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## IMPROVING STUDENTS' SPEAKING ABILITY THROUGH MORNING ENGLISH PROGRAM EXTRACURRICULAR ACTIVITIES IN INDONESIA

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### ABSTRACT

This study **aim** was to describe the activities of the Morning English Program (MEP) and their impact on improving students' speaking skills.

This study used a qualitative descriptive research **method**. To collect the data, the researchers of the administered questionnaire were divided into two groups: an English teacher in Indonesia at SMK Bhakti Mulia Pare and 44 of 11<sup>th</sup> grade students who became members of the MEP. Then, the researcher interviewed five students and one teacher to expand the information received. Data analysis carried out was collecting data, displaying data, and drawing conclusions. The reliability of the study data was checked through data triangulation.

The **results** of this study identified the MEP activities consisted of speaking, reading aloud, telling stories and group discussions. Following the implementation of these activities, students' speaking skills which include grammatical accuracy, pronunciation skills, vocabulary mastery, fluency, and the ability to organize concepts while speaking. In addition, students experienced lower anxiety and increased interest in learning English. This positive impact enhances the teacher's role in using appropriate teaching methods and creating a positive learning environment.

**Conclusion.** Henceforth, this study illustrates the importance of planning before implementing an English program and adopting similar activities to improve students' speaking skills.

**KEYWORDS:** Speaking Ability, Community Language Learning (CLL), Morning English Program (MEP).

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## **INTRODUCTION**

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning extracurricular activities in primary and secondary education, it is stated that each school can provide opportunities to develop students' competencies by implementing extracurricular programs. Extracurriculars are programs that can facilitate the development of students' potential through the development of talents, interests and creativity as well as the ability to communicate and work together with others. Since this is not a compulsory subject, students have the right to take it or not.

In a wide range of studies, it is mentioned that there are several ways to improve English proficiency, one of which is to join an English club, a program, for students who want to learn and be more involved in English, with their schoolmates outside the regularly scheduled class. Bhakti Mulia Pare Vocational School is a vocational school with various majors and implements an extracurricular program called the Morning English Program (MEP). This aims to improve the students' English language skills for students at SMK Bhakti Mulia Pare by focusing on students' speaking skills.

MEP is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities. Surahman and Sofyan (2021) mention the strengths of CLL in its emphasis on individual learning, the informative and non-judgmental role of the facilitator, and the transfer of learning tasks and responsibilities to the students themselves.

Meanwhile, Halimah (2018) believes that learning CLL strengthens relationships among students in class. Students can acquire new skills not only through contact with one another but also by engaging directly with the instructor. There are at least four skills that must be mastered in MEP learning, listening, speaking, reading and writing.

By mastering listening and reading, students can get information from what they hear and read. While speaking and writing skills are types of output skills that students get from listening and reading processes. Therefore, this article focuses more on students' ability to speak because in extracurricular MEP, it dominates to enrich students' speaking skills. Another goal of MEP is to support students' academic achievement and improve students' ability in English according to each major.

The standard for students' English skills in vocational schools is that they are expected to be able to use English in communicating according to the context in the field. In earlier research, it was stated that oral communication skills depend on listening skills, while listening skills require reading and writing skills, because these skills are interdependent on one another. That is, oral skills cannot be separated from other skills and this is evidenced by teaching and learning activities in MEP. In addition, a fun classroom environment at MEP can make students stress-free and can increase enthusiasm for learning.

Fitriany (2021) in her study found that a good strategy allows students to achieve effective learning outcomes, and makes it easier for them to design ideas to speak. Furthermore, the findings of Melviza (2017) explained that students improved their pronunciation, vocabulary, and fluency through participation in English extracurricular

programs. It means that this outside class program is quite beneficial for students to improve their linguistic and speaking skills.

According to several other studies, the learning approach in the form of a language learning community has certain weaknesses that must be known and highlighted. Cheng (2019) in his research stated that the fundamental problem that arises from English club extracurricular learning activities is the repetition of topics that are carried out continuously so that they do not arouse students' enthusiasm for learning.

Then, the low quality of the program reduces the interaction involvement of students. This scenario has arisen because of a lack and careful planning in the English extracurricular program. For this reason, regarding the benefits and limitations of the CLL method in teaching English, it must be planned following the initial objectives of the activity. So, the program can assist in developing and preparing students' personalities as a whole and be useful in the world of work after graduation according to each major.

## **LITERATURE REVIEW**

### **Speaking Ability**

Speaking is the act of communicating or expressing thoughts, ideas, or feelings through the use of spoken words or verbal language. It involves producing sounds and forming words and sentences in a way that others can understand. Hymes (1971) defined speaking as an interactive verbal process that involves a speaker and a listener engaged in the act of communication and takes into account the social, cultural, and situational factors that influence the communication process.

In addition, Thornbury (2005) explains that speaking has two primary functions: the first is a transactional function, and the second is an informational function. When someone speaks to others as part of the informational function, the focus is on the exchange of information or on enabling the trading of goods by one person to another.

To have a conversation like this interaction, speakers need to acquire the skills of explaining a need or something, asking questions, asking for clarification, justifying opinions, making suggestions, clarifying understanding, and making comparisons to agree and disagree. Everyone can practice all of them if they understand and master speaking skills. If students have a good command of English, they should be able to communicate with others easily and effectively (Leong & Ahmadi, 2017).

Brown (2000, 2004) classifies five stages of effective speaking skills. The first is the silent or receptive stage, at this moment, a person is not yet able to produce words to speak, but has already started to understand the language being heard. The second is the early production stage, in this case, a person can produce short and simple words, which mainly relate to daily physical needs. Later stage a person can already use simple phrases, longer sentences, and proper grammar.

In the fourth stage, a person can already speak fluently and start using more complex and proper language. And the last stage is advanced fluency when a person can use the language fluently and properly in complicated communication situations. Students or people need to learn those skills, so they can form the correct words when speaking.

However, it should be noted that these stages of effective speaking skills are general and may vary depending on the person and the situation. According to the CEFR Council of Europe (2018) speaking ability is the capacity to produce and or understand oral messages in a given language, at a given level of proficiency.

### **Communicative Language Learning (CLL)**

Community Language Learning (CLL) is a humanistic and holistic approach to language teaching and learning that was developed by Charles Curran in the 1970s. It is based on the idea that learning a language is a social and emotional process, and that learners should be encouraged to work together in a supportive and collaborative environment. In line with CLL which acts as a learning approach by involving students to become participants in a language set and share their understanding of the language by involving others (Nurhasanah, 2015).

Surahman and Sofyan (2021) mention the strengths of CLL in its emphasis on individual learning, the informative and non-judgmental role of the facilitator, and the transfer of learning tasks and responsibilities to the students themselves. In addition, CLL emphasizes not only the linguistic aspects of language study, but also the more humanistic and philosophical aspects of the process of acquiring a second language. This goes beyond highlighting the advantages of a student-centered teaching approach (Nurhasanah, 2015).

In CLL, language learning is a deeply personal and emotional process that is influenced by the learner's attitudes, beliefs, and experiences. The teacher acts as a facilitator or counsellor, helping the learners to express their thoughts and feelings in the target language. The goal of CLL is not only to help learners acquire language skills but also to develop their self-awareness and self-confidence. Halimah (2018) believes that CLL strengthens relationships between students in class.

The students can gain new knowledge not only through their relationship with each other but also through the way they engage with the instructor. In the CLL procedure, the teacher and learners sit in a circle, facing each other. The teacher starts a conversation in the target language and students respond in their native language. The teacher then translates the learners' responses into the target language and helps them to rephrase their thoughts in the target language. Through this process, learners gradually begin to speak in the target language and develop their speaking skills.

Yuliasari & Kusriandi (2018) in their research said that students' motivation to use the English they had just produced could be increased through participation in a community language club. Therefore, English teachers are required to provide many opportunities for their students to speak English during the education process in regular courses. Additionally, learners should be encouraged to express their emotions and feelings freely, which can help reduce anxiety and increase motivation.

### **Morning English Program as an Extracurricular**

Morning English Program is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities at SMK Bhakti Mulia Pare Kediri. It is an intensive English language learning extracurricular program guided by experienced tutors. This guidance is carried out in the class of students from each department, guided by an English tutor who were

recruited from several English language courses in the English language village of Pare-Kediri which is domiciled in the Tulungrejo area. The sessions run four days a week on Tuesday, Wednesday, Thursday, and Saturday in the morning from 06.45 to 07.45 am.

Elnadeef and Abdala (2019) state that the English club program aims to create a friendly atmosphere where participants can practice their spoken English without feeling inferior, expand the participants' vocabulary and increase the use of idiomatic expressions.

The material in MEP is delivered in three stages of English for communication. The first stage is called the pre-elementary level, which is given when the students are still in class X semester 1. The second stage is called elementary level, which is given when students are still in class X semester 2. The third stage is called survival level, which is given when students are still in class XI semester 3. This program is delivered when students are in class XI semester 4, in order to prepare students to enter class XI.1

To encourage participants, at the end of the third stage, the school held a study tour program to Bali. This activity was included the final exam where students met foreign tourists to communicate directly to demonstrate their ability to speak English. This was done in their existing study groups. Most educators are aware that leaving the classroom can be an effective way to encourage students to engage with the subject. The English club was designed to be an exemplar of this approach (Arum, 2018).

## METHODOLOGY

This study used a qualitative descriptive method by observing objects using field facts according to observations. Researchers used this method to discover information directly so as to be able to describe and analyze data in precise way. Data was collected on MEP activity and its impact on the development of speaking skills of students from Vocational High Schools (SMK) Bhakti Mulia, Pare, Kediri, East Java, Indonesia. Study participants were divided into two groups: an English tutor at SMK Bhakti Mulia Pare and 44 of 11<sup>th</sup>-grade students who became members of the MEP.

The 11<sup>th</sup>- grade students were selected because they took longer to join the MEP than lower grades. So their perspectives and experiences are more diverse, and they provide a large amount of data for this research. Data were obtained using two methods; an online questionnaire using the Guttman scale to avoid the ambiguity that arises through the Google Form, and direct interviews in class. After completing the questionnaire, five students were randomly selected from the participants in this class to be interviewed to continue data collection. The data are then processed in several steps, as suggested by Miles and Huberman (1994), including data compression, data presentation, and drawing conclusions from all the data collected.

## RESULTS

This study **aims** to examine the activities of the Morning English Program (MEP) and its impact on improving students' speaking skills. Therefore, the results of this study are presented in accordance with the research objectives.

**1. Morning English Program (MEP) Activities**

To obtain data, questionnaires and interviews were carried out with teachers and students. Based on the results of giving the questionnaire, the MEP activities that students take part in are described in

**Table 1**

*Morning English Program (MEP) Activities that the Students' Joined*

Nº	Activities	Yes (%)	No (%)	Total Respondents
1.	Speech	44 (100%)	(0%)	44
2.	Reading Aloud	43 (97,7%)	1 (2,3%)	44
3.	Story Telling	41 (93,2%)	3 (6,8%)	44
4.	Group Discussion	43 (97,7%)	1 (2,3%)	44

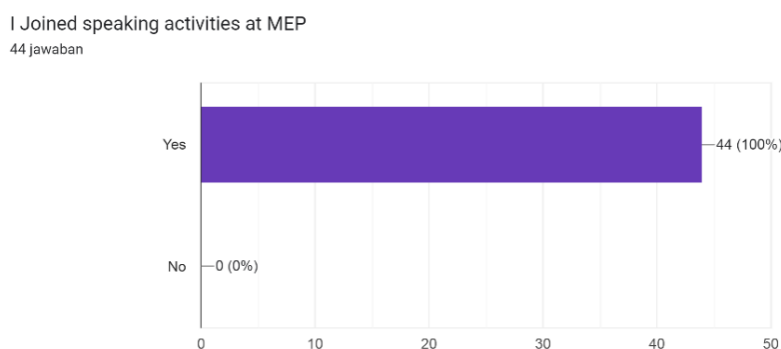
Table 1 shows that speaking activity is the most preferred MEP activity by students with evidence of 100% student participation. Then followed by the second favourite activity, there is reading aloud and group discussions with the same percentage of student participation, and in fourth place was storytelling. The percentage of each MEP activity will represent their agreement on the impact of the activity on improving their English proficiency. Furthermore, the results of more detailed quantitative calculations supported by interview results and descriptions of activities will be presented in the following sub-themes.

**a) Speech**

Based on the administration of the questionnaire (see Table 1), it was found that forty-four students had filled out the questionnaire and all students answered “yes”. This activity became the most chosen by all students to admit that speech could improve their English speaking ability with 100% agreement. As shown in Figure 1, they think that speaking activities greatly contribute to improving their English speaking skills. Therefore, it can be concluded that all respondents agreed that speaking activities at MEP had a significant impact on improving students' speaking skills.

**Figure 1**

*Speech as an activity to improve students' speaking ability*



Students' perceptions of the impact of speaking activities to improve their speaking skills were based on the activities they carried out during speech preparation, implementation, and evaluation under the guidance of an MEP teacher. The teacher gives two types of speaking activities during teaching. The first is a speech prepared by students using tutor materials.

The students were instructed to understand the text and record the important points of each paragraph of the speech. After that, students are expected to be able to develop it using their own words. Then the speeches are written by the students themselves. The students are instructed to make their speech in this section. They are allowed to vote and write on whatever topic they want. The teacher (T) explained:

*"I usually use two strategies when practising my speech. The first is that I offer my writing to them, and the next is that students make speech texts according to their own themes".*

After that, there were the speeches the students wrote themselves. In this section, students are given the opportunity to write their own content. They are allowed to choose topics that interest them, and are free to write about those topics. Students have the opportunity to practise speaking in front of groups through this exercise. Instructor and students view performance. Afterwards, the instructor and other students provide feedback and ideas about student performance.

The instructor also provides suggestions and adjustments to students' pronunciation. Students have the opportunity and experience to speak in front of others as a result of participating in this event. In addition, it also increases student confidence. This also helps students improve their ability to integrate the concepts that will be conveyed in their speech. students 1, 2, and 4 (S1, S2, and S4) stated:

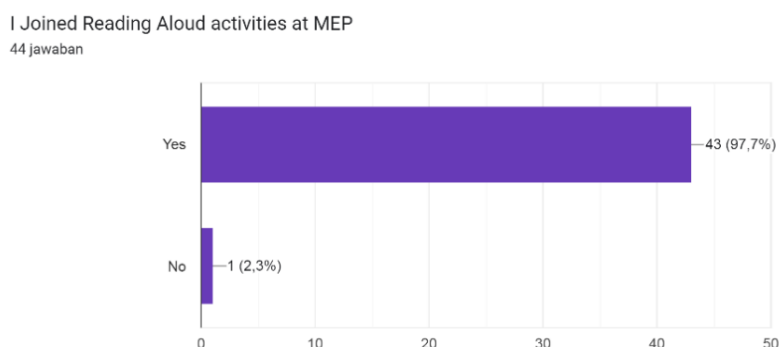
*"We are usually told not to be pushed by texts when practicing speaking. Consequently, we use our phrases, which are not always the same as the text. After our performance, the teacher gave us feedback about our performance and pronunciation, what was right and not right".*

**b) Reading Aloud**

The second activity is reading aloud. Students who joined in this activity amounted to 43 or 97.7%. They consider this activity useful to improve their English skills. Meanwhile, one other student (2.3%) thought that reading aloud did not enable them to improve their English proficiency (see Figure 2).

**Figure 2**

*Reading aloud as an activity to improve students' speaking ability*



Describing the implementation of the reading-aloud activity, the instructor asked students to read the material that had been previously assigned. After that, students read the assigned material aloud in front of the class. Reading aloud to students is meant to inspire them to read on their own. Their understanding of words also increases as a result of this activity.

In addition, reading aloud is used as a method to prepare students to take part in competitions. Students' ability to communicate proved to be more fluent and improved as a result of this activity. The goal is to prepare students for the activities that will include learning. The following can be shown through interviews with students who are respondents (S2):

*“We were instructed by the teacher to read the text aloud while paying attention to all the reading material. When we mispronounce words, the instructor will also provide feedback on our pronunciation”.*

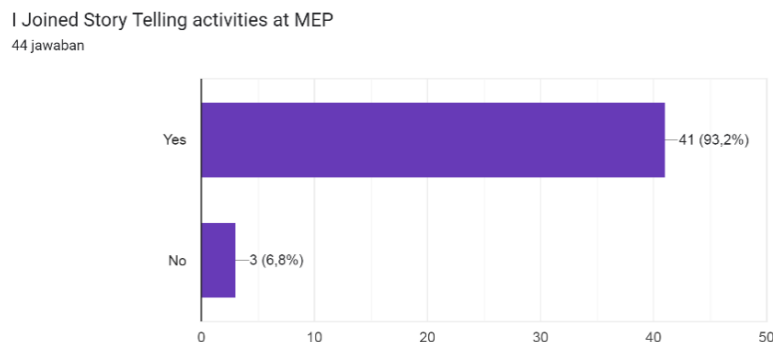
The teacher starts the process of teaching speaking to students by integrating reading aloud, instructing them to get a lot of practice by reading English textbooks aloud, not only in the school environment, but also in their own homes. This instruction is provided so that students have the opportunity to improve their speaking skills in both environments.

### c) Story Telling

The third Morning English Program (MEP) activity carried out by students is storytelling. The results of giving questionnaires related to this activity are depicted in Figure 3.

**Figure 3**

*Storytelling as an activity to improve students' speaking ability*



According to students, storytelling is also an interesting activity to be carried out at Morning English Program (MEP). However, it was not as popular as speaking and reading aloud. This can be seen in Figure 3 out of a total of 44 respondents who filled out the online questionnaire, there were 41 (93.2%) respondents who stated “agree” with the storytelling method in MEP to hone their speaking skills, and 3 respondents (6.8%) disagree.

Students find story telling to be an interesting activity because everyone is having fun listening to other people's amazing thoughts. In this activity, students are required to find narrative stories to equip them before doing storytelling activities. They are given

the freedom to make the story as interesting as they see it. This was made to make the plot easier to understand. During their preparation before the performance, students learn about grammar as well as narration in this exercise. Teacher (T) stated:

*“Students will learn grammar through practice questions. Students are first asked to find narrative text. After that, students must identify grammar and ideas in each sentence of the text. Understanding the subject matter of the text can make it easier for students to tell a narrative. Students are then instructed to remember the passage. Then they are invited to retell a narrative to their classmates”.*

When students retell the narrative in front of the class, they sometimes make mistakes. Like errors in pronunciation, they are usually the most common mistakes. In this case, the teacher does not interrupt their performance in the middle of it. The teacher provides feedback on their performance when the activity has been completed.

This exercise will also encourage other students to concentrate on listening and understanding the context of their friend's presentation. They were then invited to provide input and criticism of their friends' performances. This was also shown through conversations with other students who were respondents (S3):

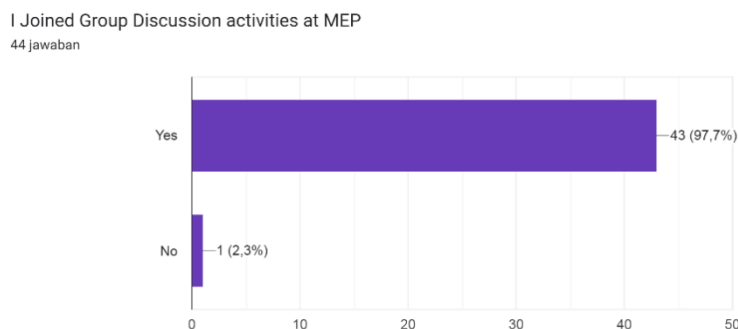
*“This exercise is often used as a competition between classes every year, similar to a class meeting. As a result, each student submits one representative to compete. If there is an outside competition, the instructor usually selects one of the best students from the English club to compete”.*

**d) Group Discussion**

The last activity that was implemented in the Morning English Program (MEP) was group discussion. There were 43 or 97.7% students who considered this activity to give benefit improving their English speaking ability. While the other three students (2.3%) thought that group discussion could not enhance their English speaking ability. It is the same with reading aloud activity (see Figure 4).

**Figure 4**

*Group discussion as an activity to improve students' speaking ability*



Describing the implementation of the group discussion activity, students found that activity was interesting since everyone had fun listening to other amazing thoughts. Moreover, it is frequently held outdoors and it made a more relaxing situation. The students were then separated into groups. They frequently talk about intriguing issues.

They may review the day's assessment of their MEP activities or express their ideas. Students 3 and 4 (S3 and S4) stated:

*"The majority of discussion activities take place outside of the classroom. We were then separated into many groups, each of which discussed a different topic. We also shared our amazing thoughts on occasion".*

In the group discussion process, the teacher gives freedom to students with the topics so they can express opinions and issue ideas according to their wishes. Teacher (T) stated:

*"We continue to provide supervision while students discuss the themes they have chosen. Then the results of these discussions are presented one by one with arguments".*

## **2. The Impact of MEP Activities on Students' Speaking Ability**

The second research problem to be answered is about knowing the impact of Morning English Program (MEP) activities on improving students' speaking skills. Based on the data collected from the interviews, there are several MEP contributions that help improve students' speaking skills. MEP activities at the school had several impacts on students.

Students claim that MEP activities helped them gain better grammatical accuracy, flexibility in speaking due to frequent reading, vocabulary mastery, and confidence to speak in front of an audience. These conditions include the S1 and S2 statements which underline the positive side in their mastery of English due to joining MEP:

*"I have benefited a lot from joining MEP. For example, I can improve my speaking skills by studying grammar materials and frequently reading English phrases. There are also storytelling games to help you learn new words. There is more practice than MEP material, such as speeches and storytelling, so I have many opportunities to improve my speaking skills as well as my courage to speak English".*

The Morning English Program's contribution to improving students' speaking ability was also found in vocabulary mastery. Students find words all over the place here. They might also be the words of a classmate, the teacher's explanation, or from another text. The students also become accustomed to playing activities related to vocabulary. They enjoy playing games while learning a new language. It helps them gain a lot and learn to speak well.

Furthermore, through participating in various activities, students improve their pronunciation skills. In the assessment section, the tutor corrects the student's performance and provides examples of correct pronunciation for students' incorrect pronunciation. The students were then taught to repeat a few words accurately. All students in this study felt that their pronunciation had improved since actively participating in MEP activities.

All participants in the Morning English Program at SMK Bhakti Mulia Pare Kediri, East Java, Indonesia would probably agree that it is very beneficial for them to become MEP members. They participate in various speaking exercises, which is one way these activities at the English club help people improve their English skills.

If students are able to speak English fluently, they must be able to pronounce words correctly, use the proper stress and intonation patterns, and speak in related

discourse. The audience won't understand our thoughts if we don't speak fluently, the ability to communicate fluently is very important.

## **DISCUSSION**

The discussion section will examine both the activities of the Morning English Program (MEP) and their impact on students' English speaking ability with theory as well as studies in previous literature reviews. According to previous research, Jannah et al., (2020) students' speech performances can be a medium for them to share thoughts and ideas with others through the use of words that have been spoken.

In speech activities, students are required to be confident, ready with ideas, and ready to appear in front of many audiences and listeners in a short time (Kostikova & Miasoiedova, 2022). As with speeches, reading aloud also showed a positive impact on students' English speaking ability. MEP teachers believe that making reading English textbooks a routine activity will provide many benefits for students, including improving students' speaking skills.

Through reading, students will have sufficient information as a source of speaking, will be trained to articulate ideas more often to prepare to speak fluently, and will be prepared with better pronunciation when they listen to the reading aloud. This is in line with Supraba et al. (2020) who stated that reading aloud can be an effective way to introduce students to English words and pronunciation.

Compared to speech and reading aloud, storytelling activities also require students to practice confidence by sharing ideas and information with others. Storytelling requires the storyteller to employ his imagination in retelling the story. As A.B (2016) states that storytelling is an oral exercise in which narrative is constructed in the imagination through discussion between the storyteller and listeners in various situations. Storytelling is one of the fun strategies that learners can use to improve their English skills. People use fairy tales to share their experiences, free their imaginations, understand other people's experiences, and understand things and their goals in storytelling.

Discussing the fourth MEP activity, group discussion provides a more relaxed learning environment so that it has a more positive impact on students' English speaking skills. Harmer (2007) states that unscripted discussion activities allow students to speak freely without feeling obligated to follow a theme. These group discussions also help students increase the number of utterances, increase cooperation and bargaining, and serve as exercises to improve students' problem-solving abilities.

Although, group discussions not only improve students' speaking skills by requiring them to communicate with other people in the group, but also develop students' cooperation and courage. In addition, group discussions have a great influence on the academic sector and offer students leadership and understanding skills. According to Pereira et al., (2013) students are taught how to organize, and develop communities to achieve common goals.

Morning English Program (MEP) is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities at SMK Bhakti Mulia Pare Kediri. Based on this finding, the teacher starts a conversation in a group of this community for the target language and

students respond in their project language. Sometimes the teacher translates the learners' responses into the target language and helps them to rephrase their thoughts in the target language.

In this case students become participants in a language set and share their understanding of the language by involving others. In addition, CLL of MEP emphasizes not only the linguistic aspects of language study, but also the more humanistic and philosophical aspects of the process of acquiring a second language for MEP activities by students, such as speaking, storytelling, reading aloud, and group discussion.

As a result, all four MEP activities showed a positive impact on students' English speaking ability. The different percentages that appear in the results of Table 1 represent the freedom of students to choose the best MEP activity that is more suited to their learning style and interests.

In addition, the teacher's role is to provide a supportive learning environment by planning MEP teaching methods such as indoor and outdoor, designing MEP with prepared materials and developing student materials themselves, as well as providing serious and relaxed speaking practice which has proven successful in helping students improve their speaking skills in English. Finally, this study implies the importance of planning before implementing English programs and adopting similar activities to improve students' speaking skills in schools.

## **CONCLUSION**

This study aimed to analyze MEP activities and their influence on students' English speaking skills at SMK Bhakti Mulia Pare. Based on the findings, the students at MEP participated in four activities, namely speaking, reading aloud, telling stories and group discussions. However, the activity most students considered most effective in improving their English speaking ability was speaking activity, with 100% of the students' responses agreeing. During the implementation of MEP activities, the teacher's role is very important to design the best methods and provide a more supportive and comfortable learning environment to help students' English performance get better.

As a result, many positive impacts emerged as a result of the program, such as increased grammatical accuracy, mastery of vocabulary, fluency in speaking, pronunciation ability, and ability to construct concepts in speaking. In addition, students experience lower anxiety and have a higher interest in learning English after participating in MEP activities. Therefore, this study recommends educational institutions and teachers consider good planning and providing a supportive learning environment as important points before implementing an English program.

This research has theoretical implications because it enriches knowledge regarding the establishment of an English language extracurricular program through the community language learning (CLL) model. It also provides practical implications for a teacher or institution outside the context of this research to adapt the implementation of MEP activities to improve students' English-speaking skills. However, due to context, time and participant limitations in this study, broader research with similar or different community language learning (CLL) models would be preferable and could be redeveloped according to the conditions of students in each school.

**CONFLICT OF INTERESTS**

There is no conflict of interest regarding the publication of this paper.

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**АНОТАЦІЯ / ABSTRACT** [in Ukrainian]:**ПОКРАЩЕННЯ РОЗМОВНИХ ЗДІБНОСТЕЙ СТАРШОКЛАСНИКІВ У  
РАНКОВІЙ ПРОГРАМІ З АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ  
ПОЗАКЛАСНИХ ЗАХОДІВ В ІНДОНЕЗІЇ**

Це дослідження має на **меті** описати діяльність Ранкової Програми з Англійської (РПА) та її вплив на покращення розмовних навичок старшокласників.

У цьому дослідженні використовується якісний описовий **метод** дослідження. Щоб зібрати дані, учасники заповненої анкети були розділені на дві групи: вчитель англійської мови в Індонезії, та 44 учня 11-го класу, які стали членами РПА. Потім автор опитав п'ятьох старшокласників і одного вчителя, щоб розширити отриману інформацію. Проведений аналіз даних полягав у зборі даних, відображенні даних і висновках. Достовірність даних дослідження була перевірена за допомогою тріангуляції даних.

**Результати** цього дослідження показали, що діяльність РПА складалася з усного мовлення, читання вголос, розповідання історій та групових дискусій. Після виконання цих заходів вдосконалюються мовленнєві навички старшокласників, які включають граматичну точність, навички

вимови, оволодіння словниковим запасом, вільне спілкування та вміння систематизувати поняття в усному мовленні. Крім того, старшокласники відчували низьку тривожність і більший інтерес до вивчення англійської мови.

**Висновок.** Цей позитивний вплив підкреслює роль вчителя у використанні відповідних методів навчання та створенні позитивного навчального середовища. У дослідженні наголошується на важливості планування перед впровадженням програми з англійської мови та проведення подібних заходів для покращення розмовних навичок старшокласників.

**КЛЮЧОВІ СЛОВА:** розмовні здібності, вивчення мови спільноти, ранкова програма з англійської (РПА).

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