IDEAS

Issued by English study program of IAIN Palopo

The Implementation of English Morning Activity for Teachers

Muhammad Alfarizi[1], Adib Ahmada[2]
[1,2]Tadris Bahasa Inggris, Universitas KH. Mukhtar Syafa'at Banyuwangi, Jawa Timur
E-mail: alfaispaparizi26@gmail.com[1], Adibahmeida@gmail.com[2]

Abstract

The purpose of this study was to identify and analyze various strategies implemented in this program and their impact on teachers' communication skills. This study used a qualitative approach with a case study method in several schools that have implemented English Morning Activity. Data collection techniques include in-depth interviews with teachers, activity observations, and analysis of related documents. The data obtained were analyzed thematically to identify patterns in program implementation and factors that support its success. The results showed that the main strategies in English Morning Activity include English Morning Meetings, Clubs, English of the Day, and the use of the WhatsApp application as a medium for communication and practice. This strategy has proven effective in increasing self-confidence, speaking fluency, and forming more natural English language habits in the school environment. In addition, a technology-based approach provides flexibility for teachers to continue practicing outside of working hours. Overall, this study confirms that the combination of various strategies in English Morning Activity can create a more conducive learning environment, support teacher professional development, and strengthen the culture of speaking English in schools.

Keywords: *English Morning Activity, Speaking Skills, Language Environment, Teacher Professional Development.*

Introduction

The implementation of English Morning Activity for teachers is crucial in improving their English communication skills for teaching purposes (Indung Putri & Pami Putri, 2021; Isya Anshori et al., 2023). Teachers play a vital role in developing their English proficiency, which directly affects the quality of teaching and their ability to serve as effective language models for students (Dhari et al., 2022). Without fluency in English, teachers may struggle to deliver quality instruction. Furthermore, regular exposure to English through morning activities enhances teachers' confidence and fluency in speaking, which positively impacts their teaching effectiveness (Ermiyati Y, 2023).

Previous studies have demonstrated the importance of continuous training and practice in English for teachers. For instance, Suprayetno et al. (2021) found that regular English communication practice significantly improves teachers' linguistic competence and teaching skills. Case studies in Indonesian schools (Sari & Aminatun, 2021) revealed that participation in English Morning Activity leads to better pronunciation, vocabulary, and communication strategies within the school environment. These findings highlight that implementing English Morning Activity is a strategic step to improve both teachers' language skills and the overall quality of teaching. Hence, schools should integrate this activity into professional development programs to provide ongoing English practice, which ultimately benefits student learning outcomes (Sam & Sulastri, 2024).

The effectiveness of English Morning Activity in enhancing teachers' English proficiency has been supported by various studies with a focus on professional development programs. Herda et al. (2024) emphasized that regular English training boosts teachers' linguistic competence and classroom communication skills. Similarly, Sijabat et al. (2022) noted that language skill improvement programs contribute significantly to teaching quality and student achievement. In Indonesia, Sari & Aminatun (2021) demonstrated that consistent English exposure reduces teachers' anxiety and increases their confidence in using English spontaneously. Additionally, Prasetya (2021) found that practice-based training such as English discussions and teaching simulations is more effective than passive learning approaches.

Despite these insights, a gap remains in understanding how English Morning Activity functions as a natural and continuous language habit-building process, rather than formal, theory-based training. This study addresses this gap by focusing on teachers at SMK Al-Munawwir IIBS, exploring their lived experiences, challenges, and perceptions during the activity. By employing a qualitative approach, this research seeks to provide a deeper understanding of how English Morning Activity contributes to teachers' professional growth in a real-world context.

This study is guided by the following research questions:
1. How do teachers at SMK Al-Munawwir IIBS utilize English Morning Activity in their professional development?
2. What challenges do teachers face during these activities?
3. How do these activities affect their English language skills and teaching confidence?

The findings are expected to inform educational institutions in designing more contextualized and effective professional development strategies, especially given that many English teachers in Indonesia continue to struggle with spontaneous and communicative use of English in classrooms and school environments (Firdawati, 2021). Unlike formal training, English Morning Activity offers a more natural and continuous learning experience through daily interactions (Isya Anshori et al., 2023).

Method

This study employs a qualitative approach with a descriptive design (Khoiruman & Ahmada, 2021; Prabowo et al., 2025) conducted at SMK Al-Munawwir International Islamic Boarding School (IIBS), Singojuruh, Banyuwangi. The research aims to explore teachers' experiences in implementing the English Morning Activity as part of their professional development. Three teachers were purposively selected as informants based on the following criteria: (1) active participation in the activity for at least three months, (2) holding a structural position within the school, and (3) willingness to provide reflective insights on their experiences. Data collection took place over two months, from February to March 2025.

Data were collected through in-depth semi-structured interviews, participant observation, and document analysis. The interview protocol covered themes such as perceptions of the activity, perceived competence improvement, strategies used, and challenges encountered. Participant observation was conducted over two consecutive weeks by directly engaging in the morning activities, focusing on verbal interactions, communication strategies, and social dynamics among teachers. Supporting documents, including training modules, school policies, and teacher reflection reports, were also examined to enhance data triangulation.

Thematic data analysis was applied, involving data reduction, data display, and drawing conclusions by identifying patterns and themes (Sarosa, 2021; Setiawan et al., 2024). To ensure validity, source triangulation was implemented by comparing interview, observation, and document data, alongside member checking with informants to verify interpretations. Ethical considerations were observed by providing participants with detailed information about the study's purpose and obtaining their written consent. Confidentiality of informants' identities was strictly maintained

Table 1. Interview Informants

Informant	Name	Position
Teacher A	Ahmad Azmi Khoirul Umam, S.Pd.I., S.Pt., M.Pt., M.Sc	Headmaster
Teacher B	Sholeh Afandi, S.Pd	Deputy. Curriculum
Teacher C	M. Sholeh Mubarok, S.Pd., S.Ag	Quality control

Result

The results of this study indicate that teachers can use various approaches to implement English Morning activities to improve their English language skills. One important finding is the English Morning Meeting, where teachers regularly engage in short conversations and discussions in English before starting teaching activities. This activity increases their confidence and improves their speaking fluency. It also makes them feel calmer. Another interesting finding is the **English of the Day program** , where every day teachers are required to use certain expressions or phrases in daily interactions, thus forming a natural English language habit. In addition to the face-to-face approach, this study also found that **the Utilization of Technology** such as language learning applications and online forums are effective supporting tools for teachers to improve their skills independently (Singerin, 2024) . These strategies show that *English Morning Activity* is not only useful as a routine exercise but can also be developed with various methods to create a more dynamic learning environment and support teacher professional development.

Discussion

English Morning Meeting

In the implementation of English Morning Activity , English Morning Meeting is one of the main strategies used to improve teachers' communication skills in English. This activity begins with preparation, where the teacher in charge determines the topic or material to be discussed, such as everyday expressions, light discussions, or pronunciation exercises. Some schools also provide a list of vocabulary or special phrases to be used during the session. In addition, a special area is often prepared so that teachers can gather in a comfortable atmosphere before starting teaching activities.

The next stage is implementation, where teachers start speaking in English in various formats, such as free conversation, pair discussions, or classroom situation simulations. In some cases, a moderator or coordinator is appointed to guide the discussion to make it more structured. This activity takes place in a relaxed

atmosphere so that teachers feel more confident in practicing speaking.

The final stage is the closing, where the session usually ends with a summary of the important points that have been discussed and feedback on the use of English during the meeting. Some schools implement a short reflection, where teachers share their experiences, challenges, or progress they feel during the session. As a follow-up, teachers are often given light tasks, such as implementing new expressions in teaching or recording words they have learned. With this systematic structure, the English Morning Meeting is not only a means of practicing English for teachers, but also helps build positive habits in using English in the school environment. The routine for implementing English Morning Activity is immortalized in the following picture.

Figure I. Morning meeting in English

The implementation of *the English Morning Meeting* can be studied through various language learning theories that emphasize the importance of practice and interaction in improving communication skills. One relevant theory is the Second *Language* **Acquisition Theory** by Cahyanti , (2021) , which emphasizes that language learning occurs more effectively in a natural and low- *affective filter environment* . In this context, *the English Morning Activity* provides a supportive environment where teachers can practice speaking without the pressure of formal evaluation, thereby increasing their confidence.

Comprehensible Input concept of this theory is also relevant, where teachers are exposed to English in understandable situations, allowing them to absorb and use the language more effectively. Thus, based on these theories, *the English Morning Meeting* can be understood as a strategy that is in accordance with the principle of language learning based on interaction and real experience. This activity not only provides consistent language exposure, but also creates an environment that supports the development of teachers' English language skills naturally and continuously.

English of the Day

One of the important findings in the implementation of *English Morning Activity* is **the English of the Day program** , a strategy designed to get teachers used to using English in everyday interactions. This program aims to create an environment that supports the use of English consistently in a simple but effective way. In the **preparation stage** , the school or program coordinator determines certain words, phrases, or expressions that will be used by all teachers in one day. These expressions are usually related to situations that often occur in the school environment, such as greeting students, giving instructions in class, or expressing appreciation. Some schools also provide a thematic vocabulary list that changes every week to enrich the variety of language use.

In the **implementation stage** , teachers are required to use the specified phrases in their communication throughout the day. The use of English is not limited to the classroom, but is also applied in interactions with fellow teachers, school staff, and even in informal activities such as meetings or light discussions. In some cases, schools also install bulletin boards or digital screens to display *English of the Day* as a reminder for all members of the school community. In addition, some schools encourage students to interact with teachers using the specified phrases, thus creating a more immersive learning environment. In the **closing stage** , reflection is carried out to evaluate the effectiveness of the use of phrases or expressions in everyday life. Teachers are given the opportunity to share their experiences in implementing English, including the challenges faced and the strategies they use to overcome them. Some schools also hold short discussion sessions to discuss how the phrases learned can be applied in their teaching.

With *the English of the Day program* , teachers are not only helped to improve their English skills gradually, but also indirectly form a habit of using English in various contexts. This program creates a more supportive environment for the development of speaking skills and strengthens the English language culture in the school as a whole.

- *"With 'English of the Day', I have become more accustomed to using English in everyday conversations. At first it felt difficult, but over time it became a habit that didn't feel forced."* (TEACHER A)

- *"I feel that this program is very helpful because every day there are new phrases or expressions that can be directly applied in communication. The expressions given are also very relevant to teaching activities at school."* (TEACHER B)

- *"When all teachers use English in everyday communication, the school atmosphere becomes more supportive for language learning. Even students start to use the phrases we use."* (TEACHER C)

Based on the interview results, it can be interpreted that the English of the Day program has a significant impact on forming English language habits in the school environment. Teacher A revealed that at first, using English in everyday conversation felt difficult. However, through consistent implementation of this program, the use of English became a habit that developed naturally without coercion. This is in line with the theory of habit formation in language learning, which states that repeated practice can form more permanent linguistic habits.

In addition, Teacher B highlighted how the program helped in the use of expressions that were more relevant to daily activities. This shows that contextual and real-needs-based language learning has a higher effectiveness. By being given phrases or expressions that can be directly applied in interactions at school, teachers can more easily internalize the language and use it in meaningful communication. This is in accordance with the Communicative Language Teaching approach. (Dos Santos, 2020) , which emphasizes the importance of using language in real contexts to improve communication competence.

Furthermore, Teacher C emphasized that the program not only impacts individuals, but also creates a more natural English-speaking environment in the school. When all teachers are actively involved in using English, the school atmosphere becomes more supportive for language learning. In fact, students are getting used to hearing and using English expressions used by teachers. This shows that language learning does not only occur in the classroom, but also in everyday social interactions, which supports the Language Immersion theory in second language acquisition. Overall, these interviews indicated that English of the Day is an effective strategy in forming English language habits, improving relevant communication skills, and creating a learning environment that is more conducive to the continuous development of English language skills.

The findings from the implementation of the English of the Day program show that the habit of using English in daily interactions can be formed naturally through repeated practice. This supports the theory of habit formation in language learning, where consistent repetition creates linguistic habits. which is more permanent (Riska Nindyasari, 2025) . In addition, the relevance of the expressions used in the school context strengthens the effectiveness of language learning, in line with the Communicative Language Teaching (CLT) approach which emphasizes the use of language in real situations to improve communication competence (Dos Santos, 2020) .

The environmental impact also plays an important role, where the collective use of English by teachers creates an atmosphere that is more supportive of language acquisition for students, in accordance with the Language Immersion theory , which emphasizes the importance of exposure and interaction in the target language to accelerate the learning process (Permana & Sunarti, 2022) . Thus,

English of the Day is not only a learning strategy, but also an effective tool in forming a sustainable English-speaking culture in the school environment.
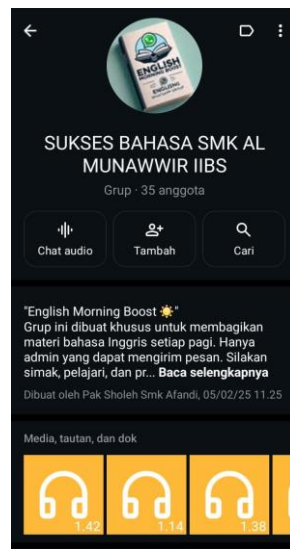
Utilization of Technology

In the implementation of *English Morning Activity* , the use of the **WhatsApp application** is one of the effective strategies in supporting English learning for teachers. This application is used as a flexible communication and learning media, allowing teachers to practice English outside of working hours without being limited by time and place. In the **preparation stage** , the program coordinator or principal usually creates a special WhatsApp group consisting of teachers participating in *the English Morning Activity* . This group has clear rules and objectives, namely as a forum for interaction in English. Every day, the admin or facilitator uploads light materials such as *word of the day* , important phrases, or discussion questions in English. In addition, some schools also implement a rotation system where each teacher takes turns submitting topics or starting daily discussions.

In the **implementation stage**, WhatsApp groups are used as a means of practicing communicating in English through text, voice messages, or even video calls. Some activities that are often carried out in this group include short discussions on certain topics, sharing teaching experiences, and writing and speaking exercises through the voice recording feature. With active involvement in this group, teachers can improve their writing and speaking skills in a more relaxed manner.

In addition, the use of WhatsApp allows them to receive feedback from colleagues in a supportive and non-intimidating atmosphere. In the **closing stage** , reflections are carried out periodically to evaluate the effectiveness of using WhatsApp in improving English language skills. Several teachers stated that through interaction in the group, they are more accustomed to thinking and writing in English without fear of making mistakes.

In addition, text and voice-based communication on WhatsApp helps them develop more natural and confident speaking skills. Overall, the use of WhatsApp in *English Morning Activity* provides significant benefits in supporting more flexible, practical, and sustainable English learning. Through this platform, teachers can practice English anytime and anywhere, so that they can be better prepared to apply these skills in the school environment. The WhatsApp application platform in the form of a Group is shown in the following image.

Figure II. Utilization of Technology

The findings on the use of WhatsApp in English Morning Activity show that technology can be an effective tool in improving teachers' English skills through flexible and interactive communication. This is in line with the theory of Computer-Mediated Communication (CMC) which states that technology-based interactions can improve language skills through more authentic and collaborative practices (Andrianto & Ismail, 2022) . In addition, the use of WhatsApp as a language practice platform allows teachers to engage in written and oral communication in a supportive environment, supporting the Social Constructivism theory which emphasizes the importance of social interaction-based learning (Salsabila & Gumiandari, 2024) .

Peer feedback in the WhatsApp group also reflects the concept of Peer Learning, where teachers can learn from each other's experiences and input, which contributes to improving their language skills (Widyahening et al., 2024) . Thus, the use of WhatsApp in English Morning Activity not only facilitates access to language learning but also builds a supportive and sustainable learning community for teachers.

Conclusion

Based on the research results, the implementation of English Morning Activity showed effectiveness in improving teachers' English language skills through various strategies applied. The English Morning Meeting became a routine means for teachers to practice their communication in a relaxed atmosphere, which is in line with Krashen's Second Language Acquisition theory which emphasizes the importance of a stress-free environment in language learning. The English of the Day program also plays a role in forming natural English language habits, where teachers use certain phrases in daily interactions, creating a school environment

that is more supportive of language learning. In addition, the use of technology through the WhatsApp application has proven to be an effective strategy in providing flexible access for teachers to continue practicing writing and speaking in English outside of working hours. Overall, this combination of strategies proves that English Morning Activity not only improves teachers' English language skills, but also builds a more dynamic and sustainable learning environment, supporting teacher professionalism in using English in the school environment.

References

Abdussamad, HZ, & Sik, MS (2021). Qualitative research methods. CV. Syakir Media Press.

Ar, N. A. E., & Syam, A. T. (2024). Increasing Students' Reading Skills Using Reading Box in Junior High School. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(2), 1249-1260.

Andrianto, N., & Ismail, H. (2022). The Role of Semiotic Analysis in the Film The Social Dilemma in the Theory of "CMC" (Computer-Mediated Communication). Journal of Research on the Arts, Design and Media Cluster , 1(2), 43–58.

Anshori, M. I. (2023). Improving Students' Speaking Ability through Morning English Program Extracurricular Activities in Indonesia. Educational Challenges, 28(2), 22-36.

Bani, M., & Masruddin, M. (2021). Development of an Android-based harmonic oscillation pocketbook for senior high school students. JOTSE: Journal of Technology and Science Education, 11(1), 93-103.

Cahyanti, TW (2021). General Perspectives on Age and Acquisition in Second Language Acquisition of Young Learners. Dharma Pendidikan , 16(1), 69–79.

Dhari, PW, Anggraini, H., & Nasution, MK (2022). The role of class teachers in developing language skills of lower grade students. Ta'dib , 12 (1), 43–51.

Dos Santos, L.M. (2020). The Discussion of Communicative Language Teaching Approaches in Language Classrooms. Journal of Education and e-Learning Research , 7(2), 104–109.

Ermiyati Y, EY (2023). Efforts of Islamic Religious Education Teachers in Forming Attitudes of Tolerance Among Students at State Elementary School 2, Pasaman. Muhammadiyah University of West Sumatra.

Firdawati, L. (2021). The Effectiveness of the Suggestopedia Method Using Classical Music on Students' Interest in Learning English at SMP Negeri 01 Lebong. CV. Tatakata Grafika.

Handoko, Y., Wijaya, HA, & Lestari, A. (2024). Qualitative Research Methods: A Practical Guide for Educational Administration Research. PT. Sonpedia Publishing Indonesia.

Herda, R.K., Widodo, P., & Damayanto, A. (2024). EFL Teacher Professional Development: Exploring Perspectives and Dominant Efforts in Teaching

Integrated English Skills. Mextesol Journal , 48(4).

Indung Putri, K., & Pami Putri, H. (2021). 6, 11, 13, 16 The Analysis of Classroom Interaction in English Class Using Foreign Language Interaction Conditions of the Creative Commons Attribution-ShareAlike 4.0 International License (CC-BY-SA). Modality : International Journal of Linguistics and Literature, 01(02), 78–90. https://creativecommons.org/licenses/by-sa/4.0/

Isya Anshori, M., Shofiya, A., & Iftanti, E. (2023). Morning English Program (MEP) as a Strategy to Improve Students' Speaking Skills at SMK Bhakti Mulia Pare Kediri. FOSTER: Journal of English Language Teaching , 4 (3), 175–188. https://doi.org/10.24256/foster-jelt.v4i3.135

Khoiruman, MA, & Ahmada, A. (2021). Online learning problems: students' English learning barriers. Darussalam English Journal (DEJ), 1 (1), 51–59.

Masruddin, M., & Abduh, N. K. (2024, May). Indonesian Language Learning for Foreign Speakers Based on Luwu Culture: A Needs Analysis Study. In 4th International Conference on Linguistics and Culture (ICLC-4 2023) (pp. 75-80). Atlantis Press.

Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. Cogent Education, 11(1), 2412500.

Permana, IPA, & Sunarti, OG (2022). Environmental Immersion in the Process of Strengthening Foreign Language Learning. Proceedings of the National Seminar on Language Research and Language Teaching , 4(1), 49–54.

Prabowo, G., Hadiq, A., Al, S., Wafiroh, N., Algifari, MF, & Fayoumi, Z. El. (2025). TADBIR: Journal of Islamic Education Management ACTIVITIES THROUGH THE DIGITAL MADRASA TADBIR: Journal of Islamic Education Management . 13 (01), 170–186.

Prasetya, AE (2021). Collection of Creative, Innovative, and Fun Learning Methods. Guepedia.

Riska Nindyasari, R. (2025). Investigating Students' Errors in Writing Descriptive Text and Its Solutions for Tenth Grade in SMAN 2 Pare and SMAN 1 Wates. University of Muhammadiyah Malang.

Roosinda, FW, Lestari, NS, Utama, AAGS, Anisah, HU, Siahaan, ALS, Islamiati, SHD, Astiti, KA, Hikmah, N., & Fasa, MI (2021). Qualitative research methods. Zahir Publishing.

Salsabila, SS, & Gumiandari, S. (2024). Social Constructivist Approach in Learning. EDUCATIONAL JOURNAL: General and Specific Research , 4(1), 170–178.

Sam, R., & Sulastri, C. (2024). Teacher Professionalism and Its Impact on Student Learning Outcomes. Arini: Scientific Journal and Teacher Innovation Work , 1 (1), 1–16. English: Qualitative research methods. Unisma Press.

Sari, SN, & Aminatun, D. (2021). STUDENTS' perception of the use of English movies to improve vocabulary mastery. Journal of English Language Teaching and Learning, 2(1), 16–22.

Sarosa, S. (2021). Qualitative research data analysis . Pt Kanisius.

Setiawan, A., Huzali, I., & Wafiroh, N. (2024). The Role of Performance Appraisal on Educator Retention and Motivation in Islamic Junior School . 7 (4), 278–285. https://ijmurhica.ppj.unp.ac.id/index.php/ijmurhica/article/download/249/146

Sijabat, OP, Manao, MM, Situmorang, AR, Hutauruk, A., & Panjaitan, S. (2022). Managing teacher quality through the teacher driving program. Journal of Educational Learning and Innovation (ELIa), 2 (1), 130–144.

Singerin, S. (2024). Innovative learning models in the Independent Curriculum . CV. Azka Pustaka.

Suprayetno, E., Wahyuni, F., Sugiarto, A., Sinaga, K., & Syafitri, E. (2021). Training to Improve Teachers' English Language Competence in Bilingual Learning Through the PPP (Presentation, Practice, and Production) Method at Imelda Elementary School, Medan. Journal of Community Service , 2(1), 60–67.

Widyahening, CET, Handayani, S., Al Hakim, L., & Sari, AI (2024). Challenges and Trends in English Language Education: A Practical Guide for Professional Teachers. UnisriPress.