as the Dean of FTK.
3. Dr. Hj. Zulfi Zumala Andriani, S.S. , M.A , as the Head of the Department of English Education.
4. Mr. Ridwan, M.Pd, as a mentor in providing careful guidance, excellent advice and encouragement during the consultation.
5. Beloved family who provide motivation every day.
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7. Lastly, the parties. who cannot be mentioned one by one who have supported the author in completing this thesis.

The author realizes that the writing of the thesis is far from perfect and according to procedures. However, from the author's efforts from the beginning until now, the author hopes that the writings in this study can be useful for all parties. Amein

Banyuwangi, 28th Agust 2021
The Writer

HABIB ROSIDIN

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a very dominant need to maintain human relations. This is a human step to maintain communication with other people. This is the main and effective medium that helps communicate and help others. Language is a basic requirement in human life, as claimed by David Kilgour (1999). Language is clearly a vital tool. Not only that, bridging thoughts and ideas requires a communication tool in the form of language, but it forges friendship, cultural ties, and economic relationships.

David Crystal (2003) states that language is something that is very democratizing institution. With that a person has freedom in processing language. You can add it, modify it, play it, create it, ignore the parts, as you like. There are many activities such as industry, business, tourism, transportation and international relations which make English as the main language become the dominant requirement in these activities. The Indonesian nation adopts English as a foreign language which is included in the national education curriculum which is run by every formal school. Almost every formal education English is a compulsory subject.

Many factors contribute to the Teaching English as a Foreigner market. The historical factor language offers the legacy of the ancient British Empire which takes languages all over the world. Political

factors provide current dominance of the United States. Science and technology have progressed with English at the forefront. In addition, there is a worldwide need language to make international communication more fluent, and tools like that as a truly accessible worldwideweb across the planet. (Maxom, 2009) Characteristics of students in learning English have different abilities. For some foreign students in Indonesia, English is quite difficult study. That is understandable, because of the differences in learning between national languages and English, especially in countries that are very far from native speakers British and American. Indonesian students as distant learners of the natives face it so. they feel awkwardness and confusion in using and learning different pronunciations in each different area in the pronunciation of the words.

In this case, looking at the history of the English language is more in demand than the Dutch language, whose history has been colonizing Indonesia for three and a half centuries As it is very well recorded in our history, the official status of the English language in the country is "the the first foreign language "and the political stance of the Indonesian government quite emphatic: "English is not and never will be a social or language language second official language in Indonesia "(Sadtono in Bachrudin, 1997) This states that English is declared the most important foreign language so that Indonesian students are among those who are active in learning English.

The majority of students learn it but some students also cannot play an active role in its participation. Being able to use English has many advantages facing the world, many benefits for many people to communicate or share information and so on.

Many people know about the benefits of English, but there is no awareness to learn it. This is because the basic principle of thinking is that English is a language that is very difficult to learn, this has been implanted in all levels of the unit in Indonesia starting from lower level to upper level. As a global language, English is used in many ways that we find it our daily life and in various types of modern technology, such as cell phones, computers, social media / networks, electronic machines, transportation, banking, etc.

There are four components to learning English. There, read, listening, writing and speaking. By looking at the phenomenon of mute English, how to 4 millions of learners can read but cannot speak, (Jason, 1988) we know speaking skills are not easy things to grasp for every student. To be a good speaker, students must master several abilities including vocabulary, pronunciation, and grammar. Without mastery of pronunciation, vocabulary, and grammar, students cannot suggest it own idea. According to Nunan (2003) many people feel that they speak a new language language is more difficult than reading, writing, or listening for two reasons. First, nothing like reading or writing, talking happens in real time, usually who you are the person you're talking to is waiting for you to talk in real time.

Second, when you speak, you can't edit and revise what you want to say, as you can if you were writing. In class, students spend a lot of time in copying models rather than expressing their own creative ideas. Talking is used to express what students have master the vocabulary they have learned, rather than having a good idea abou subject matter.

The teacher is a determinant in determining the appropriate classroom learning methods for their students. Of real and frequent occurrences, teacher centering has its drawbacks. On the other hand, teachers do not put extra effort into interacting with students so that it makes students passive. the teacher only uses the method that is deemed appropriate to be applied, but the result is that the method is very boring for students.

This research was conducted at the SMK Mukhtar Syafa'at Blokagung Vocational High School, a school located in Blokagung Hamlet, Karangdoro Village, Tegalsari, Banyuwangi, precisely on Jl. Gang Panti Asuhan Blokagung, this school has three departments, namely RPL, TBSM, and PBS. SMK Mukhtar Syafa'at was founded in 2010, now it has a quality that is not far from other junior high schools. The researcher in this case takes the target of the 11th grade students, which can be a benchmark for researchers to find out the standard of success of the school.

The quality of an educational institution can be seen from two fields, in this case specifically in vocational high schools, the first field is related to majors, majors are the top priority in vocational high

schools because this is a characteristic or mainstay for junior high school students. secondly, from the non-departmental aspect, namely general subjects among vocational high schools.

Researchers conducted research on general subjects, especially in English lessons. Many schools make English as the standard of quality for graduation, but their efforts and results are not suitable, for example in the field of speaking skills. in speaking skills, many students have not been able to understand and use it. starting from language structuring, vocabulary structuring, vocabulary needs, to mentally daring to express these skills. things like this still happen a lot in all schools, especially SMK Mukhtar Syafa'at Blokagung.

The researcher took the English morning as the material for this research which is contained in the title "THE USE OF ENGLISH MORNING BEFORE BEGINNING CLASS IN TEACHING SPEAKING AT THE 11TH GRADE STUDENTS OF VOCATIONAL SCHOOL MUKHTAR SYAFA'AT BLOKAGUNG IN THE ACADEMIC YEAR 2020/2021.", English mornings are conversations conducted in the morning to familiarize and To hone students' speaking skills, this program is carried out before the beginning of learning where students have conversations with other students within 15 minutes, accompanied by providing vocabulary that is not yet known by students.

Seeing the background that has been presented above, in this case the researcher supports by thesis and Jurnal that has been read by the

researcher, including: Improving The Students' Speaking Skill Through Group Investigation Technique Of The Seventh Grade Students Ofmts Sudirman Jambu Semarang In The Academic Year 2016/2017, Improving Students' Speaking Ability Through Communicative Language Games At Smpn 1 Prambanan Grade Viii A In The Academic Year Of 2013 / 2014, Improving The Speaking Skills Of Grade Viii Students Of Smp Negeri 2 Godean Through Pictures.

B. Research Problem

How to use English morning before starting the class in pursuing English skills before being taught to 11th grade students of SMK Mukhtar Syafa'at Bloakgung Blokagung in the academic year 2020/2021?

C. Research Restrictions

1. Research theme limitations

This study only discusses the use of the English program in the morning before starting the class as a capital to improve speaking skills in the 11th grade students of the Rekasa Software school at SMK Mukhtar Syafa'at Blokagung in the academic year 2020/2021.

2. Research sites

This research took place in the 11th grade students of the Rekasa Software school at SMK Mukhtar Syafa'at Blokagung.

3. Research time

Observations are made from the beginning of the semester to the end of the semester with conditions determined by the academics

4. The subject of research

Namely, the 11th grade students of SMK Mukhtar Syafaat blokagung totaling 25 students.

D. Research Objectives

Based on the problem statement above, the general objective of the study is to make students more active in learning English speaking skill, specifically it aims to :

1. To describe the situation when numbered heads are implemented in speaking class.
2. To describe the problem faced by the students.
3. To describe the strength and weekness of the technique.

E. Research Benefits

The purpose of this study was to determine How to use English morning Progam before starting the class in pursuing English skills before being taught to 11th grade students of SMK Mukhtar Syafa'at Bloakgung Blokagung in the academic year 2020/2021.

and from the above objectives, the following benefits are stated:

1. Theoretical

Can provide correction on authorship.

As information material to develop quality speaking skills as a result of daily conversations.

2. Practical

This research is very beneficial, both for researchers and those under study. The results of this study will later provide improvements in the quality of speaking at the senior high school level, especially students in 11th grade students of SMK Mukhtar Syafa'at Bloakgung.

F. DEFINITIONS OF TERMS

English morning is one of the programs in improving English speaking. Tarigan (1990:3-4) defines that speaking is a language skill that is developed in children's lives, produced by listening skills, and at that time speaking skills are learned. The ability to speak is owned by all humans. Therefore, several attempts were made by the school to equalize the students' ability to speak English, the school made an English program. foreign language teaching which ranks third after the mother tongue and the national language is a separate point of view for the institution. In this case, there is a need for teaching, so that students can acquire speaking skills. Teaching is the process of paying attention to people's needs, experiences and feelings, and intervening so that they learn certain things, and go beyond what is given.

Interventions usually take the form of asking questions, listening, providing information, explaining some phenomena, demonstrating skills or processes, testing understanding and capacity, and facilitating learning activities (such as note-taking, discussion, writing assignments, simulations and practice). (infed.org: accessed April 12, 2021 at 23:27).

According to Brown (2001:267) states that when a person can speak a language, it means that he or she can carry out conversations quite competently. In addition, he stated that the measure of success in mastering a language almost always shows the ability to achieve practical goals through interactive discourse with speakers of other languages. According to this opinion, speaking becomes a measure of language success, evidence in exploring tangible and direct forms in language. Richards and Renandya (2002:204) state that effective oral communication requires the ability to use language appropriately in social interactions that involve not only verbal communication but also speech paralinguistic elements such as tone, stress, and intonation.

In addition, non-linguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without being accompanied by speech. Learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is the process of helping students learn well. The learning process is experienced throughout human life and can be applied anywhere and anytime. Learning has almost the same meaning as teaching, although it has a different connotation.

CHAPTER II

THEORETICAL BASIS

A. Speaking Skill

1. Definition

speaking is one of the important types of communication which is functional every day. as discussed by the author in the first chapter, speaking is the most important skill in languages especially English, which includes all skills in English starting from listening, reading, and writing. therefore, the writer will explain and explain about the meaning of the essence of speaking itself in order to provide clear information about what speaking is.

according to Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish practical goals through an interactive discourse with other language speakers. according to this opinion, speaking becomes a measure of the success of language, a proof in exploring real and direct forms in language.

Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional

advancement and of business ”. It indicates that as one of the language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social Interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Therefore speaking skills are a big part of students' success in language learning, thus students can convey their inspiration and opinions and also what they think. Based on the definition above, it can be denied that speaking is the delivery of something in the form of pronunciation to provide clear information to the listener. and also speaking cannot be separated from listening, reading, and writing because these four components of language are interrelated.

In speaking, students can get freedom to convey their ideas and opinions. Consequently, students must master the language appropriately and well. the ability to speak requires a lot of modal components, especially in language structuring, the modal components of language structuring include:

- a. Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns). As stated by

Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

b. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary consists of single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as the ability to keep going when speaking spontaneously.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information they want.

B. English Morning

a method of learning speaking skills that is carried out directly to support students' speaking ability, 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' abilities, and also in the morning which gives encouragement to students. English mornings typically use practical conversations between two or more people, According to Brennan (2010:1) Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively.

Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably). Face-to-face conversation is universal engaged in by all human cultures, and providing an interactive context in which children learn their native languages.

Clark in Heritage (2001:2744), Conversations are social creations. They are produced one step at a time as people carry out certain joint activities. A joint activity is one in which two or more people have to coordinate with each other to succeed.

is a satisfactory result if students can carry out the conversation optimally, the expectations of the teacher can be realized. provision of running dictionary support will be maximized if students interact with each other, resulting in effective results for both, here the teacher who acts as a running dictionary will get knowledge of how much success students have in learning, as for the type of conversion according to In English First (2014), there are several classifications of conversation:

1. Structural Conversation.

Grammar specification refers to as structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future. In addition, the use of English structure associated with the use of the form noun, pronoun, Articles, and various forms of the word adjective, verbs, and adverbs. Thus, type of conversation is prioritizing grammar. The example of conversation:

John: May I borrow your book?

Mary: Yes, you may!

2. Vocabulary Mastery

According to Cameron (2001:72), vocabulary is central to the learning of a foreign language at primary level. Vocabulary has move to centre stage in foreign language teaching in recent years, backed by substantial and increasing research.

According to McCarten (2007:18), learning vocabulary is a challenge for learners, because partly of the size of the task, and because partly of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary.

In Hornby (2010:1722), Vocabulary is all the words that a person knows or uses. It also a list of words with theirs meaning, especially

in a book for learning a foreign language. Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering listening and other skills.

Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hopes to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to students, so students will learn more easily.

3. Situational Conversation

Is a conversation lesson aim to establish the ability of students to identify specific functions in communication based on a formal situation.

John: Waiter, give me two coffees, please!

The phrase 2 coffees - it is just one example of how the use of special functions in communication based on the situation. In the restaurant, already usual we say 2 coffees grammar although it is wrong, because the 'coffee' is usually regarded as uncountable noun.

C. Teaching English

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003:64).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

1. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency

is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

2. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of students' speaking practice and to limit the teacher to talk.

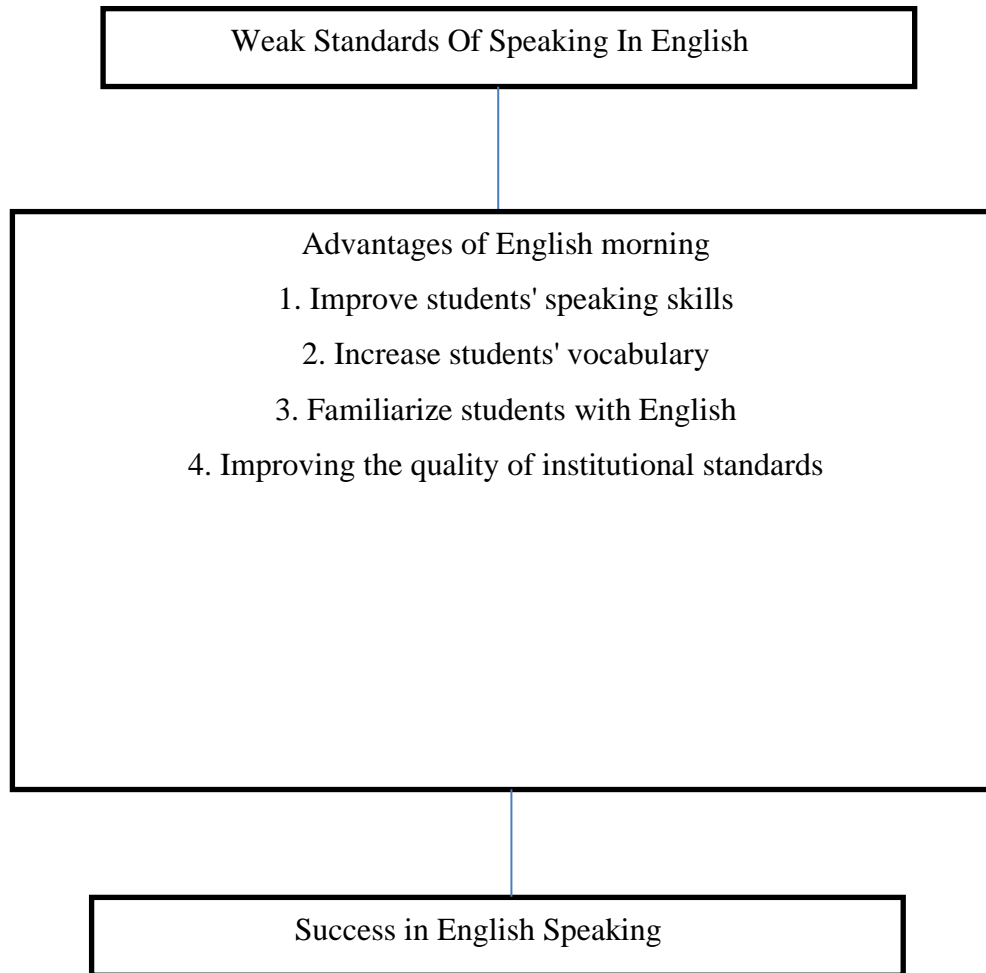
3. Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

D. Conceptual Framework

This study is developing a tool for teaching English to speak for students of class XI RPL SMK Mukhtar Syafa'at. Based on the 2006 Curriculum, communicative competence is the main aspect in English language teaching and learning process. It is stated that one of the

objectives of competence is to make students develop communicativeness in simple oral form to accompany class actions in the school context. The conceptual framework of this research is summarized in a visual illustration below.



E. Previous Research

The article was written by Imam Arif, a student of English Language Education, Department of Teacher Training and Education, Faculty of the State Islamic Institute (IAIN) Salatiga. 2017. entitled "THE USE OF ENGLISH AREA TO IMPROVE ENGLISH SPEAKING OF MTs SUDIRMAN JAMBU SEMARANG IN ACADEMIC YEAR 2016/2017".

This implementation method describes the problem problem framework, problem problem realization, target audience, and the method of implementing this community service activity. What will be done is storytelling training in English. The methods that will be applied in this activity are discussion, conversation and presentation. First, this lecture is applied to deliver material which includes: 1) English speaking practice, 2) How to pronounce a vocabulary, 3) How to make sentences, 4) How to have a conversation. Second, the workshop is implemented to provide models and steps in speaking and carrying out conversations in English so that participants can master English speaking skills.

Results and discussion of the above research. First, Most Students Speak Well. Talking is one way for students to convey ideas and improve communication, with students being able to talk about what is on their minds. starting learning skills by providing vocabulary and also giving time to have a conversation this is very effective for students. support from students by using the English morning program so that it can awaken students in learning. These steps help students to understand convey their thoughts. Students' abilities get better after conveying messages to convey their thoughts. This can be seen from their appearance at the first, second, and third meetings.

This article was written by Hamka Hamzah, a student at the Semarang University. With the title "IMPROVING THE ABILITY TO SPEAK ENGLISH THROUGH CONVERSATION IN STUDENTS OF VOCATIONAL SCHOOL 5, SEMARANG CITY". This type of research

the researcher uses is action class research using a quantitative Design. Classroom Action Research is a reflection of learning activities in the form of actions that are deliberately raised and emitted in one class together. The classroom research model describes four stages that are usually passed, namely planning, observation, and reflection (Arikunto, 2006).

This article was written by Risqi Arif Mustagfirin, A student at the Semarang University. With the title “IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP NEGERI 2 GODEAN THROUGH PICTURES.” This type of research the researcher uses is qualitative disciptif . Classroom Action Research is a reflection of learning activities in the form of actions that are deliberately raised and emitted in one class together. The classroom research model describes four stages that are usually passed, namely Interview , observation, and document (Handoyo, 2008).

Researchers above use the same method, namely by using the conversation method. The difference lies in the use of research methods and the intended object of research.

F. Preposition

Many 11th grade students have difficulty speaking in English because they have not mastered a lot of language vocabulary and skills in arranging vocabulary which cause students to hesitate or lack confidence in speaking English

CHAPTER III

METHOD OF RESEARCH

A. Research Design

According to Sugiyono (1991:1) research methods are scientific ways to obtain data with specific purposes and uses. research activities using the scientific method means that they are based on scientific nature, which is inclined to the rational, empirical and systematic nature. The selection of the right method is an important point in gathering detailed information. In this study, researchers will investigate a program that can increase the acceleration of speaking English by using the English morning method in 11th grade of SMK Mukhtar Syafa'at. To find out the usefulness of the program, the researcher uses a descriptive method.

Regarding descriptive research, Allinson et al (1996: 14) stated, "Descriptive research sets out to find accurate and adequate activities, objects, processes, and people". The descriptive method applied here deals with verbal descriptions not numerical descriptions. Qualitative research focuses on the behavior of students and teachers and the interactions between them in the teaching and learning process. In qualitative research, as suggested by Frankel & Wallen (2000: 502), the authors investigate the quality of relationships, activities, situations, or materials. Based on the statements above, the researcher wants to get information about the usefulness of the English morning program that

can improve students' English speaking skills. According to Sugiyono (1991.1) research method is a scientific way to obtain data with specific purposes and uses. The scientific way means that research activities are based on scientific nature, namely rational, empirical and systematic. It is very important to know and use the right method to get a good understanding of the problem under study.

The descriptive method applied here deals with verbal descriptions not numerical descriptions. Qualitative research focuses on student activities in doing English morning program. In qualitative research, as suggested by Frankel & Wallen (2000: 502), the authors investigate the quality of relationships, activities, situations, or materials. Based on the statement above, the researcher wants to get some information on the use of English morning as an improvement in the learning abilities of 11th grade students of SMA Mukhtar Syafa'at Blokagung.

B. Research Sites

The researcher, in this case, conducted research in grade 11 of RPL SMK Mukhtar Syafa'at Blokagung. While the object under study was the 11th grade students of SMK Mukhtar Syafa'at with Morning English activities every morning before starting the lesson. The English Morning Program itself is one of the programs to support the acceleration of students in speaking English

C. Researcher presence.

Researchers as actors in research investigate objects carefully and in detail. In order to get clear information in this research, the researchers went directly to the field. The presence of the researcher in the study as a key instrument that acts as a non-participant observer, where the researcher goes out into the field and does not involve himself directly in the life of the object of research. In accordance with the characteristics of a qualitative Design, one of them is as a key instrument.

Therefore, researchers in the field are absolutely present or directly involved in conducting research. In this regard, in collecting data the researcher tries to create a good relationship with the informants who are the data sources so that the data obtained are truly valid. In carrying out this research, the researcher will be present in the field since the permission to conduct research, namely by visiting the research location at certain times, both scheduled and unscheduled.

D. Determination Of Research Subjects

Secondary source is additional source to get the data. Given (2008: 803) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for different purpose when conducting research. The sources needed in this study were 11th grade students, teaching

teachers, tutors, curriculum leaders, and the principal of SMK Mukhtar Syafa'at.

E. Data Collecting Technique

Instrument is a means of getting data, most of it is a means of getting data. Gay and Airasian (2000: 145) states that the instrument is a tool used in collecting data. Meanwhile, Arikunto (2000: 134) states that the instrument in collecting data is a tool that is used by researchers to help them collect data to make it more systematic and easy. Here, the instrument is the researcher himself.

Sugiyono (2008: 222) states that in research the qualitative instruments used are the researchers themselves. In this case, the validation must be carried out by the researchers themselves regarding their ability to conduct research. Data is the result of research so that it is able to provide information. In collecting data, researchers must use several means to obtain it, in whatever way the researcher must obtain clear information to validate the data. Collecting data can be done in any setting, whatever

source, and any means. There are five data techniques. Namely interviews, observation, and documentation.

1. Interview

An interview is the submission of questions to related parties (narasumber) which is carried out by the interviewer to obtain information. Ary et.al (1985: 342) states "In interviews, data is collected through face-to-face or telephone interactions between

the interviewer and the respondent." So, in this case the researcher must interact directly or be mediated by media such as telephone or text messages to obtain information. In addition, Syamsuddin (2011: 95) states that in qualitative research, Interviews have several other functions: The first function is as a strategy in collecting data in the form of interview transcripts, the next function is as an additional strategy for other techniques such as participatory observation, document analysis and photography.

Then, Creswell (2008: 226) also classified interviews into four types, namely (1) one interview, (2) focus group interview, (3) telephone interview, (4) electronic email interview. based on some of the interviews above, researchers prefer to use electronic email interviewers, so researchers ask questions to students and several sources use the media considering the mass of the Covid-19 pandemic, with that researchers collect data obtained by sources.

Researchers prepared eight questions related to vocabulary learning strategies using English. To collect interview data, the researcher made several procedures. Namely (1) drafting the concept of the question to be asked to the subject and (2) the researcher transcribing it interview result.

2. Observation

Gorman and Clayton define observational studies as studies that "involve the systematic recording of observable phenomena or behaviors in a natural setting" (2005, p. 40). with that the researcher collected some material for the concept of determination before making observations. Spradley wrote that participatory observations "lead to ethnographic descriptions" (1980, p. Vi). so that researchers make descriptive observations of the object of research

3. Documents

In qualitative research it can be in the form of documentation. A valuable source of information Sugiyono (2008: 240) states that documentation can be written and a picture by someone that can be used to obtain information. Researchers provide several documentation media including books, cameras, magazines, documents and others. The function of the documentation method is to make the results of observations or interviews credible. In this study, documentation guidelines were transcripts of student activeness scores and student attendance lists.

F. Data Source

In research, data sources play an important role in the research section. What is meant by data source is where the data is obtained according to Suharsimi (2006:126). Data can be interpreted as facts or

information that is heard, observed, felt and thought by researchers from data sources at the research location. In this study using two data, namely primary data and secondary data. Primary data is data that is directly related to the object of research, this is about controlling the English morning program with 11th grade students of SMK Mukhtar Syafa'at Blokagung. While secondary data are those that are not directly related to the object of research, but help explain the object of research. The primary data sources in this study consisted of three types of sources, namely:

1. Documents related to the object of research Documents related to the object of research, including :
 - a. The presence of students in the English morning program.
 - b. The process of practicing conversation every morning.
 - c. Students
2. Interview results The results of the interviews in question are interviews with research informants consisting of :
 - a. The Head Master of SMK Mukhtar Syafa'at Blokagung.
 - b. part of the curriculum of SMK Mukhtar Syafa'at Blokagung.
 - c. Head of the Mukhtar Syafa'at Blokagung Vocational School Program.
 - d. English Teacher Of Students of Grade 11 students of SMK Mukhtar Syafa'at Blokagung.
 - e. English Teacher Of Students of Grade 11 students of SMK Mukhtar Syafa'at Blokagung.

3. Observation results

The results of the observations are the author's notes based on observations in the field. The objects of observation include:

- a. The effectiveness of the English morning program in grade 11 SMK Mukhtar Syafa'at Blokagung.
- b. Improvement of speaking ability in English which is wrapped in English morning.

While the secondary sources of research consist of English morning program literature which describes the success of English morning in improving English speaking skills. The data that will be obtained from this source also concerns the continuity of the English morning program.

G. Data Analysis Technique

After collecting the data, the data researcher. Wiersma (1991: 85) states "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study ". broadly speaking, data analysis. To analyze the data that has been collected is called data analysis, in analyzing the data the researcher uses descriptive qualitative. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. These activities are data reduction, data presentation, and drawing conclusions / levers. Based on this statement, the researcher divided the activities in the data into three activities that were data reduction, data

presentation, and retrieval. The process of selecting, assigning, classifying and coding important data is called data reduction.

In the research process, the researcher will get a variety of information data. therefore researchers must present good data by readers. in this case the reduction is used by the researcher to analyze the data. Based on the concept of data reduction, the data entered through the process of reproduction by the researcher, by identifying the vocabulary learning strategy used, namely the difficulty in learning vocabulary, and mastering the problems that get the solution.

Sentences, narratives or tables are forms of data display with the simplification of data, the form of data production that refers to this pattern becomes a reference in presenting data. in presenting the data researcher, presenting the data in the form of a reduced sentence or narrative. Sugiyono (2008: 249) states that there are a lot of qualitative research the form of data display that is often used is narrative text. Therefore, composing composing data in good narrative text order to make it easier to implement. For the final process are writers and levers. In qualitative research, references are accidental. That can change if researchers found no solid evidence to support subsequent data.

In this study, researchers made data displays. the steps in analyzing the data are:

1. Researchers interview to collect data. in this case the researcher identifies and races on the formulation of the problem. Then the

researcher reads carefully what information the researcher has collected and received

2. researchers analyzed the data according to the needs of the researcher
3. After the data is analyzed, the researcher displays the data into good sentences.
4. After the data is drawn or selected through the above process, then the data is presented and inputted with narrative form data

H. Data Validation Technique

Examination of the validity of the data basically, apart from being used to refute the allegations against qualitative research that says it is unscientific, is also an inseparable element of the body of knowledge of qualitative research (Moleong, 2007:320). The validity of the data is carried out to prove whether the research conducted is really a scientific research as well as to test the data obtained.

The validity of the data in qualitative research includes tests, credibility, transferability, dependability, and confirmability (Sugiyono, 2007:270). So that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test that can be carried out.

1. Credibility Test credibility (credibility) or trust test on research data presented by researchers so that the results of the research conducted do not doubt as a scientific work carried out

2. Transferability, Transferability is an external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the research results to the population where the sample is taken (Sugiyono, 2007:276). Questions related to the transfer value to date can still be applied / used in other situations. For researchers, the transfer value is very dependent on the user, so when the research can be used in different contexts in different social situations, the validity of the transfer value can still be accounted for.
3. Dependability Reliability or reliable research, in other words, several experiments carried out always get the same results. Dependability or reliability research is research if 75 studies conducted by other people with the same research process will obtain the same results. Dependability testing is done by conducting an audit of the entire research process. By means of an independent auditor or an independent supervisor auditing all activities carried out by researchers in conducting research. For example, it can be started when the researcher begins to determine the problem, go into the field, select data sources, carry out data analysis, test the validity of the data, and make a report on the observations.
4. Confirmability The objectivity of qualitative testing is also known as research confirmability test. Research can be said to be objective if the results of the research have been agreed upon by more people. Qualitative research confirmability test means testing the results of research associated with the process that has been carried out. If the research results are a function of the research process carried out, then the research has met the

confirmability standard. Data validity or validity is data that does not differ between data obtained by researchers and data that actually occurs on the object of research so that the validity of the data that has been presented can be accounted for.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will describe the use of the English morning program to improve students' speaking skills in English in grade 11 RPL SMK Mukhtar Syafaa'at Blokagung.

A. The History Of Class 11th RPL SMK Mukhtar Syafa'at Blokagung

Vocational high school (SMK) is an educational unit that serves as a forum for students from advanced to junior high school or MTS graduates. In this case, Vocational High Schools tend to be more skilled in vocational fields, these skills lead to the preparation of students in preparing work skills, for example, majoring in software engineering (RPL), Islamic banking (PBS), engineering and motorcycle business (TBSM). Vocational skills or expertise in vocational education become a forum for junior high school students to foster creativity and innovation in all skill areas. SMK has about 25 majors in the field.

Mukhtar Syafa'at Vocational School is one of the schools that specializes in the fields of technology and administration, the two majors support each other between the two. The condition of the surrounding community, which is generally based on education, opens opportunities for SMK Mukhtar Syafa'at to open majors that are in accordance with community conditions.

There are many students from Mukhtar Syafa'at Vocational School who come from all over the region, because Mukhtar Syafa'at High School stands

under the auspices of the Mukhtar Syafa'at Islamic Boarding School, so many students come from outside the region, but some students from Mukhtar Syafa'at Vocational School is the local community. Mukhtar Syafa'at Vocational School was established in 2010, there are around 150 students who are actively studying at Mukhtar Syafa'at Vocational School. In a period of 10 years, Mukhtar Syafa'at Vocational School has made many improvements in all fields, starting from the field of school administration to the field of student development towards the school's vision and mission.

The existence of a school which incidentally is in the middle of a big school, namely with the layout of the location between SMK Mabadiul Ihsan and SMK Darussalam, SMK Mukhtar Syafa'at still upholds the existence of standardized educational curricula that are targeted in the world of education, especially SMK. Sufficient facilities to meet the needs of students ranging from vocational needs to other general education needs.

The general lesson that is most emphasized at the Mukhtar Syafa'at Vocational School is the lesson that is tested in the national exam lesson. Mukhtar Syafa'at Vocational School also has several extracurricular fields, including language development, health, arts, and technology. In this case, there is a connection with researchers, namely about extracurricular or development programs held by Mukhtar Syafa'at Vocational School to increase the advantages of Mukhtar Syafa'at Vocational School. One of the programs at SMK Mukhtar Syafa'at is ENGLISH MORNING, a speaking improvement program that is held before starting learning.

Geographically, SMK Mukhtar Syafa'at is located on Jln. Blokagung Orphanage, Karangdoro, Tegalsari Banyuwangi. According to local government regulations, SMK Mukhtar Syafa'at becomes RT/RW on the order of Number 2. The location of the school that is easily accessible by everyone, allows students to go to school using the vehicle they have, the existence of SM Mukhtar Syafa'at is close to schools that others which incidentally are still under the auspices of the sub-district, namely SMK Mabadiul Ikhsan and SMK Darussalam.

The condition of teachers, students, and infrastructure at SMK MUKHTAR SYAFA'AT BLOKAGUNG. The role of the teacher in education is one of the main points in learning, as well as in the educational institution of SMK Mukhtar Syafaat. The productivity of quality, intelligent, creative students is the effect of the role of competent teachers or professional capabilities. In SMK mukhtar syafa'at, almost all students get used to calling the teacher by calling MR for male teachers and MRS for female teachers.

Few authors describe the condition of teachers in mukhtar syafa'at vocational schools that are global and specific. Teachers who are specific, especially teachers of vocational subjects, on average they come from majors that are linear in accordance with the majors taught by the subject teachers. starting from the majors in the Mukhtar Syafa'at Vocational School, namely Software Engineering, Islamic Banking, and motorcycle engineering and business. In addition, teachers are global in nature which teaches global subjects such as mathematics, English, religion, natural sciences and others. In the teaching of global material, not all teachers are linear like the teachers of majors. Teachers who are not linear at SMK Mukhtar Syafa'at are allowed to teach subjects that are

not in accordance with their majors. The emphasis of teacher quality is the ability of the teacher, which tends to be directed at the skills they have.

In this case the English teacher at Mukhtar Syafa'at Vocational School there are two facilitators and assisted by several assistant teachers who come from administrative work staff who have skills in the field of English. In teaching English in the classroom, the average teacher uses English to fill the class. The first teacher named MRS. Vina Rohmatul Umah, she plays a role as a teacher who is in charge of middle and high level learning. The second teacher is MR. Rosyid he acts as a teacher who is middle to lower in nature. The teachers have great enthusiasm in increasing the success of students in learning English.

starting from the eye of skills in speaking, reading, listening, and writing have been taught in totality. The learning taught in the middle class, namely class XI is more inclined to learning speaking skills, therefore many programs are implemented by teachers to improve learning speaking skills.

At first the students of SMK Mukhtar Syafa'at came from several villages around Blokagung. Initially, Mukhtar Syafa'at Vocational School was founded in 2010 and had around 40 and only focused on software engineering majors. The number of students at SMK Mukhtar Syafa'at year after year increases by itself. Under the auspices of the Mukhtar Syafa'at Islamic Boarding School foundation, Mukhtar Syafa'at Vocational School students now come from all over the region. Nearly 50 percent of Mukhtar Syafa'at Vocational Schools come from outside the sub-district area and outside the Banyuwangi city area.

Students who come from outside the area are mostly alumni of Islamic boarding schools who want to house their children and also attend vocational

schools. Students from the surrounding community have also increased year after year. Due to the facilities and capabilities of Mukhtar Syafa'at Vocational School, it is also no less competitive with several other schools. Achievements that can be obtained by students in the academic and non-academic fields are also a benchmark in the view of people around SMK Mukhtar Syafafa'at.

In this case, the researcher will discuss special students of class XI RPL Software Engineering. Class XII RPL is now in the number of 25 students. With details of 12 boys and 13 girls, class XI students have several competencies, most of them are competent in the academic field, such as in the fields of writing, information and technology and others. Most students at Mukhtar Syafa'at Vocational School are interested in general learning, which is global in nature such as mathematics, English, and other learning.

Most students have experience in learning English, because every morning they are accustomed to practicing their English. Mukhtar Syafa'at Vocational High School provides a platform for competent students from all fields. From year to year, class XI students have increased both in the intellectual and non-intellectual fields. Some lists of class XI students can be seen in the appendix.

In learning requires many devices to make learning successful, starting from primary and secondary needs. These needs are very influential on the success of student learning. In some sciences about education management, primary and secondary needs in learning, especially in schools, are very necessary. This completeness is a big influence for the comfort of students in learning. When students get comfortable in learning, students will find it easy to get lessons taught by the teacher. Teachers also do not have obstacles in learning.

Mukhtar Syafa'at Vocational School is classified as having accommodating facilities ranging from primary facilities such as educational buildings, student practice tools and libraries. And also supported by secondary facilities such as classroom needs, teacher needs in teaching and student needs such as books and others.

Broadly speaking, school infrastructure is built in two directions. First from school income and also programs from Islamic boarding schools, secondly the development is assisted by the government which always helps the primary needs of schools, almost every two years there are orders to provide allowances for school facilities such as libraries, study classrooms and others.

However, until now SMK Mukhtar Syafa'at Blokagung has tried to complete its own facilities and infrastructure, especially for the media needed by students, both in the classroom such as projectors, videos, and outside the classroom (during the outbound teaching and learning process) by providing sound system, open learning place, and other facilitators.

B. Data Description of Research

Speaking skill in English is still a difficult level for many students. Although many of the students want to be able to have skills in English. Even though as long as they are in the study bench and get an English curriculum, maybe from elementary school to high school and above, in fact they still find it difficult to speak English. That is the reason why a teacher must have experience, agility and knowledge in speaking good and correct English. Teachers must have many strategies and learning methods, techniques, tactics in teaching speaking. At SMK Muikhtar Syafaat Blokagung Especially in class XII RPL, through the

English Morning Program before starting classes, all teachers are professional enough to teach speaking.

This is the concept of a teacher's strategy to develop speaking skills in the Morning English program before starting class at SMK Mukhtar Syafa'at Blokagung Class XII RPL which consists of the objectives of teaching speaking, strategies applied by teachers to develop speaking skills, and problems faced by tutors. in the process of teaching speaking.

1. The Objective Of Teaching English By Using English Morning Program At The 11th Grade Students Of Smk Mukhtar Syafa'at Blokagung.

English morning program is an English speaking practice activity that is carried out before starting learning, using conversation and discussion methods. The existence of these activities is to support the acceleration of students in taking English speaking skills, so that students can speak English fluently and quickly. This program accelerates student learning to be able to speak English is easy and suitable for students who are still basic in English.

The existence of problems in students in English language difficulties, more or less solved by this program. Increasing school standards in teaching compulsory subjects greatly affects the quality of school institutions, with an increase in the quality of student competency standards, increasing interest and prospects for the development of school institutions. Some of the compulsory subjects taught at school are all included in the English morning program,

especially in speaking techniques. Speaking skills cannot be successful if there is no habituation from oneself.

English morning is a program that provides native speakers as the main facility in its implementation. The activeness of students in speaking English must have its own container, it is very difficult to condition students in speaking English, especially in speaking material. Therefore, school institutions must provide a place for students, which automatically students can speak fluently. The lack of vocabulary also greatly affects students' interest in speaking English, it is because students lack confidence in speaking English.

The English morning program begins every day with mental development of students or motivation for students so that students can be interested and like in speaking English. Motivation is very influential in the success of students in learning, because mental development to dare to speak English must be given every day. With the container, namely the English morning program, students can add a lot of vocabulary, students can increase their confidence in speaking English, students can also be interactively active in speaking English. In its development, students can master and understand compulsory lessons in class, in accordance with the competency standards provided by the school.

The time used in running this program is very effective, the time taking is divided into days and only 30 minutes in duration is considered suitable for students. Students do not feel bored in studying

the material. With escorts, namely motivation and yells, so this program also has an effect on other lessons, where students are already formed in the spirit of learning the lessons that will be taught in the future.

Teaching speaking English using the support of the English morning program is very effective in improving the quality of students, starting from fluency, pronunciation, and also language arrangement in speaking English, teachers are not difficult to add vocabulary to students, and students are already accustomed to being active interactively, because of the habit of discussing and conversing in English.

2. The Material Of Teaching English By Using English Morning Program At The 11th Grade Students Of Smk Mukhtar Syafa'at Blokagung.

The provision of material to students affects the focus of students' success or failure in learning. In providing material, it becomes an important component of learning because it will make students what we expect, the provision of material and the application of material must be in accordance with the learning object, where the material can be understood, accepted by students, this aims to make students easily understand what which will be delivered. The English Morning program uses several materials, including:

a. Motivation

Understanding Motivation is an impulse, desire or interest that is so great in oneself, to achieve certain desires, ideals and goals. The existence of motivation will make individuals try their best to achieve what they want. Someone who has high motivation will have a good impact on his life. The high motivation will change their behavior, to reach their goals and live a better life. Therefore, everyone really needs motivation for himself. This is, so that you do not easily despair and feel down.

In speaking English, students often experience mental stress due to the inability of students to use English and also manage English, so students do not feel confident in practicing it. Mental problems in students can have a big influence on students' success in speaking English. In speaking English, students need a strong mentality, because in western-style pronunciation it is not easy for us, which incidentally becomes a side language, not only a second language, but is very unpopular in our ears. Therefore mental encouragement must be cultivated every day.

In this case the tutor uses many motivational methods, including. Using stimulus to students one by one and also using motivation globally or simultaneously. The provision

of motivation is intended so that students have an interest in speaking English, so that students can quickly speak English. Another motivation is the way we give a dream when someone can speak English, they will feel what they have gone through, for example, they can make courses, they can directly interact with tourists and others.

In providing motivation, the tutor also gives an example of someone's success if people can speak English, the tutor also gives an illustration of how important English is in the era of globalization. All civilizations or what is happening in the present era almost all use English.

b. Vocabulary

In learning English, one thing that is very important to know in advance is vocabulary, which in English is known as vocabulary. Vocabulary is a language component that contains information about the meaning and use of words in the language, the richness of words owned by a speaker, Vocabulary is the number of words in a language. all words that a person knows or uses in a particular book, a list of words and their meanings, especially those found in textbooks in foreign languages.

vocabulary is the number of words in a foreign language (in this case English) that is mastered by students

or English learners. So, to be able to speak English, we must have a qualified vocabulary. This is often an obstacle for people who want to be able to speak English well. Many people use the memorization method to enrich their vocabulary. However, in my opinion memorizing without any further action to keep the words that have been memorized in memory, is the same as meaningless. So, if you want to use the memorization method, you must use the memorized words in speaking or writing, so that you will remember them.

c. Expressions

in English and common sayings are very important for every English speaker to learn. Similar to Indonesian, English also has its own words to express something. For one thing, this statement makes it easy to explain some points without having to use a lot of other words. So that our words will not look long-winded, or in other words our words can get to the point.

In addition, the use of expressions is something we will find in any language. So not only in English, other languages in this world require the use of expression sentences. Therefore, we cannot be said to have an adequate understanding of any language. This is if you do not master these expressions and speech. That's why an understanding of expressions is so important to hone.

Expressions or expressions in English are things that are expressed, whether it's feelings or opinions to the person we are talking to. The wrong way of expressing it can certainly make our interlocutor confused with what we are talking about. In short, an expression is a word or phrase that expresses a thought, idea, or feeling. In English, expressions are used very commonly and there are some that may seem little or no sense. Because, expressions or expressions often use words that convey a certain meaning beyond the meaning of the words themselves. For example, “kick the bucket” does not literally hit the bucket with our feet but means that someone has passed.

When we listen to English, we are bound to hear a lot of expressions that may not make sense at first hearing. But that's okay, because this is a good time to start learning it. As we continue our journey of learning English, we will surely get more expressions along the way. Take a look at some of these general terms and take a moment to try and figure out what they mean to you before looking at the definitions.

One of the reasons why learning English phrases and sayings is important is because it means we can understand what other people are saying. That way, we won't misunderstand what they're talking about. On the other hand, if we don't learn English expressions and common expressions, we will always misunderstand what many experienced speakers are saying. It

certainly usually creates a small or big problem, such as miscommunication.

In addition, learning expressions and speech can help us improve critical thinking skills. Because we're going to get some wisdom from what some of these phrases say. For example the expression, I never learn from people who agree with me. These sentences help us understand that accepting criticism constructively is a good way to enhance our learning by identifying and correcting our mistakes.

d. Topic of speaking

The topic of speaking for interesting English conversations is very important to use when a conversation takes place. Sometimes we are confused to find the appropriate topic in English conversation. Sometimes even the topic being discussed runs out. Now for continuous conversation, understand some speaking topics for interesting English conversations. In this English morning lesson, there are several topics for discussion:

a) Topic Description

This topic requires us to tell in detail something according to what is being asked

b) Topic Comparison

This topic requires that there are questions and the answers are not far from a comparison of two or more things.

c) Topic Problem-Based Argument

The above topics are intended so that students can learn to debate or activate effective conversations. With a discussion that causes both parties to disagree with each other, causing both of them to prepare a discussion that must be prepared.

3. The Teknik Of Teaching English By Using English Morning Progam At The 11th Grade Students Of Smk Mukhtar Syafa'at Blokagung.

Procedures in learning become an important role in the learning sequence. The learning techniques needed in learning, of course, are techniques that are in accordance with the object of research. Techniques that are really accurate or proven to be effective can accelerate learning targets as a measure of how much students understand the topic of discussion. English morning in managing learning or teaching uses a variety of techniques used. This supports the creation of students in accordance with the goals expected by the institution, while some of these techniques will be described below:

a. Technique of teaching speaking by using English morning program

In teaching English, many techniques are needed to make students successful in mastering English, especially in speaking skills. Speaking skill is the top grade of some other skills. Because speaking requires totality from yourself. Starting from understanding the material, practice, to mental to implement it. With the highest grade, there are many kinds of techniques or ways to make it happen.

In teaching speaking using the English morning program, the first step is to give shouts to students with enthusiasm and the students follow them with enthusiasm. Next, the tutor provides vocabulary related to the theme that has been prepared. Then the tutor guides the students to recite the type of vocabulary. Then the tutor provides a theme for the subject matter, so that students can use the vocabulary that has been obtained. Thus students will get a lot of material achievements, such as active speaking, pronunciation, and memorizing vocabulary easily. The following below are some of the techniques used in English morning.

a) Conversation

Conversation is a conversation that is carried out by one person to another to discuss something that is considered important or not important though. Can be done by 2 or more people in a group or meeting. Discussion on

the topic of conversation is very urgent, students can be interactive with the other person when they understand what he is talking about and understand how it is going.

Giving material or discussion topics in English conversations actually does not need to use discussions that are too intense, just daily discussions and experiences that have been carried out by students. Students have enthusiasm in speaking when the topic of discussion in the conversation matches the vocabulary they have. Conversation conducted in English morning, the tutor gives an overview of the vocabulary given, then the tutor gives the theme to be discussed.

b) Discussion

Discussion is a communication interaction that occurs between two people or in groups where the aim is to discuss a particular theme or topic so as to produce an agreement of opinion. In this case, the team driving the English morning program, uses discussion techniques, so that students can practice their speaking behavior by talking a lot, with the speaking style of students who are good at processing their speaking words, they will look good. Students who are actively speaking will encourage other students to speak English as well. By giving stimulus to

other students, by exchanging the conversation little by little and other students listening to this, all students will be able to speak English.

b. Teacher Rools in teaching speaking by using English morning program

Based on the research that has been done, the teacher has an open attitude to the opinions expressed by students. However, there are some students who often express their opinions in learning and there are also those who are still hesitant to argue. This difference occurs because some of the students' characters with various variants are brave and some are afraid to be active.

Most students express their opinions when asked directly by the teacher. Even so, teachers often respond positively when students want to express opinions. When the student's opinion is not right, the teacher does not directly blame the student but is to straighten the student's opinion so that it is more in line with the concept of the material being taught The teacher also paid attention to the students. This attention is manifested by carrying out various kinds of interactions such as pointing it out when conducting questions and answers with students to be more active during the learning process, asking students about the extent of the task process and monitoring student work personally.

The teacher also points to having an important role in the learning process such as reading material, conversational texts, articles and stories written in learning resources. The teacher gives tolerance to students when they make mistakes. This tolerance is realized by telling the location of the error, then directing it to the things that should be done. During the English learning process, the teacher only uses one learning resource.

Teachers tend to be less likely to seek other learning resources during the learning process, but allow students to use the internet when doing homework. learning is not fulfilled.

Teacher's Role as Motivator The teacher gives assignments to students step by step so as not to confuse students. The teacher does not forget to confirm the students' understanding of the tasks that have been given. The teacher also does not hesitate to explain again to students who do not understand the task. The statement above indicates that the teacher has met one criterion in his role.

In teaching speaking using English morning, the teacher is very patient in teaching, the teacher helps students who do not have a lot of vocabulary, and the teacher accommodates all inputs so that the learning can be effective. Sometimes teachers also take actions according to students' preferences, for example, playing music. This is done by the teacher so that

students who will learn get comfort and understanding without being forced, so students will quickly acquire speaking skills

c. The Demonstrator of teacher in teaching speaking by using English morning program

Teachers can master the material they teach to students. The teacher can explain well every thing that students have to master. In class XI RPL with mastery of speaking English fluently, both aspects of speaking skills and aspects of other language skills. Teachers can develop learning materials by providing examples that students can encounter in everyday life. In addition, the teacher also asks students to act out conversations and play roles.

Students can also develop their speaking skills through this method. The teacher has shown commendable attitudes to students. The teacher's commendable attitude is seen when the teacher advises the students of class XI RPL about things that must be improved to accelerate students' speaking skills. The teacher shows a commendable attitude seen from the treatment applied by the teacher during teaching. Teacher's Role as Mediator Teachers are skilled in interaction and communication.

The teacher uses polite, beautiful and fun words which students become interested in listening to, even the teacher in the learning process often uses English as a temporary

substitute for native speakers, during the English learning process. Teachers often Design when talking to students and occasionally make physical contact so that students feel cared for. Teachers do not use a variety of media in English lessons, especially in the aspect of speaking skills due to time constraints. On the other hand, teachers still try to use learning media even though they are simple. When using these media, teachers can maximize the learning media used in learning.

d. The Motivation and Provoking of teacher in teaching speaking by using English morning program

Motivation as the strongest supporter in achieving something. With the motivation of the learning steps that we experience will continue to have great intentions. Not only has the ambition to briefly understand the lessons that we will be able to achieve, but can provide encouragement for all of us to complete the lessons.

The first step of the English morning program journey before the lesson begins, the tutors provide stimulus to students, so that students become enthusiastic, the motivation given is not a picture of motivation in life. However, what is meant here is motivation to raise students' enthusiasm in learning English. The way of giving motivation is also very varied, one way is with the tutor being a native speaker then students see the tutor's shrewdness in speaking English and are excited to learn to speak English.

This method is called motivation by our self, by giving examples of speaking fluently and well, students will be happy to imitate our speaking style. In contrast to someone who encourages students to be able to speak English but never gives examples of good and correct English.

Furthermore, the teacher builds students' enthusiasm by giving yells to students so that students start learning with feelings of happiness and comfort. It is proven that being comfortable and happy will have a good impact on students who will start the learning process. The enthusiasm that grows in the morning will have an impact on the next lesson. The tutor enthusiastically arouses the enthusiasm of students by shouting and then students imitate it, sing along, pronounce words aloud, and others. In the morning some students have not been able to get rid of their lazy ego so that in learning they are difficult to accept lessons.

e. Sprouting and Responding in teaching speaking by using English morning program

Support in learning as a factor for learning success. With the support of learning learning success will increase significantly. Without a supporter in teaching, in this case is teaching English, students may not be able to achieve their target if the support for learning does not balance it. In the English morning program, the supporting factors for the success of learning include:

1. Tutor facilities

The availability of an accommodating tutor really helps students in accelerating the success of speaking. Tutors provide all targets in

learning, ranging from motivation, learning coaching, material training, material provision, material implementation and even awarding factors.

Learning coaching that is carried out continuously, can be used by tutors as a knowledge of student character, and can also understand the condition of the quality of students, so tutors can find out how to make students understand and can speak English fluently and correctly.

2. Learning media

Implementation of learning requires learning media to achieve what we will teach students. In its implementation, the English morning program requires a lot of learning media, including: dictionaries, projectors, black boards, spaidol, whiteboards and others. in fact the English morning program has not been able to meet the needs that students need, accounting for around 70% of institutions are able to provide for all students.

3. Effective time

Effective time selection is related to students' mental and learning readiness, in learning English morning students are given approximately 30 minutes to practice speaking English in a day. The calculation of the time is very suitable, it doesn't feel boring and doesn't feel a bit. In this case, 10 minutes is used for debriefing students from the tutor, then it is then handed over to students. The timing of this morning is adjusted to the mood of the students, where the students still have more energy, the spirit is still burning and the brain is still fresh.

4. Material

The material given to students depends on the level of student standards. These adjustments make it easier for students to apply the material that has been obtained. Alternative materials to accelerate English language skills such as giving expression sentences can be used by students easily, no need to require a lot of rhetoric in learning.

The supporters above make the English morning program very effective for teaching speaking to students. In addition to supporters, the program also received responses from various parties, including those from:

1. Student

English morning reached the level of popularity among institutions, especially the factor of student response, students felt that they got a big change, when students were used to speaking English. These changes can be felt when students take compulsory English lessons determined by the school curriculum. Students find it easy to go through the lesson. Difficult prospects in English are gradually lost from students' minds because of habits.

2. Teacher

The teacher responds well and positively to the English morning, the teacher finds it helpful in the success of students in pursuing learning targets. The teacher also feels proud if students get a learning motivation stimulus, so that other students can also be lifted because of the motivation in the English morning which is given to students every morning.

3. Institution

Institutions benefit greatly from this program, improving the quality of students occupies an upper middle chart in terms of language development. Foreign language development programs held by institutions can run with this program.

f. Evaluation in teaching speaking by using English morning program

Evaluation is the process of determining the value for a thing or object based on certain references to determine certain goals. evaluation can be interpreted as a process of measuring the effectiveness of the strategies used in an effort to achieve learning objectives. Measurement of student learning and program success will continue to improve if the evaluation runs effectively. In English morning, the management of English morning learning to support speaking teaching, evaluates in various stages.

First, the activity evaluation stage, the activity evaluation is generated from two directions, namely between teachers and students. The assessments are taken from the aspect of active attendance, student activity in

learning, teacher activity in providing material according to the learning structure.

Second, the evaluation results from the material used in teaching, some teachers and tutors process the material with the aim of developing it to support students' speaking, from the thoughts of the tutors and teachers that are adapted to the needs of students.

Third, the evaluation that results from the learning outcomes, this evaluation involves students by looking for tutors to give exams or experiments in testing the learning or material that has been delivered, so that students' strengths and weaknesses can be seen. This evaluation is a source of future English morning development. So that English morning can be effective and successful in helping students teach speaking for the next generation.

4. The Discription of Implementing of Teaching English By Using English Morning Progam At The 11th Grade Students Of Smk Mukhtar Syafa'at Blokagung.

The habit of speaking or speaking training is very important to reach a proficient level in speaking. As if training is an art in speaking skills. Without habituation it will be difficult for students to be able to speak fluently and well. Because students need a place and time to get used to speaking English so that students can hone their abilities. Students' habituation is covered by the English

morning program. Students are given motivation every morning. Students are given time to speak English accompanied by a tutor as their mentor. The addition of vocab by adjusting the theme continues to be trained to enrich the vocabulary possessed by students. The researcher in this case will describe the implementation of improving English speaking by using the English morning program, in accordance with the observations made by the researchers, which include:

a. The First Observation

The first step to find out English morning, the researcher visited the institution of SMK mukhtar syafa'at to conduct observations and interviews with teachers and students of SMK mukhtar syafa'at. The use of English morning to improve English speaking skills is carried out starting at the beginning of the semester for all students. The implementation especially for students of class XI RPL is running effectively.

Students start learning with tutor guidance. The place used conditionally does not have to be monotonous in the classroom, sometimes students have conversations and discussions outside the classroom or in the school yard. The purpose of a changing place will reduce student boredom in learning. The quantity of time used in English morning is 30 minutes. Within a period of time students are taught

several materials, such as expressions, vocabulary, and language arrangement. English morning is very helpful in compulsory learning, meaning learning in English is in accordance with the curriculum at school. English has a great influence on other students' learning environments, adding enthusiasm and self-motivation. In terms of improving English speaking, English morning is a place for students to habituate in learning to speak English.

b. The Second Observation

The next step, researchers identify existing implementations and the results of developments that have occurred in students. From the number of students, it can be said that there are 25 students, whose initial abilities did not meet the quality standards, with the proof of the following table I. the development of English speaking skills is growing, almost 80% of students can use English in class communication. This development occurs because there is a large cycle in the classroom that almost all students in the morning are trained to speak English. Unwittingly students get a lot of vocabulary without memorizing one by one of the vocabulary.

The interaction between the teacher and students went well and actively, when the teacher or tutor gave questions using English, the students directly answered the questions given by the teacher. The following are the results

of learning English before using the English Morning method:

Table I

The Result Score Before Using English Morning Program

No	Nama	Jenis Nilai				SUM	Nilai
		Fluency	Pronunciation	Accuracy	Vocabulary		
1	Intan Nur Aini	6	7	8	6	27	67,5
2	Fairur Zaikia	7	6	8	6	27	67,5
3	Siti Nur Fatimah	5	8	7	6	26	65
4	Khoirun Nisa	5	7	5	5	22	55
5	Feby Ayu Maharani	7	8	5	5	25	62,5
6	Intan Nurul Safika	7	8	5	5	25	62,5
7	Lailatul Qodriyah	6	6	7	5	24	60
8	Nur Maulida H.	7	9	5	8	29	72,5
9	Utami Fitri W.	6	5	6	6	23	57,5
10	Wayan Indah N.	7	8	5	6	26	65
11	Anggun Nidatu N.	6	7	5	6	24	60
12	Siti Nur R.	6	9	5	6	26	65
13	Rismatus Sholihah	6	7	7	5	25	62,5
14	Dewi Salamtus D.	8	9	8	5	30	75
15	Zakiyatun zhahiroh	7	7	5	5	24	60
16	Iqbal Haris P.	6	5	7	6	24	60
17	Abdul Hafidz	7	6	8	6	27	67,5
18	Firdaus aly	6	5	8	5	24	60
19	Jevery Ningrat	5	6	5	7	23	57,5
20	Adi Prayoga	5	6	6	6	23	57,5
21	Ikmal Nurcahyo	5	9	5	7	26	65
22	Rafli Fitroh	5	7	9	7	28	70
23	Dhani Rahmadani	7	7	6	6	26	65
24	Yoga Prastyo	8	6	8	7	29	72,5
25	Wayan gading	7	5	5	5	22	55
Jumlah							1587,5
Rata - Rata							63,5

The value above shows that teaching English to students has not met the standards of school standards, an average of 63.5 indicates students are below the predetermined ability, therefore schools use the English morning program to improve student learning so that students' abilities can meet need. students can manage the given learning and achieve basic competencies that have become research predicates.

An effective English-speaking environment is also an achievement from English morning, giving the theme of discussion by the tutor, where the theme is very simple and related to the student's environment, making it easier for students to communicate in English every day. Awareness of students in obeying English language rules no longer requires strict supervision. Students naturally try and practice what they get during the training every morning.

c. The Third Observation

English morning has several advantages and disadvantages, this can be seen by the evaluation carried out by the team. English morning provides many positive impacts for students, but it does not require the possibility for some other students to also have a negative impact. The negative impact of English morning is more specific for identical students who don't like to speak English, and also

for students who do not have the ability to speak, they are more inclined to other skills, such as reading, listening and others. Because the talent of speaking shrewdness cannot absolutely be achieved by everyone, sometimes students do not have mentality (stage fever), this greatly affects student learning achievements, on the other hand English morning because of motivation, students who have mental deficiencies can be built by motivating them everyday.

English morning also requires students to be active in adding vocabulary and expressions, this is for students who are not part of it, it looks difficult to adjust learning techniques, therefore the teacher evaluates many ways and materials so that all students can accept what he is saying. The researcher displays the results of using English morning to improve speaking skills, here is a table of values from the results of observations :

TABLE II
THE RESULT SCORE OF ENGLISH MORNING

The Result Score of English Morning
AT THE 11TH GRADE STUDENTS OF SMK MUKHTAR SYAFA'AT
BLOKAGUNG

No	Nama	Jenis Nilai				SUM	Nilai
		Fluency	Pronunciation	Accuracy	Vocabulary		
1	Intan Nur Aini	8	7	9	8	32	80
2	Fairur Zaikia	7	9	8	9	33	82,5
3	Siti Nur Fatimah	8	8	9	9	34	85
4	Khoirun Nisa	9	7	6	9	31	77,5
5	Feby Ayu Maharani	7	9	8	8	32	80
6	Intan Nurul Safika	7	8	8	7	30	75
7	Lailatul Qodriyah	8	8	8	9	33	82,5
8	Nur Maulida H.	8	9	9	8	34	85
9	Utami Fitri W.	8	9	6	6	29	72,5
10	Wayan Indah N.	9	8	8	8	33	82,5
11	Anggun Nidatu N.	9	7	8	8	32	80
12	Siti Nur R.	9	9	8	8	34	85
13	Rismatus Sholihah	8	8	8	9	33	82,5
14	Dewi Salamtus D.	8	9	8	8	33	82,5
15	Zakiyatun zhahiroh	9	7	8	9	33	82,5
16	Iqbal Haris P.	6	9	8	6	29	72,5
17	Abdul Hafidz	7	9	8	9	33	82,5
18	Firdaus aly	7	8	8	9	32	80
19	Jevery Ningrat	5	9	9	9	32	80
20	Adi Prayoga	9	9	9	6	33	82,5
21	Ikmal Nurcahyo	9	9	7	7	32	80
22	Rafli Fitroh	8	7	9	7	31	77,5
23	Dhani Rahmadani	7	7	9	7	30	75
24	Yoga Prastyo	8	9	8	8	33	82,5
25	Wayan gading	9	8	8	8	33	82,5
Jumlah							2010
Rata - Rata							80,4

The presentation of the above values is the value of the results of the English Morning program, the results are taken from the students' ability to speak English, the use of English morning in improving students'

speaking skills can be seen from the results of the scores above. Showing that students' speaking skills improved significantly, the results showed that 80% of students got scores above the average so that all students on average got good ratings. In the provisions of the following predicate values used in English morning:

TABLE III
THE PREDICATE INTERVAL SCORE

Predicate Interval Score Of SMK Mukhtar Syafa'at Blokagung		
Predicate Interval	Interval	Description
88 - 100	A	very good
74 - 87	B	good
60 - 73	C	enough
<60	D	Poor

From the results that have been presented by the researcher, taking the example of a student named Lailatul Qodriyah. She got an average score of 82.5, this is by calculating the value that is the sum of the four fields, namely fluency, vocabulary, pronunciation, accuracy. So that it states that the name Lailatul Qodriyah gets a good value. The assessment is determined by the following conditions:

TABLE IV
SCORING RUBIC SPEAKING

NO	FLUENCY	VOCABULARY	PRONUNCIATION	ACCURACY
	5 – 10	5 – 10	5 – 10	5 -10

After the test results were carried out, by examining the criteria above, most students got good grades. This proves that, after students take part in the English morning program, students can improve their skills in speaking English.

d. The Fourth

English morning has a target for students, the main target is that students can speak English fluently, pronounce English correctly. As for some other needs in English, such as language compliance, grammatical and also material development are side goals of English morning. The results of the RPL class XI students who took English morning, their speaking style got a good rating, with proof of the values that have been presented. Students can actively speak English in class, and teachers are also helped in teaching English speaking to students. The biggest results also prove that, with good grades in English, the quality standards of the institution also improve.

C. Finding

Based on the presentation of several interviews, observations, and documents, the researcher found that the emphasis on taking the title THE USE OF ENGLISH MORNING PROGRAM BEFORE BEGINNING CLASS IN TEACHING SPEAKING AT THE 11TH GRADE STUDENTS OF SMK MUKHTAR SYAFA'AT BLOKAGUNG proves that English morning is very effective in developing students' skills in speaking English.

The next finding is the description of English morning that is described, that English morning is an activity to improve learning to speak English with fun, focus, and fast. English morning is done in the morning with the reason that the teacher knows the layout of students' enthusiasm in learning, namely in the morning, then the material found in English is with several very effective steps, including: 1) giving motivation, 2) giving Vocabulary in accordance with The theme of discussion 3) Giving the theme of the conversation according to students' abilities and related to the student's environment, 4) conversion and discussion, 5) tutoring assistance to students in the implementation of speaking practice as a walking dictionary.

This step proves that it can increase the acceleration of students in English language skills. Then the next discovery is evidenced by the average score of all students after taking the

semester exam in English, getting an average value of 8.04, the value is at a good predicate level according to the provisions of the value applied at SMK Mukhtar Syafa'at. The average value shows good results in the value predicate level. This is the benchmark for taking the title by the researcher that proving English morning has a very good impact on helping students' skills in speaking English well and fluently.

D. Discussion

The researcher's discussion based on the findings that have been described, English morning is very influential in improving English speaking skills for students, especially class XI RPL proven effective in improving the teaching of students' English speaking skills. The need for schools to improve students' skills is greatly helped by the English morning. further proof is proven by the value that has been found, namely with an average of 8.04 with a good value predicate. The indicators are like a researcher in writing a thesis with several indicators of English provisions in the morning, the most important indicators for them are: 1) High expectations of student learning, 2) Using Fun, Focus, and Fast Method , 3) The material taught is very effective and relative, 4) Appropriate and detailed support and programs, 5) Instructions are clear and focused, 6) When students do not understand the required vocabulary, there is a walking dictionary facilitator fasilitator, 7)

very effective time, 8) There is a very efficient student development, 9) There is a very efficient student development, 10) High standard of student behavior.

final exam data show that most of the students of SMK Mukhtar syafa'at's English ability, especially Class XI RPL, increased significantly from the first time they passed the program to completion, especially for speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher will conclude based on research problem. English morning which is used as teaching speaking is effectively applied by Mukhtar Syafa'at Vocational School Teachers in class XI RPL SMK MUKhtar Syafa'at. They are Language Teaching using the principles of Fun, Focus, and Fast. In their teaching their main target is to help improve language skills using English morning.

The problem during the speaking teaching process is from students who sometimes tend to be less interested in speaking English, sometimes students have different skills in English so that tutors have difficulty in choosing the right materials and techniques

English morning is strongly supported by several elements of the school because of its effectiveness in teaching. Does not interfere with core learning. And also the results are clearly proven, 80% of students can speak English fluently and well.

B. SUGGESTION

Based on the exposure of the researcher's data and conclusions, the researcher would like to provide suggestions. They:

1. For teachers

Teachers must build more enthusiasm for students so that students' mentality remains under control in learning English, teachers must be more creative and innovative in choosing materials

that are in accordance with students' ability levels, teachers must be more patient in educating students.

2. For students

The students must use their vocabulary more often, they must think more about developing the topic of conversation, the students must be enthusiastic, hasty, and confident in handling the material that has been given by the tutor. The main point that students must pay attention to is the habit of speaking English.

3. For principle

For the principle, hopefully it will stay strong, build on the principles that have been instilled, and hopefully it can be evaluated according to the expected results

4. For the readers

The researcher hopes that after reading this research, hopefully the readers can be motivated and enthusiastic in developing or taking to develop their ability to speak English.

C. CLOSING

In explaining the research, the researcher realizes that the results of this study are still far from perfect. Therefore, the researcher really hopes that constructive criticism and suggestions are always awaited from everyone. The researcher also hopes for full support in order to be able to write further studies even though this research is still far from perfect, hopefully it will be useful for everyone.

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APPENDIX

Appendix 1

Research Application Letter

**INSTITUT AGAMA ISLAM DARUSSALAM**
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
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Nomor : 31.5/211.18/FTK.IAIDA/C.3/VII/2021
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala SMK MUKHTAR SYAFA'AT

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:


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Dosen Pembimbing : **RIDWAN, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Tbu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

"The Use Of English Morning Program Before Beginning Class In Teaching Speaking At The 11th Grade Students Of Smk Mukhtar Syafaat Blokagung In Academic Year 2020/2021"


Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 05 Juli 2021
Dekan

Dr. Siti Aimah, S.Pd.L., M.Si. &
NIPY-3150801058001

Appendix 2

Research Certificate Letter

**SEKOLAH MENENGAH KEJURUAN**
SMK MUKHTAR SYAFA'AT
REKAYASA PERANGKAT LUNAK, TEKNIK SEPEDA MOTOR & PERBANKAN SYARIAH
NIS, NISN, NISPN : 402052523036/400470/20584050
smkmukhtarsyafaat@gmail.com
Jl. KH. Mukhtar Syafa'at Blokagung Karangdoro Tegalsari Banyuwangi RT 02 RW 04 Tlp : 0333 4460922

SURAT KETERANGAN
7.6A.04/064/SMK. MS/VII/2021

Yang bertanda tangan di bawah ini Kepala Sekolah SMK Mukhtar Syafa'at

Nama : MUHAMMAD MASYHUDI, S.Pd.
Jabatan : Kepala Sekolah
Unit Kerja : SMK Mukhtar Syafa'at
Alamat Unit Kerja : Blokagung, Karangdoro, Tegalsari, Banyuwangi

Dengan ini menerangkan bahwa :


NAMA : KHABIB ROSIDIN
TTL : Kendal, 11 September 1999
NIM/ NIMKO : 17112210016/2017.4.071.0147.1.000043
FAKULTAS : TARBIYAH Dan KEGURUAN (FTK)
PROGRAM STUDI : Tadris Bahasa Inggris (TBIG)
ALAMAT : Morgosari Limbangan Kendal Dusun Jetis Rt 02 Rw 02 Kel. Morgosari Kec. Limbangan Kab. Kendal Prov. Jateng
DOSEN PEMBIMBING : RIDWAN, M.Pd

Mahasiswa tersebut benar - benar melaksanakan kegiatan penelitian di SMK MUKHTAR SYAFA'AT Pada tanggal 10 April 2020 dengan judul penelitian :

" The Use Of english Morning Program Before beegining Class In Teaching speaking At The 11th Grade Students Of SMK MUKHTAR SYAFA'AT Blokagung in Academic year 2020/2021"

Demikian surat keterangan penerimaan penelitian ini di buat, untuk dapat di pergunakan sebagaimana mestinya.

Blokagung, 05 JULI 2021
Kepala SMK Muktar Syafa'at


MUHAMMAD MASYHUDI, S.Pd.

Appendix 3

Research Certificate Letter

Penunjukan Pembimbing

Appendix 4

Profile SMK Mukhtar Syafa'at Blokagung

A. DOMISILI SMK MUKHTAR SYAFA'AT BLOKAGUNG

Lembaga SMK Mukhtar Syafa'at berdomisili di Jl. Panti Asuhan No. 56, RT : 02 Rw : 04 Dusun Blokagung, Desa Karangdoro, Kecamatan Tegalsari, Kabupaten Banyuwangi. Kode Pos (68485) Tlp. (0333) 845646. Hp. 0813 5848 1666

Email : smkmukhtarsyafaat@gmail.com

WebSite : <http://smkmusya.sch.id>

Kabupaten Banyuwangi, Provinsi Jawa Timur

B. IDENTITAS LEMBAGA

1. Nama Lembaga : SMK MUKHTAR SYAFA'AT
2. Kepala Sekolah : MASYHUDI, S.Pd.
3. NPSN : 20584050
4. STATUS : SWASTA
5. Nangungan : Kementerian Pendidikan dan Kebudayaan
6. NO. SK. Pendirian : 421.3/1563/429.1/2011
7. Tanggal SK. Pendirian : 2011-06-14
8. NO. SK. Oprasional : P2T/1282/19.08/02/XII/2019
9. Tanggal SK Oprasional : 2019-12-09
10. Akreditasi : B
11. NO. SK. Akreditasi : 032/BAN-SM/SK/2019
12. Tanggal SK. Akreditasi : 15-01-2019
13. NO. Sertifikasi ISO : Proses Sertifikasi
14. Yayasan : MUKHTAR SYAFA'AT
15. Kode POS : 68485
16. Alamat : RT/RW:02/04 BLOKAGUNG
17. DESA : Karangdoro

18. Kecamatan :Tegalsari
19. Kabupaten/ Kota : Banyuwangi
20. Provinsi : Jawa Timur
21. Website : <http://smkmusya.sch.id>
22. E-mail : smkmukhtarsyafaat@gmail.com
23. Tlep. HP : (0333) 845646 / 0813 5848 1666

C. PROGAM KEJURUAN

1. Rekayasa Perangkat Lunak (RPL)
2. Perbankan Syariah (PBS)
3. Teknik Bisnis dan Sepeda Motor (TBSM)

D. PROGAM EXTRAKULIKULER

1. Menjahit
2. Desain Grafis
3. Pencak Silat
4. Bulu Tangkis
5. Sepak Bola
6. Pemrograman

E. PROGAM KEUNGGULAN

1. SMK MINI (Desain Grafis dan Marketing Digital Printing)
2. BANK MINI Syariah
3. JASA PROGAM

F. PROGAM INTENSIVE

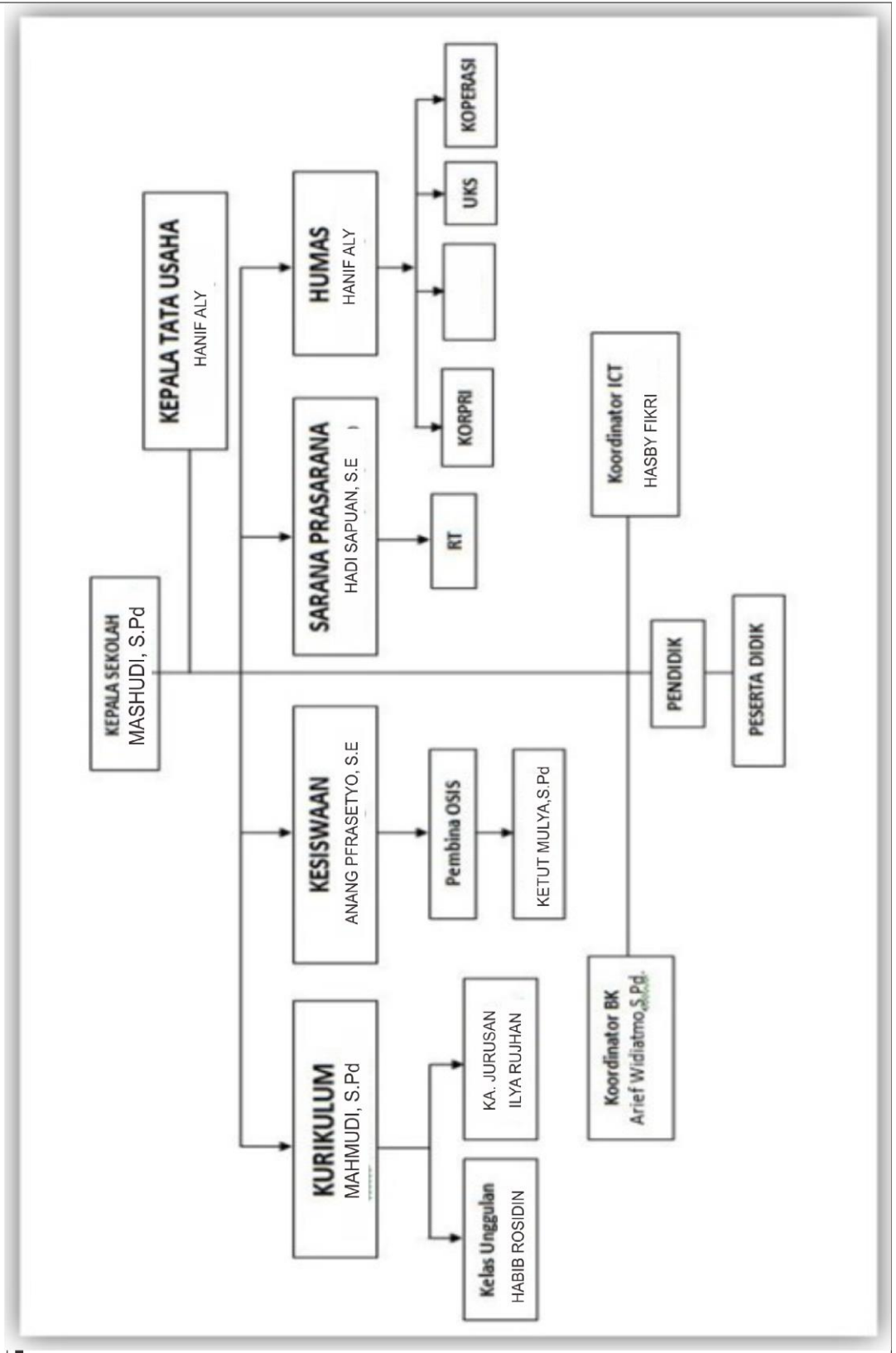
1. English Morning
2. Tahfidz Qur'an
3. Baca Kitab Kuning

Appendix 5

STURTUR of SMK Mukhtar Syafa'at Blokagung



**Struktural Smk Mukhtar Syafa'at
Blokagung Karandoro Tegalsari Banyuwangi**



Appendix 6

Leasson Schedule of SMK Mukhtar Syafa'at Blokagung

JADWAL PEMBELAJARAN						
SEKOLAH MENENGAH KEJURUAN (SMK)						
MUKHTAR SYAFA'AT BLOKAGUNG						
TH. Pelajaran 2021 - 2022						
WAKTU	HARI					
	SABTU	AHAD	SENIN	SELASA	RABU	KAMIS
INTERVAL (WIB)						
- 07.00 - 07.30	English Morning	English Morning	English Morning	English Morning	English Morning	English Morning
I 07.30 - 08.05	B J N Q S T P K G F S I Q C 01 P L T O M I B P D K G S V M S D V F J H K I R D B 1 O L J R V G D H N I O B 2 D L F R K					
II 08.05 - 08.40	B J N Q S T P K G F S I Q C 01 P L T O M I B P D K G S V M S D V F J H K I R D B 1 O L J R V G D H N I O B 2 D L F R K					
III 08.40 - 09.15	J B O H S Q P K I T F S J I L Q 01 P H T M I B J P H D K S V K I N U F L J D R V L B 1 N D R T C H U I K 1 T D H B 2 F R L					
IV 09.15 - 09.50	J B O H S Q P K I T F S J I L Q 01 P H T M I B J P H D K S V K I N U F L J D R V L B 1 N D R T C H U I K 1 T D H B 2 F R L					
V 09.50 - 10.25	N O B K 1 S T P G H F S S D P Q H L C T B J 1 M 2 P Q H S D J 1 M L F R V H D K 1 S D L B 1 C R T D G V O N K 1 H B 2 D F R G					
VI 10.25 - 11.00	N O B K 1 S T P G H F S S D P Q H L C T B J 1 M 2 P Q H S D J 1 M L F R V H D K 1 S D L B 1 C R T D G V O N K 1 H B 2 D F R G					

No	TEACHER	cod	LESSON
13	Mr. Hanif Ali	O B. Indonesia 1	
14	Miss. Juariyah	I PAI 1	
15	Miss. Hilda Q. B. Inggris 2		
16	Mr. Anang P	Produktif TBSM	
17	Mr. Hayat R	Sistem Komputer dan Komputer dan Jaringan Dasar Pemrograman Dasar Dasar Desain Grafis Pemodelan Perangkat Lunak	

No	TEACHER	cod	LESSON
1	Mr. Muhammad Masyhudi	A Kepala Sekolah	
2	Mr. Imam Mahmudi	B MTK 1 B1 Sejarah Indo B2 PAI 2	
3	Mr. Agus Supriyono	C Prod Kreatif Kewirausahaan	
4	Miss. Rini Ash	D MTK 2, 3	
5	Mr. I Khoirani	F Produktif TBSM	
6	Miss. Vira Rohmatul U	G B. Inggris 3	

Jadwal Guru Piket :	
Sabtu	: Mr. Fauzi, Mr. Sepuan
Minggu	: Miss. Zainul, Mr. Hanif
Senin	: Miss. Mia, Mr. Hairul
Selasa	: Miss. Ira, Miss. Binti
Rabu	: Miss. Rini, Mr. Mahmudi
Kamis	: Miss. Juariyah, Mr. Hayat

Note :
1. Wali kelas RPL : Miss. Siti Badriyah
2. Wali kelas TSM : Miss. Mia Dwi Fitri
3. Wali kelas PBS : Miss. Jamul Khotimah
4. Wali kelas RPL : Mr. Ali Fauzi
5. Wali kelas TSM : Mr. Hadi Sapuan
6. Wali kelas PBS : Miss. Irawati
7. Wali kelas RPL : Mr. Hayatudin
8. Wali kelas TSM : Mr. Anang Prastawa
9. Wali kelas PBS : Miss. Binti Wahidih

Appendix 6 Interview

Interview 1

Headmaster Of SMK Mukhtar Syafa'at

Tanggal

P : Principal / HeadMaster

R : Researcher

R : “Assalamualaikum pak, Mohon Maaf Mengganggu Waktunya sebentar, ini saya mau minta izin untuk mengajukan permohonan kepada bapak”

P : “Walaikumsalam, ohh iya dek monggo”

R : “Begini pak, ini saya Habib Rosidin dari Institut Agama Islam Darussalam, Sekarang saya sedang menempuh semester ahir saya, dan berkeinginan untuk mengadakan penelitian di SMK Mukhtar Syafa'at”

P : “oh, iya. Kami dengan senang hati mempersilahkan mas, kalau boleh tau dari jurusan apa nge?, dan kira – kira mau meneliti di bidang apa ?”

R : “Alhamdulillah, saya dari jurusan falkultas pendidikan, lebih tepatnya di jurusan tadriss bahasa inggris, kemaren saya sedikit mengobrol dengan teman saya yang aktif di sekolah sini, namanya mas hanif pak, dari hasil bincang bicang saya dengan mas hanif, rencana saya mau meneliti tentang progam english morning, yang menjadi prioritas siswa – siswa untuk mengangkat kemampuan speakingnya.”

P : “Oh, iya mas, kami memang mempunyai, progam tersebut, kira – kira akan melaksanakan penelitian mulai kapan ngeh ?”

R : “Insyallah di bulan ini pak, untuk tanggal dan jadwalnya sudah tercantum dalam jadwal yang saya berikan dengan bersamaan surat ini pak.”

P : “oh, iya mas, kami selaku dari perwakilan pihak SMK Mukhtar Syafa'at membuka lebar untuk mas habib dalam memohon izin mengadakan penelitian ini.”

R : “alhamdulillah terimakasih ngeh pak.”

- P : |”iya sama sama mas, nanti samean bisa langsung bersangkutan kepada yang terkait saja, seperti Waka. Kurikulum, Tutor English Progam, dan siswa – siswa kelas XI RPI seperti pengajuan surat yang samean berikan, yaa harapan dari saya sendiri, semoga dengan adanya penelitian ini, mas habib bisa mempublikasikan progam ini, dan juga bisa memberikan penilaian dan masukan yang bisa membangun kami lagi, supaya kami bisa lebih berkualitas lagi”
- R : “iya pak, siap pak, terimakasih ngeh pa katas izinnya dalam melakukan penelitiannya, sebisa mungkin saya akan memberikan yang terbaik buat SMK Mukhtar Syafa’at”

Interview 2
Curriculum Teacher Of SMK Mukhtar Syafa’at
Tanggal

- CT : Curriculum Teacher
R : Researcher
- R : “assalamualaikum, mohon maaf mengganggu waktunya sebentar pak, ini saya habib rosidin dari IAIDA Darussalam, kemaren saya sudah bertemu dengan bapak kepala sekolah, untuk melakukan penelitian”
- CT : “walaikumsalam, oalah iya mas, monggo. Kira – kira mulai dari mana mas monggo”
- R : “Begini pak, sebelumnya saya mau bertanya tentang progam yang akan saya teliti, tentang progam English morning, bagaimana kemanfaatan English morning untuk siswa – siswa pak ?”
- CT : “Progam English morning ini sangat berpengaruh besar mas bagi siswa – siswa, khususnya kelas XI RPL, progam ini dapat meningkatkan percepatan keterampilan siswa dalam berbicara bahasa inggris, dengan sering berlatih berbahasa inggris, siswa mendapatkan stimulus secara bertahap dalam percakapan bahasa inggris, dengan demikian pengetahuan dan pembiasaaan setiap harinya siswa dapat meningkatkan kualitas dirinya dalam berbicara bahasa inggris”

- R : “ohh begitu ya pak, terus untuk waktu yang di gunakan itu kurang lebih berapa ya pak ? dan kira – kira tahapan pelaksanaannya bagaimana pak ? ”
- CT : “untuk pelaksanaan English Morning ini tidak membutuhkan banyak waktu mas, mungkin hanya sekitaran setengah jam saja mas, prioritas utamanya adalah kebiasaan atau istiqomahnya saja mas. Untuk tahapan pelaksanaannya, mulai dari pagi itu siswa sebelum memulai pelajaran, tutor yang khusus dalam progam ini memberikan thema untuk pembahasan sebagai topik pembicaraan siswa, dan topiknya itu cukup simple mas, tidak berat – berat, bisa terkait kehidupan mereka, lingkungan mereka, dan biasanya yang sering itu sesuatu yang masih trending di era sekarang, jadi siswa mudah dalam menjalankan praktik dalam berbahasa inggris, untuk lebih jelasnya nanti saya kasih leason plannya mas, bisa di jadikan reverensi buat samean.”
- R : “oh begitu ya pak, terus dikala ya pak ini, siswa itu tidak mengetahui tentang vocabulary yang mereka butuhkan, itu kira – kira bagaimana solusinya pak
- CT : untuk menghadapi siswa yang masih kekurangan dalam vocabulary kami menyediakan kamus berjalan yaitu guru, dan juga memfasilitasi mereka dengan hafalan vocab yang kami tuliskan di blackboard sesuai dengan thema, sebelum mereka memulai pembahasan atau melakukan percakapan”
- R : “oh begitu ya pak, jadi temen – temen, sudah ada pembekalan terlebih dahulu ya pak”
- CT : “ iya dong mas, kalau tidak di bekali jelas mereka kebingungan mas, dan kelas pun kurang efektif”
- R : “ hehehe, iya ya pak, terimakasih kalau begitu pak”

Interview 3
English Teacher Of SMK Mukhtar Syafa'at
Tanggal

ET : Curriculum Teacher

R : Researcher

R : “Miss, sebelumnya mohon maaf, saya mau bertanya ini?”

ET : “iya mas silahkan, sebisa saya, saya jawab ya mas”

R : “hehehe iya Miss, Miss bagaimana kondisi siswa – siswa dalam berbicara bahasa inggris?”

ET : “untuk sebelum – sebelumnya masih banyak siswa yang belum menguasai atau aktif dalam berbahasa inggris mas, jelasnya itu karena factor dari mereka belum bisa berbahasa inggris dengan lancar”

R : “terus dengan adanya Progam English Morning ini kira – kira perubahannya bagaimana miss?”

ET : “alhamdulillah baget mas, dengan adanya progam ini saya sendiri sebagai fasilitator belajar mereka, saya merasakan baget mas, memang ada perubahan kepada mereka yang sangat signifikan mas”

R : “kira – kira berapa persen miss dari satu kelas itu miss perubahannya ?”

ET : “saya memprediksi mas dengan adanya progam ini, ada sekitar 70% rata – rata siswa dapat berbicara bahasa inggris dengan lancar”

R : “ wah bayak baget ya miss”

ET : “iya mas, jadi memang mereka sebenarnya hanya butuh kebiasaan saja mas dalam pentargetan untuk bisa berbahasa inggris”

R : “kira – kira pengaruh dalam pembelajaran kelas apa miss?”

ET : “pastinya banyak mas, dengan adanya progam ini pembelajaran dikelas lebih terlihat aktif, banyak siswa yang secara langsung dapat di ajak untuk ber diskusi, atau interaksi dalam berbahasa inggris, hehehe jadi kan saya mudah dalam mengajari mereka mas”

R : “ jadi ada keuntungan tersendiri ya mas bagi guru nya, terimakasih miss atas informasinya”

Interview 4

Tutor English Morning Of SMK Mukhtar Syafa'at Tanggal

T : Tutor English Morning

R : Researcher

R : “ Hello mr, Would I ask to you about students of SMK Mukhtar syafa'at?”

T : “Yes, Please”

R : “gini Mr, Sebagai Tutor dari progam ini, kendala yang sering terjadi kira – kira apa Mr?”

T : “ Untuk kendala dalam penjalanan progam ini, sebenarnya tidak terlalu berat mas, hanya saja kondisi dari siswa semua tidak sama, ada karakter siswa yang memang mereka punya skill di bidang bahasa inggris, ada juga siswa yang memang dari dasar dan ada juga siswa yang memang belum bisa sama sekali dan tidak tertarik kepada bahasa inggris”

R : “terus kira – kira solusi yang diterapkan bagaimana mr?”

T : “Progam ini memiliki fashion atau ciri khas tersendiri mas, yaitu kita berpedoman dengan cara menggerakkan Triple F (Fun, Focus, and Fast), dengan begitu, permasalahan yang ada pada siswa alhamdulillah bisa kami atasi meskipun tidak semua”

R : “Tripel F, Boleh di gambarkan mr, bagaimana itu penerapannya?”

T : “ Dalam mengajar atau membimbing siswa alangkah baiknya kita selalu memakai atau mengondisikan posisi siswa dengan keadaan kelas yang selalu menyenangkan mas, jadi siswa bisa dengan enjoy dan senang kepada bahasa inggris, kemudian jangan lupa kita focus dan bergerak cepat dalam memberikan langkah – langkah percepatan siswa dalam berbahasa inggris, jadi seperti kata – kata yang mudah, kemudian penghafalan vocabulary dengan metode senang dan yang lain – lain. Oleh karena itu kita menamai hal tersebut dengan Triple F”

R : “ Jadi dengan begitu siswa dapat terkondisikan dengan baik ya Mr, terimakasih informasinya Mr”

Interview 5

Homeroom Teacher Of SMK Mukhtar Syafa'at Tanggal

H : Homeroom Teacher

R : Researcher

R : “ Selamat pagi buk, mohon maaf buk saya mau bertanya – Tanya sedikit tentang kelas yang ibuk ampau sekrang, di kelas XI RPL ya buk?”

HT : “iya mas, silahkan”

R : “ Sudah berapa lama buk menjadi walikelas ?, bagaimana cara meningkatkan kualitas siswa secara serempak buk?”

HT : “alhamdulillah, saya sudah 3 tahun ini menjadi wali kelas mas, yaa gimana ya mas, terkadang hal begitu terasa sulit mas ketika kita tidak istikomah atau tidak mengetahui karakteristik siswa, awal langkah saya menjadi wali kelas yaitu dengan saya mempelajari karakteristik siswa, da saya mencoba menggunakan beberapa metode yang dirasa buat mereka cocok”

R : “untuk Progam englihs morning ini, kira – kira berpengaruh besar tidak buk, buat pelajaran yang lain ?

HT : “ Sangat berpengaruh besar mas, English morning ini bisa membangkitkan siswa dalam belajar, jadi mereka terbangun dan bangkit semangatnya ketika masih pagi mereka bersemangat dalam belajar, saya melihat tutor – tutor yang mengajari mereka dengan asik, dan juge menggunakan suara yang lantang dan penuh dengan sangat ahirnya kesemangatan mereka bisa tumbuh dan jelas bisa berpengaruh dengan pelajaran yang lainnya.”

R : “ Oh, begitu ya buk, terimakasih atas informasinya”

Interview 6
Student Of SMK Mukhtar Syafa'at
Tanggal

H : Haris Prabowo
R : Researcher

- R : “hay bro, How are You?”
H : “yes I am Fine, really Spirit In my day”
R : “wooooww, keren banget bahasa inggris nya, mau Tanya – Tanya dek, gimana rasanya ikut progam English morning?”
H : “sangat – sangat senang kak”
R : “udah bisa ngomong bahasa inggris belum dek, gimana pengajarannya disini waktu progam English morning itu?”
H : “boleh di coba yok kak, asik banget kak, bisa jadi seru banget, mudah, dan bisa cepet juga tiba – tiba bisa bahasa inggris”

Interview 7
Student Of SMK Mukhtar Syafa'at
Tanggal

L : Lailatul Qodriyah
R : Researcher

- R : “hai dek, kakak mau Tanya – Tanya ni?”
L : “ohh yaa silahkan kak, jadi grogi ni Hehhehe”
R : “santai aja kakak ngak Tanya aneh – aneh kok, pengajaran English morning gimna dek, fasilitas yang di berikan kepada sekolah kira – kira apa saja ?”
L : “ hehe, seru banget kak, membantu banget kak, asik lagi, kalau mengenai fasilitas menurutku sudah cukup kak, kak tutornya biasa bawa proyektor, bawa sound system, jadi model pembelajarannya bisa asik banget, bisa dengerin music – music inggris di pagi hari, jadi seneng banget, bisa lebih semangat”
R : “semangat ya, semoga sukses selalu, makasih infonya”

Interview 8
Student Of SMK Mukhtar Syafa'at
Tanggal

I : Ikmal
R : Researcher

R : “kakak, mau Tanya nie?”

I : “ohh ya silahkan kak”

R : “ Dengan adanya, progam English morning, menurut kamu, hal apa yang kadang menjadi penghambat atau ketidak asikan nya?”

I : “kalau menurutku cuman sedikit sih kak, biasanya itu sulit memahami thema kak, kan kadang – kadang kak turtornya itu ngasih temha kayak politik gitu, jadi bingung mau ngomongin apa hehehe”

R : “Oh, Gitu yaa”

Interview 9
Student Of SMK Mukhtar Syafa'at
Tanggal

N : Nisya
R : Researcher

R : “dek kakak mau Tanya nie, adek kan salah satu siswa yang kelihatanya menurut kakak udah lancar banget bahasa inggrisnya, menurut kamu kritik dan sarannya apa kira – kira dek?”

N : “saranku yang pertama ya kak, pengen jalan – jalan ke pantai biar bisa langsung ngomong sama tourism, hehehe jadi kan tau pelafalanya yang asli kayak gimna?, terus kalau bisa dalam English morning ini juga di adakan kayak semacam kontes gitu kak, kan seru bisa nambahin semangat temen – temen, terus kalau bisa juga themanya kasih yang seru lagi heheheheh”

R : “okey siap dek, tak ajukan nanti”

Appendix 7 Leasson Plan

RENCANA PEMBELAJARAN PROGAM ENGLISH MORNING

Nama Sekolah	: SMK Mukhtar Syafa'at Blokagung
Mata Pelajaran	: Progam English Morning
Kelas/ Semester	: XI RPL / 1 & 2
Alokasi Waktu	: 30 Menit (07.00 s/d 07.30)
Standart Kopetensi	: Mempunyai keterampilan berbicara bahasa inggris
Kopetensi Darsar	: mengerti dan dapat mempraktikan berbicara bahasa inggris dengan lancar

Setelah mengikuti pelajaran kali ini, siswa dapat :

1. Siswa dapat berbicara bahasa inggris dengan lancar
2. Siswa dapat menambah vocabulary yang dimiliki oleh siswa
3. Siswa dapat menata bahasa dalam berbicara bahasa inggris
4. Siswa dapat mengucapkan bahasa inggris dengan benar

A. Tujuan Progam

Siswa dapat berbicara, melafalkan bahasa inggris dengan lacar dan benar, secara menyenangkan, focus, dan cepat.

B. Materi Pembelajaran

1. Vocabulary
2. Pemberian Sentence
3. Pembahasan Thema / Topic Pembicaraan

C. Metode pembelajaran

1. Percakapan
2. Diskusi

D. Langkah – Langkah Pelaksanaan

1. Pemberian Motivasi
2. Pemberian yel – yel untuk membangkitkan semangat

3. Pemberian vocabulary sesuai tema pembicaraan
4. Pemberian thema / topic pembahasan

E. Media Pelaksanaan

1. Blackboard
2. Spidol
3. Proyektor
4. Sound system

F. Evaluasi

Scoring Rubric Speaking

NO	FLUENCY	OCABULARY	ONUNCIATION	AKTIF
	5 – 10	5 – 10	5 – 10	5 -10

Blokagung, Mei 2020

Ketua Progam

Jevery Sofian, S.Pd.

Mengetahui,

Kepala sekolah

Wali Kelas

MASYHUDI, S.Pd.

SITI BADRIYAH, S.Pd

Example :

- A. Thema : Daily Activity
- B. Tutor : Hanif Ali
- C. Pemberian : Motivasi dan Yel – Yel
- D. Pemberian Santace and Vocab :

Pertanyaan :

1. What are your activities today ?
2. What do you do after studying?
3. What do you do after you wake up?

Vocabullary

1. Wake up = Bangun
2. Brush my teeth = Gosok Gigi
3. Comb my hair = Menyisir Rambut
4. Clean the house = Membersihkan Rumah
5. Play with my friends = Bermain Bersama Teman-temanku
6. Water the flowers = Menyiram Bunga
7. Take a bath = Mandi
8. Wash my face = Mencuci Muka
9. Eat breakfast = Sarapan
10. Study at school = Belajar
11. Watch TV = Nonton TV
12. Read a book = Membaca Buku
13. Wash my hair = Menyiram Bunga
14. Get dressed = Memakai Baju
15. Go to school = Pergi ke Sekolah
16. Go home from school = Pulang Sekolah
17. Do my homework = Mengerjakan PR
18. Go to sleep = Pergi tidur

- E. Kemudian siswa melanjutkan melakukan percakapan dan diskusi dengan temannya, dengan dibantu tutor untuk mendampingi

Appendix 8 DATA of Student

DATA SISWA KELAS XI RPL SMK MUKHTAR SYAFA'AT

NO	NAMA	P/L	TEMPAT LAHIR	TANGGAL LAHIR	ALAMAT
1.	Intan Nur Aini	P	Banyuwangi	19 juni 2004	Bangorejo – Banyuwangi
2.	Fairur Zaikia	P	Banyuwangi	05 Agustus 2004	Bangorejo - Banyuwangi
3.	Siti Nur Fatimah	P	Banyuwangi	11 September 2005	Wongsorejo – Banyuwangi
4.	Khoirun Nisa	P	Banyuwangi	02 Januari 2005	Songgon – Banyuwangi
5.	Feby Ayu Maharani	P	Banyuwangi	10 Agustus 2004	Songgon – Banyuwangi
6.	Intan Nurul Safika	P	Banyuwangi	11 September 2005	Pesanggaran – Banyuwangi
7.	Lailatul Qodriyah	P	Cilacap	23 Mei 2004	Cilacap – Jawa Tengah
8.	Nur Maulida H.	P	Lampung Timur	24 April 2005	Sumatra
9.	Utami Fitri W.	P	Bengkulu	12 Juni 2005	Sumatra

10.	Wayan Indah N.	P	Sumsel	21 Agustus 2004	Sumatra
11.	Anggun Nidatu N.	P	Bali	22 November 2005	Negara - Bali
12.	Siti Nur R.	P	Kendal	28 Desember 2006	Kendal – Jawa Tengah
13.	Rismatus Sholihah	P	Demak	1 Juni 2004	Demak – Jawa Tengah
14.	Dewi Salamtus D.	P	Banyuwangi	05 April 2004	Banyuwangi
15.	Zakiyatun zhahiroh	P	Banyuwangi	28 april 2003	Tegalsari - Banyuwangi
16.	Iqbal Haris P.	L	Jember	3 april 2005	Ambulu – Jember
17.	Abdul Hafidz	L	Jember	07 juli 2005	Randu Agung – Jember
18.	Firdaus aly	L	Banyuwangi	09 februari 2005	Kabat - Banyuwangi
19.	Jevery Ningrat	L	Banyuwangi	25 juni 2004	Purwoharjo – Banyuwangi

20.	Adi Prayoga	L	Cirebon	30 april 2004	Cirebon
21.	Ikmal Nurcahyo	L	Banyuman	24 juni 2005	Jawa tengah
22.	Rafli Fitroh	L	Bandar Lampung	13 mei 2004	Sumatra
23.	Dhani Rahmadani	L	Sulawesi	11 juni 2005	Mamuju, Sulawesi
24.	Yoga Prastyo	L	Palu	25 mei 2005	Palu – Sulawesi
25.	Wayan gading	L	Banyuwangi	01 april 2004	Sumberurip – Banyuwangi

Appendix daftar sarana prasarana kelas

No	Nama Fasilitas	Jumlah	Kondisi	Penggunaan
1	Lcd Proyektor	1	Baik	Setiap Hari
2	Papan Tulis	1	Baik	Setiap Hari
3	Soud Aktif	1	Baik	Jadwal Praktek
4	Meja	14	Baik	Setiap Hari
5	Kursi	28	Baik	Setiap Hari

Appendix 9 Scoring Rubric

Speaking Rubrics by Dick, Gall and Brog (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected	The speaker almost never makes pronunciation mistakes in performing the	The speaker almost never makes any grammatical mistakes	The speaker uses many vocabulary variations and only makes very

	competency, but there are natural hesitations.	expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	few mistakes in word choices in performing the expected competency
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like	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.

			complex sentences), in performing the expected competency so that they rather impede meaning.	
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex	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.

			sentences), so that they rather impede meaning.	
6	The speaker speaks 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 often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	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 needs to explain ideas to get the appropriate words.

5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/she often explains ideas because of the insufficient vocabulary.
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Appendix 10 Picture of Research



Picture I . The researcher observe with teacher and head master



Picture II . The researcher observe with teacher and head master



Picture III. Students Have a Conversation Together



Picture IV. Students Have a Conversation Together



Picture V. Researchers make observations to students



Picture VI. Researchers make observations to students



Picture VII. Students Have a Conversation Together

DAFTAR RIWAYAT HIDUP

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