

CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Language learning is a fundamental aspect of education, and extracurricular activities play a significant role in enhancing students' language skills. 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. One popular extracurricular activity in many schools is the English club, where students have the opportunity to further develop their English language proficiency through various interactive and engaging activities. 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. As mentioned by Azoua (2020) and Khikmiah (2011) 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 additional schoolmates outside class or extracurricular program. Bhakti Mulia Pare Vocational School is a vocational school with various major wick

implements an extracurricular program called the Morning English Program (MEP). Morning English Program is an English language proficiency improvement program designed in such a way for students at SMK Bhakti Mulia Pare. This program aims to improving the students' English language skills. Mulyasa (2007) states that extracurricular programs are certain programs that are held outside of regular school time to support and improve student competence. At this school, the material of Morning English Program presented about English skills which are delivered in stages.

Morning English Program is an intensive English language learning program guided by experienced tutors. This guidance is carried out in the class of students from each department. Each class is guided by an English tutor. This is done so that the process of mentoring activities is more intensive so that students can be more focused on participating in this activity. The material presented is English for communication or English for communication. This material is presented in stages. The first stage is called the pre-elementary level, which is given when the students are still in class X semester 1. This material is the same as basic-level English for beginners. This is conveyed to underlie students' basic knowledge such as basic vocabulary, basic sentences, basic phrases, basic speech, and so on. The second stage is called elementary level, which is given when students are still in class X semester 2. This material is the same as basic-level English for beginners. This is conveyed to underlie the basic knowledge of students such as basic conversations, basic grammar, and basic speaking methods. The third stage is called survival level, which is given

when students are still in class XI semester 3. This material is the same as basic-level English for beginners. This is conveyed to underlie students' basic knowledge such as intensive conversations, intensive grammar, intensive basic speaking methods.

In order for students to be more enthusiastic about participating in this lesson, at the end of the third stage, the school held a study tour program to Bali. This activity was held nothing but to hold a final test for the Morning English Program activities. There the students will be met with foreign tourists to communicate directly to prove that they can speak English. The last stage is English in Use. This program is delivered when students are in class XI in semester 4, in order to prepare students for class XI. This material is prepared to equip students with more detailed English material, including gender case, kinds of text, grammar in use, listening comprehension.

This activity was carried out by English tutors who were recruited from several English language courses in the English language village Pare-Kediri which is domiciled in the Singgahan and Tulungrejo areas. This activity is held in the morning during the first hour of class from 06.45 until 07.45. The students receive this guidance four days a week on Tuesday, Wednesday, Thursday, and Saturday.

The implementation of Morning English Program in senior high schools has gained considerable attention as a potential approach to improving student in English language skills. Based on the findings in the pre observations

before, students at Morning English Program participated in four activities, namely speeches, reading aloud, telling stories and group discussions. However, the activity most students chose which was considered effective in improving their English speak activity with 100% of the students' responses agree. During the implementation of Morning English Program 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.

However, many students in senior high school struggle with English skills, such as communication, mainly due to limited exposure to authentic English language environments and inadequate opportunities for regular practice (Octaberlina, L. R., & Muslimin, A. I. 2022). The Morning English Program aims to address these challenges by providing a dedicated time slot in the school schedule for English language learning activities. There are at least four skills that must be mastered in Morning English Program learning, listening, speaking, reading and writing. During this program, students engage in various interactive and communicative activities, such as group discussions, role-plays, presentations, and language games. Several studies have been carried out that demonstrated that English club allows students to play a larger part in their learning growth (Hayatinnufus, 2018; Nurhasanah, 2015). Zulhemindra (2018) stated that this learning approach in English club generates relationships between students, they may gain knowledge through their relationships and interactions with one another, and so forth their interactions

with the teacher. The program in Morning English Program is designed to create an immersive English language environment, encourage active participation, and foster a supportive learning community.

In Morning English Program, student's attitude toward learning the language is one of the predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction (Hall,2009). Latchanna & Dagnev (2009) defines that attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings. Beliefs are among the essential points that have a relation with learning (Ajzen,1988). Negative attitudes can impede learning a language (Ellis,1994). But a student's negative attitudes can be changed and turned into positive one facilitate getting a positive result (Lennartsson,2008). Having a positive attitude towards learning a language is a good start to learn a language.

Several studies collectively suggest that students have positive perceptions and attitudes towards English clubs in language learning. Mandasari (2018) found that English club activities enhanced students' speaking performance, particularly in pronunciation, vocabulary, and grammar. Melviza (2016) and Melviza (2017) both found that students perceived English clubs as important for practicing speaking, motivating students, and creating a fun and comfortable learning environment. Riyadini (2022) found that students considered online speaking English clubs as

significant opportunities to improve their speaking skills, increase confidence, and make new friends. Overall, these papers indicate that students perceive English clubs as beneficial for language learning and speaking practice. Furthermore, as long as they continue to study and practice, their English will vastly improve, and they will have a far greater chance of achieving higher levels of success in the future (Cheng, 2019; Elnadeef & Abdala, 2019).

The previous studies above had similarities and different terms. The similarities were they mostly examined on English Club. The difference was in terms of what they exactly explored about the phenomenon. Each of the research explored different things, even they used English Club as the topic of the research. However, there was only a limited research investigating how students' perception and attitudes in Morning English Program. Most of previous studies only discussed the perception and the effectiveness of English Club (Yulianasari A's (2018).

This research complements the shortcomings of existing research by mapping the perceptions and attitudes of Bhakti Mulia Pare Vocational School students in the Morning English Program. This aims to find out the extent to which students see the morning English program regarding English language learning which includes perceptions and attitudes. Based on the researcher's pre-observation on several students at Bhakti Mulia Pare Vocational School has positive and negative impacts on students. The positive impact of participating in the Morning English Program is that students can enhance their English communication skills, apart from that, they are also confident in

expressing ideas in English in class. Meanwhile, the negative impact of the Morning English Program is when they feel they are not enthusiastic about studying, due to several reasons such as being too early in the morning and learning which is considered boring.

This research is then intended to gain a deeper understanding of students' perceptions and attitudes towards Morning English Program. This information can inform educators and program developers about the effectiveness of Morning English Program in promoting language learning. Several aspects are considered to be discovered in the Morning English Program such as student's positive perception in term of motivation, interest and confidence toward English learning. Furthermore, it can guide the improvement of Morning English Program activities, ensuring they align with students' needs and interests. Ultimately, by considering students' perceptions and attitudes, Morning English Program can be tailored to enhance language acquisition and provide a positive and enriching experience for students. In this research, the author would like to explore how students' perception and attitudes of Morning English Program in language learning at SMK Bhakti Mulia Pare while participating in the program and prove whether it has a significant effect on senior high school students' English language skills.

B. Formulating of Research Problem

Based on the background of the research above, the researcher formulates the research problems as follows:

1. How do Students of SMK Bhakti Mulia Pare perceive the effectiveness of Morning English Program in enhancing their language skills in terms of motivation, emotional, and experience?
2. How does participation in the Morning English Program affect students' attitudes towards learning English in terms of behavior, cognitive attitudes and affective attitudes?
3. What main factors shape students' perceptions and attitudes towards the Morning English program as a language learning tool?

C. Objective of the Research

In line with the problem statements above, the objectives of the research as follows:

1. To portray the perception students' of Morning English Program at Bhakti Mulia Pare in enhancing their language skills in terms of motivation, interest, and confidence.
2. To describe the influence of participation in the Morning English Program on students' attitudes towards learning English in terms of behavior, cognitive attitudes and affective attitudes.
3. To investigate the main factors that shape students' perceptions and attitudes towards the Morning English program as a language learning tool.

D. Significance of the Research

The findings of this research can be contributive to these following parties:

1. For the learners

We hope that this results of this research help to assess the students' perception and attitudes of the Morning English Program. By comparing it to classroom learning, they can understand whether the program is more beneficial or if there are areas for improvement. Then they can motivate and enhance their understanding on the use of Morning English Program. It can also help identify any barriers or challenges that may hinder students' attitudes and guide efforts to address them. In addition, they knew the strengths and weaknesses of themselves and by being given feedback the students can overcome their problems during Morning English Program learning practices.

2. For the teachers

The findings inspire and help teachers in seeing students' perceptions and attitudes towards the Morning English Program. They can use this for evaluation so that the future learning process becomes more interesting and motivating for students. So, the learning performance and students' achievement of Morning English Program can increase.

3. For the following researchers

We hope that this research can be useful for further researchers who wish to pursue a similar topic. This research can be used as a reference so that future investigators can conduct research on a broader research area and variable.

E. Scope and Limitations

The scope of this research limited to the subjects and topics to be investigated. The scope of this research focuses on the perception and attitudes students' in Morning English Program of Senior high school in Kediri. To limit the problem of this research, the researcher focuses on the tenth and eleventh grade of the SMK Bhakti Mulia Pare Kediri. Further, this research only focuses on the perceptions and attitudes of students in the Morning English Program in language learning and this research does not explain or discuss specific effects in English language skills such as listening, speaking, writing and reading.

F. Definition of Key Terms

The researcher would like to research about “students perceptions and attitudes of bhakti mulia Pare vocational school toward morning English program in language learning”. Therefore, to avoid misunderstanding of the terms used in this research they need to be defined as follows:

1. Students' Perception

Perception is an important psychological aspect of humans in responding to the presence of various aspects and symptoms around them

(Bagata et al, 2020). Student perception is defined to the way students interpret and make sense of their educational experiences, including their understanding, interpretation, and awareness of various aspects of their learning environment. The term “students’ perception” refers to how students of SMK Bhakti Mulia Pare Kediri describe the use of the Morning English Program in the language learning process.

2. Students’ Attitude

Student attitudes refer to the feelings, beliefs, opinions, and dispositions that students have towards various aspects of their educational experience. Attitudes can encompass a wide range of emotions, thoughts, and behaviors, and they can greatly influence students' engagement, motivation, and overall approach to learning. Attitude shows a greater probability that learners will accept new learning system (Bertea P, 2009). Therefore, student attitudes can be positive if the new form of education fits the student's needs and characteristics, or negative if the student cannot adapt to the new system because it does not have the necessary characteristics.

3. Morning English Program

Morning English Program is a learning process based on community language learning (CLL) that relies on language training and habituation to help students enhance their English language skills at SMK Bhakti Mulia Pare Kediri. Morning English Program is an intensive English language learning extracurricular program guided by experienced tutors

and only owned by SMK Bhakti Mulia Pare Kediri. This guidance is carried out in the class of students from each major. This activity was carried out by English tutors who were recruited from several English language courses in the English language village of Pare-Kediri which are domiciled in the Tulungrejo areas. This activity held in the morning during the first hour of class from 06.45 to 07.45 a.m. The students receive this guidance four days a week on Tuesday, Wednesday, Thursday, and Saturday.