

CHAPTER II

THEORITICAL REVIEW

A. Habituation of Speaking English

1. Definition of Habit

The word habituation is from the root “habit” and suffix “ion”. The word “habit” itself is from Latin words “habito” and “habitation”, which originally had the sense of settling oneself in a physical place or settling into a particular way of life. In the other hand, Aristotle’s definition of habit itself is an active tendency, a state of readiness in which a human being must hold itself (Power, 2008, p. 206-207). The suffix “ion” in “habituation” refers to the process by which habit are formed.

Rankin stated, “Habituation is defined as a behavioral response decrement that results from repeated stimulation and that does not involve sensory adaptation/sensory fatigue or motor fatigue” (Rankin, 2008, p.2), habituation means doing something repeatedly until it can be installed in mind. By doing something continuously the activities will be installed in mind and body will remember it so that it becomes a habit.

Muhammad said that he likes actions that are carried out continuously in Hadith Nasai no.762:

أَخْبَرَنَا قُتَيْبَةُ قَالَ حَدَّثَنَا اللَّيْثُ عَنْ ابْنِ عَجْلَانَ عَنْ سَعِيدِ
الْمَقْبَرِيِّ عَنْ أَبِي سَلَمَةَ عَنْ عَائِشَةَ قَالَتْ كَانَ لِرَسُولِ اللَّهِ صَلَّى
اللَّهُ عَلَيْهِ وَسَلَّمَ خَصِيرَةٌ يَبْسُطُهَا بِالنَّهَارِ وَيَخْتَجِرُهَا بِاللَّيْلِ فَيُصَلِّي

فِيهَا فَقَطَّنَ لَهُ النَّاسُ فَصَلَّوْا بِصَلَاتِهِ وَبَيْنَهُ وَبَيْنَهُمُ الْحَصِيرَةُ فَقَالَ
اَكْلَفُوا مِنْ الْعَمَلِ مَا تُطِيقُونَ فَإِنَّ اللَّهَ عَزَّ وَجَلَّ لَا يَمَلُّ حَتَّى تَمَلُّوا
وَإِنَّ أَحَبَّ الْأَعْمَالِ إِلَى اللَّهِ عَزَّ وَجَلَّ أَدْوَمُهُ وَإِنْ قَلَّ ثُمَّ تَرَكَ
مُصَلَّاهُ ذَلِكَ فَمَا عَادَ لَهُ حَتَّى قَبَضَهُ اللَّهُ عَزَّ وَجَلَّ وَكَانَ إِذَا عَمِلَ
عَمَلًا أَثَبَّتَهُ

The hadith above tells that Muhammad has a mat that he never rolls. At night he used the mat to pray, and he is doing it every night. He said Allah loves continuous actions, even a little. That's why Muhammad never left the midnight prayer until he died. Therefore, things that are done continuously will become a habit that is difficult to break.

Habituation has its strong connection with behaviorist where it is said that habit comes from three-stage procedure: stimulus, response, and reinforcement. In a classic experiment with a rat, the rat learnt a new behavior when the light goes on (stimulus) a rat goes up to a bar and presses it (response) and is rewarded by the dropping of food pellet (reinforcement). The procedure is repeated often enough and the rat will press the bar when the light is on becomes a habit (Harmer, 2007, p.p. 51-52).

Another example comes from the psychologist Bernard Skinner who suggested that the same process of habituation also happens in language learning, especially first language learning. When a baby needs food (stimulus), the baby will cry (response) and then the food will come (reinforcement). Later on, the baby will stop crying and learning one- or two-word utterances to produce the

same effect, and because words are more precise than cries, the baby will learn to refine the words to get exactly what he wants (Harmer, 2007, p. 52).

Habituation does not grow by itself but rather from an act or situation that is deliberately created to be imitated by child. Although it is not easy to habituate a child, but when it is successful it will always be functional in a child. Hence, everything that has become a habit will be tough to change (Djamarah, 2014, p. 137).

Based on description above it can be concluded that habituation is repeated stimulation that is done consistently for a long time so that the stimulus becomes habit that is tough to change.

2. The Essence of English

Language is a system of symbols in the form of sound that is used by a group of people or a particular community to communicate (Izzan, 2016, p. 2). As a tool for communication, language especially human language has creativity and rules. With creativity human make meaningful sentences from a set of words and rules. Therefore, language in humans is an endless creativity (Dhieni, 2014, p. 1.3).

Language grows and develops in harmony with the progress of human civilization. In practice, language can be used to meet basic needs in the context of self-actualization; expressing feelings, emotions, hopes, desires, ideas, and thoughts. In the other hand, language can also be used to understand the feelings, desires, hopes, and thoughts of others; thinking tools; business tools to convince and influence others; a bridge between people between nations; religious symbol;

knowledge support; the basis of all forms of human cooperation; unifying tool of the nation; and weapons for the subversive movement (Izzan, 2016, p.p. 4-5).

Language is an important requirement for humanity. As its development is in harmony with civilization, language is dynamic and continues to move along with the development of science and technology. This can be proven by the development of English as a language learned by all nations of the world because scientific writing manuscripts in various scientific and scientific disciplines are written in English (Izzan, 2016, p. 6).

The use of English in the development of science can still be felt so that English is still relevant today. On the other hand, the use of English is widespread and varied as English has been used since colonial Britain ruled many countries in the world, and the popular culture controlled by English-speaking countries (Harmer, 2007, p.14). Therefore, English has an important role as a language of communication between nations in the world.

3. Habituating Speaking English to Student

In behaviorist theory, language is abstracted in behaviorist views of conditioning which stated that animal can be trained to do anything by following a procedure in three steps: stimulus, response, and reinforcement. A behavior will appear if it is preceded by a stimulus. The behavior can be strengthened and habituated by providing reinforcement (Izzan, 2016, p. 31). The same process also happens in language learning especially first language learning.

Harmer's (2007) study found the following:

Children are not taught language, nor do they set out to learn it consciously. Rather they acquire it subconsciously as a result of the massive exposure to it which they get from the adults and other children around them. Their instinct acts upon the language they hear and transform it into a knowledge of the language and an ability to speak it. (p. 49)

Since childhood, humans learn languages from the surrounding environment called family. Family members often talk to their babies in their mother tongue, which is also known as the baby's first language in their growth and development. In accordance with the needs and demands outside the child's family environment, the child learns a foreign language (second language) in his school.

English as a language learned by all nations in the world is taught early on in school. In learning English, children need a stimulus from both the teacher and the environment. Without stimulus from the teacher and the environment, learning English as second language is tough.

Acquired language and learning language are different in character and effect. Absorbing new language by living in a target language community can be easily use in spontaneous conversation because it is instantly available when needed. In the other hand, language that is learnt (taught and studied as grammar and vocabulary) is not available for spontaneous use because the lesson is used to monitor what the people are saying. The more people monitoring the language, the less spontaneous it become (Harmer, 2007, p. 50).

Teach English to students as second language with the aim of communication is not just about grammar, but also about how the students solve

communication problems in English. Rather than focusing on the product of learning (knowledge of grammar and lexis), it is better to focus on the learning process. Students can be asked to communicate with people outside the classroom by interviewing them or in the other words the students learn the language by doing it (Harmer, 2007, p.p. 52-53).

However, teacher's role in facilitating the students in learning English is very significant. Getting the acquisition by themselves might be hard for students who don't speak and live in English speaking country as they have their first language habits. The students must be introduced to English by the teacher by providing vocabulary and repeating it.

Harmer stated, "repetition has always played a part in language learning, even its efficiency in helping students to transfer knowledge from their short-term to their long-term memories is not firmly established" (Harmer, 2007, p. 56), nevertheless, the students will be able to recall what they are repeating and organize it in their heads if they come across the language a lot.

Finally, habituating English to students need a lot of efforts and strategies as English is not their first language. Creating an environment that helps students learn language and using supporting language learning strategies would help the teachers to habituate English to students.

B. The Concept of Habit in Speaking English

1. The Purpose of Habituating Speaking English

Globalisation and the rapid expansion of information technology made an impact in the demand for English worldwide. English is no longer belongs to

United Kingdom, nor United States. It is increasingly becomes resource of global communication (Carter, 2001, p. 2). Using English for international communication means that the students are part of a global target-language community (Harmer, 2007, p. 19). Therefore, as English is widely use in global market, English speaker has a competitive-advantage than the one who doesn't speak English.

Learning English as second language for communication purposes certainly has its own challenges as English is not a language spoken by people around learners. However, just as first language acquisition can be obtained from direct interaction with the language. Second language acquisition can also be obtained in the same way even though the learners' first language has an important influence on it despite its differences (Carter, 2001, p. 87).

Language is a part of behavior as children learn to speak before they learn to write naturally from the people around them. In behaviorist concept, speaking consist of mimicking and analogizing. People say and hear something and analogize from it. Thus, speech is the practical response to stimulus (Gass, 2008, p.p. 90-91).

In teaching English with the aim that students are able to communicating in English actively, Aural-oral approach is the best way to apply. Aural-oral approach in behaviorism has two characteristics. The first one is aural. Aural is giving rise to the ability of students to grasp the language they hear from the words of others and understand them. The second one is oral which means there are activities so that students can use language verbally in society that using

English. In the other words, this approach teach a language by teaching the students to listen to the sounds of language in words or sentences, and practice their pronunciation before learning to read and write (Izzan, 2016, p. 37).

Learning English is not just about learning the structure and the rules but also using it for communication. The main purpose of learning language is to achieve communicating skills. That's why the best way to learn English is by habituating English.

2. Steps of Habituating Speaking English

The steps in habituate speaking English language are the planning, implementing, and evaluating. Planning leads into successful teaching through efficient organization and presentation of instructional events (Cole, 1994, p. 80). Planning can be made for yearly, term, weekly, and daily plans based on the learning objectives.

Cole's (1994) study found the following:

During the planning process, general aspects of instruction and the overall teaching strategy need to be determined before specific details and activities are considered. It is also important that teachers consider all possible alternative goals and strategies before making ultimate planning decisions. (p. 80).

Based on the description above, it can be concluded that plan is made based on the learning objectives. In planning process the activities, the techniques, and methods that are appropriate to the learning objectives are considered. Planning is expected to be able to provide clear direction in the teaching and learning process, so that learning objectives can be achieved effectively and efficiently.

After plan has been made, the implementation of the plan is carried out. The implementation is based on the determined activities, techniques, and methods in the plan. In the process of implementation the teacher can conduct assessment to assess student's performance and ability. There are two functions of assessment. They are formative assessment and summative assessment (Brown, 2010, p. 7).

Formative assessment is evaluating students in the process of "forming" the students' competencies and skills with the goal of helping them to improve their performance. Whereas summative assessment, on the other hand, aims to measure, or summarize what students has gasped in the lesson. Summative assessment generally occurs at the end of a course or unit of instruction. That's why summative assessment often involves evaluation (Brown, 2010, p. 7).

3. Method of Habituating Speaking English

Language has been taught even since ancient times when humans learn how to communicate with people around them by using their mother tongue. In this process of learning language no one can be called as teacher since the process can not be called as "teaching". This shows that learning language does not always involve the teaching process. The medium that should be in this state of language learning are the need to obtain a communication system and the availability of examples or models in the communication (Izzan, 2016, p. 20).

Because obtaining a mother tongue or more commonly referred to as the first language is natural. Learning languages other than the first language or commonly referred to as the second language is difficult. Both languages are used

outside the home or outside the community in a group or nation. Because of that, difficulty in learning a second language needs teacher which means there are activities and involvement of teacher in learning. With the involvement of teacher there is a need for methods to teach second languages (Izzan, 2016, p. 22). Here are the methods that are used in habituating English:

a. Direct Method

Direct method comes at the end of nineteenth century to reform Grammar-translation method (Harmer, 2007, p. 63). In direct method the students learn second language the way they learn the first language and use it intensively in communication. This method focused on listening comprehension whereas reading and writing can be developed later on (Izzan, 2016, p. 39).

The purpose of direct method is the mastery of the second language orally so that students can communicate in the second language like native speakers. To achieve this goal students are given training to associate words and sentences with their meanings through demonstration, movement, and expression (Izzan, 2016, p. 40).

b. Natural Method

Natural method has similarity with direct method. In nature method the first language of students are not allowed to be used in the process of learning as well as the translation. This method called nature method because in the process of learning the students are brought and herded into the nature when they were learning their first language (Izzan, 2016, p. 42).

The characteristic of nature method are: it is grounded by the theory of habits of children in learning their first language; the first step of learning is sound and continued by showing picture and thing; new words and terms are taught through words that have been taught before; grammar are used to fix some mistakes; dictionary are used to remember forgotten words; teaching is sorted from listening, speaking, reading, writing, and grammar; taught alternately by several teachers so the students don't always hear the sounds of words and sentences from the same person (Izzan, 2016, p. 43).

c. Phonetic Method

According to phonetic method, second language lesson should be represented by ear training of sound, continued by pronunciation of sound, and then word, short sentence, and lastly long sentence. The long sentence then will be arranged into conversation and story (Izzan, 2016, p. 44).

d. Language Control Method

Language control method is a way of teaching language based on the choice of words or sentences that is frequently used and useful. The main characters in this method are the limitation and gradation where both vocabularies and structure are taught. The teaching is good if the teaching begins with easy and then gradually switches into more difficult and complex (Izzan, 2016, p. 50).

e. Mimicry-Memorization Method

Mimicry-memorization method is also often called informant-drill method because the lessons are carried out by a teacher and native informant. According

to this method, learning activities take the form of grammar demonstration, drill, and structure. When drilling, native informant acts as drill master, he will say a few sentences until memorized. Grammar is taught indirectly through sentences. To get better results, this method is derivate using dialogue recording from the drill which commonly called audio lingual method (Izzan, 2016, p. 51).

f. Audiolingual Method

Audiolingual method was the first method to be based on a theory of learning-behaviorism, which viewed all learning as a process of forming habits (Nunan, 2003, p. 5). Audiolingualism relied heavily on drills to form habits by using stimulus-response-reinforcement model through a continuous process to create good habits in learners (Harmer, 2007, p. 64).

Audiolingualism has three key characteristics provided by behaviorism and structural linguistics. They are: priority is given to spoken rather than written language; language learning is basically a matter of developing a set of habits through drilling; teach the language not about the language (Nunan, 2003, p.p. 5-6).

There are five steps of presenting material in audiolingual method in general, they are: the teacher read dialogue or short reading several times, and the students are listening without looking at the text; imitate and memorize the dialogue or short reading with mimicking technique on every sentences simultaneously; the difficult sentence will be given sentence patterns and will be trained with drill techniques; dramatization the dialogue or the reading which

have been trained; forming other sentences in accordance with the pattern of sentences that have been given (Izzan, 2016, p. 62).

C. Review of Previous Studies

In review of previous study the writer found a thesis by Dena Kurniawan (2017) under the title “*Pembiasaan Bahasa Arab Aktif Bagi Anggota LPBA Nurul Hidayah Pondok Pesantren Al-Hidayah Karangsuci Purwokerto*”. The researcher described the implementation of active Arabic habituation in LPBA Nurul Hidayah Pondok Pesantren Al-Hidayah Karangsuci Purwokerto which conducted by the tutor.

In the findings and discussion, the researcher found that the objective of Arabic habituation in LPBA Nurul Hikmah is to equip the members of LPBA Nurul Hidayah with Arabic literature to compete in global era. To archive the objective some efforts has been made. They are language learning which scheduled every Saturday night, and using Arabic when they are in the dormitory, in the classroom and in the process of language learning. In addition to that there is also vocabulary deposit in each dormitory. The methods used in the habituation process are the direct method, see and say, retelling, question and answer, and peer tutoring methods.

The writer also found a journal by Esayas Teshome Taddase (2018) under the title, “An Investigation of the Practice of Teaching and Assessing Speaking Skills in Spoken English Classes: Dilla University in Focus”. The study aimed to investigate the practice of teaching and assessing speaking skills in spoken English classes at Dilla University. Specifically at identifying the activities of

teaching speaking skills used by the teachers, the aspects of speaking skills emphasized in teaching and assessment process, the techniques of assessment employed by the teachers and the problems in teaching and learning process.

In findings and discussion the researcher found that the teaching of speaking skills mainly relied on activities such as discussion, debate, brainstorming, presentation, dialogue and occasionally on role play. The study indicated that there is imbalance between the accuracy and fluency aspects of speaking skills. The study also identified the students' poor language background and fear of making mistakes and lack of encouragement from the teachers as challenges to teaching and learning of speaking skills.

In finding previous study related to teaching speaking at Islamic Boarding School the writer found a thesis by Syaiful Ma'arif (2015) under the title "Teaching and Learning Speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek". The study aimed to analyze how the teaching and learning speaking in the Islamic boarding school Anwarul Haromain Baruharjo Durenan Trenggalek, and what are the students' problems during teaching and learning process.

In findings and discussion the researcher found that teaching and learning speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek are conducted in the following practices. They are material, activities, media, and evaluation. To support the teaching and learning process, the teacher provides setting activities. The activities are divided into daily activities, weekly activities, and monthly activities. The daily activities are

English Day, vocabulary class, conversation class, and grammar class. The weekly activities are drilling vocabulary and debate. The monthly activity is *Pentas Seni Santri* or Language Contest. The students' problems during teaching and learning process are Grammar and knowledge vocabulary, and understanding others' speech.