

**EXPLORING ENGLISH MORNING PROGRAM AS
A MEDIA FOR PRACTICING STUDENTS'
ENGLISH LANGUAGE SKILLS AT ISLAMIC
JUNIOR HIGH SCHOOL**

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan Islam (S.Pd) in Teaching English



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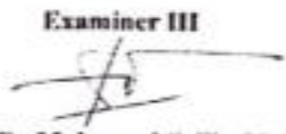

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ABSTRAK

Azizah, Aisyah Yasmin. (2024). *Exploring English Morning Program as a Media for Practicing Students' English Language Skills at Junior High School*. A Thesis. English Teacher Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya.

Supervisor I : Prof. Dr. Mohammad Salik, M.Ag. Supervisor II: Fitriah, Ph. D.

Keywords: English Morning Program, Media for practicing the skills, Students' English language skill.

Kurangnya waktu untuk belajar bahasa Inggris di kelas membuat siswa merasa kurang efektif dalam meningkatkan kemampuan bahasa Inggrisnya. Oleh karena itu, beberapa sekolah menerapkan program bahasa Inggris untuk meningkatkan kemampuan berbahasa Inggris di luar kelas akademik bahasa Inggris. Salah satu program Bahasa Inggris adalah Program English Morning di MTs Bilingual Sidoarjo yang dilaksanakan tiga kali dalam seminggu. Terdapat hari Selasa, Rabu dan Kamis pagi pukul 06.30 sebelum perkuliahan akademik dimulai. Penelitian ini bertujuan untuk menjelaskan beberapa kegiatan yang dirancang dalam English Morning Program dan tantangan dalam pelaksanaan English Morning Program. Penelitian ini menggunakan metode kualitatif deskriptif. Dalam pengumpulan data, peneliti menggunakan pedoman observasi dan pedoman wawancara. Peneliti mengamati aktivitas di setiap kelas yang terdiri dari lima orang guru English Morning Program. Peneliti melakukan wawancara semi terstruktur kepada lima orang guru English Morning Program untuk memperkuat observasi dan mengetahui tantangan pelaksanaan English Morning Program. Analisis data dilakukan dengan cara mengorganisasikan dan menyajikan data, membaca seluruh data, mengkode, mendeskripsikan data, menyajikan paragraf naratif, dan menafsirkan data. Keabsahan data penelitian diperiksa melalui triangulasi data. Temuan menunjukkan bahwa kegiatan program English Morning dibagi menjadi dua lokasi; di dalam dan di luar. Di dalam kelas mempunyai aspek pembukaan, kegiatan inti, penutup, dan evaluasi. Kegiatan inti di dalam kelas merupakan kegiatan utama dimana guru memberikan proses penguasaan bahasa Inggris dengan memberikan kegiatan pembelajaran yang fokus mencakup empat keterampilan, meliputi kegiatan mendengarkan, membaca, menulis, dan berbicara. Sedangkan di luar kelas hanya berfokus pada kegiatan inti dimana guru memberikan instruksi langsung, seperti menghafal beberapa kosa kata atau berbicara bahasa Inggris langsung kepada wisatawan saat English camp, tidak mencakup keempat keterampilan bahasa Inggris tersebut. Peneliti juga menemukan beberapa tantangan dalam pelaksanaan English Morning Program. Tantangan tersebut antara lain penyesuaian materi sesuai empat keterampilan dengan topik yang sama, pengelolaan waktu kelas, kurangnya waktu dan penguasaan materi dalam penilaian, serta mekanisme penggunaan smart TV. Penelitian ini memberikan rekomendasi desain kegiatan yang dapat diterapkan pada program Bahasa Inggris beserta tantangan yang muncul sebagai informasi bagi pembaca agar pembaca dapat lebih efektif dalam melaksanakan program Bahasa Inggris di SMP.

ABSTRACT

Azizah, Aisyah Yasmin. (2024). *Exploring English Morning Program as a Media for Practicing Students' English Language Skills at Junior High School*. A Thesis. English Teacher Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya.

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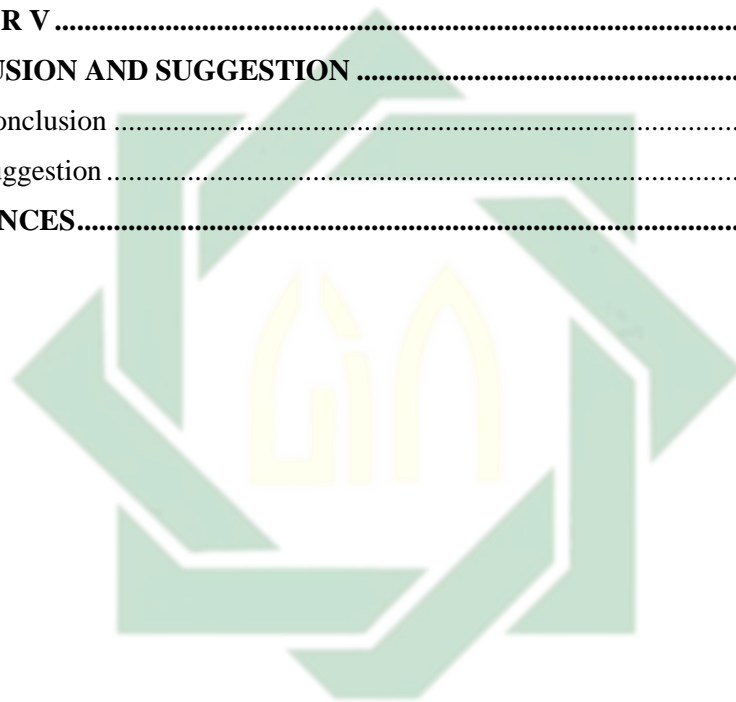
Keywords: English Morning Program, Media for practicing the skills, Students' English language skill.

The lack of time for learning English in class makes students feel less effective in improving their English language skills. Therefore, several schools implement English programs to improve English language skills outside the English academic classroom. One of the English programs is the English Morning Program at MTs Bilingual Sidoarjo which is held three times in a week. There are Tuesday, Wednesday and Thursday in the morning at 06.30 a.m. before academic class starts. This research aims to explain several activities designed in the English Morning Program and the challenges in implementing the English Morning Program. This study uses a qualitative descriptive method. In collecting data, researcher used observation guidelines and interview guidelines. The researcher observed the activities in each class of five English Morning Program teachers. The researcher conducted semi-structured interviews with five English Morning Program teachers to strengthen observations and find out the challenges of implementing the English Morning Program. Data analysis was carried out by organizing and preparing the data, reading all data, coding, describing data, presenting narrative paragraphs, and interpreting data. The validity of the research data was checked through data triangulation. The findings show that the English Morning program activities are divided into two locations; inside and outside. Inside the classroom has aspects of opening, core activities, closing, and evaluation. The core activities inside the classroom are the main activities where the teacher provides the process of mastering English by providing learning activities that focus on covering the four skills, including listening, reading, writing, and speaking activities. Meanwhile, outside the classroom only focuses on core activities where the teacher gives direct instructions, such as memorizing some vocabulary or speaking English directly to tourists during English camp, not covering the four English skills. The researcher also found several challenges in implementing the English Morning Program. These challenges include adjusting material according to the four skills of the same topic, management of class time, lack of time and master material assessment, and mechanism of using smart TV. This research provides recommendations for activity designs that can be applied to English programs along with the challenges that arise as information for readers that readers can be more effective to implement English programs in junior high schools.

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