

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Finding**

This research found several findings in habituating speaking English at Darul Hijrah for Female Martapura. OSDA, especially language section have several activities divided into daily activities, weekly activities, monthly activities, and yearly activities. To execute the activities OSDA collaborate with Rayon language and Tutor. In the other hand, OSDA also facilitate the students in learning language by sticking some vocabularies around the school, and open a language store which sells vocabulary card, dictionary, speech guide book, etc.

OSDA is the main organization in Darul Hijrah for Female. They organize the students' activities in general. OSDA has sixteen sections and one of them is OSDA language section. Language section has nine members. In the other hand, Rayon language has an equal position with OSDA but they focused in organizing dormitory. Rayon language controls all language activities in the dormitory. Rayon language has 19 members. The nineteen members divided into three dormitories, named Sayyidah Fatimah, Ummi Hanni, and Siti Khodijah. Sayyidah Fatimah has two members of Rayon language, Ummi Hanni has eight members of Rayon language, and Siti Khodijah has nine members of Rayon language.

Tutor is a tenth grade students (1<sup>st</sup> year of senior high school) placed in the room of first-year students to help them face their new life in Darul Hijrah for Female. All of the first-year students placed in Sayyidah Fatimah dormitory. Each room in Sayyidah Fatimah dormitory has two Tutors to help the first-year students

adapt and learn in school. For first-year students, Tutor has important role to help them learn and be familiar with English. Tutor is responsible for teaching her room members English and Arabic, and actively practicing her members to speak in English and Arabic inside and outside their room.

The following data described the efforts that OSDA made to habituate first-year students to actively speak English in Darul Hijrah for Female environment. The data conducted using interview, observation, and documentation.

### **1. Planning**

Before going to do habituation activities, OSDA language section members hold a meeting to set a work program. After the work program is composed, OSDA language section consulted the work program with their supervisor. The matters that are consulted related to the work program are the purpose of the activity, implementation time, objectives, funds, materials, procedures for implementation/methods, and the media used.

The source of material used by OSDA varies from dictionaries to Youtube. Dictionaries used as source of vocabulary and phrase. Youtube used as source of learning videos for OSDA's language class. OSDA language section also used student text book as source to teach grammar to the first-year students. Besides OSDA language section, Rayon language and Tutor also use student text book as their source to teach grammar. For listening practice OSDA language section uses English popular songs with consideration of lyrics which contains motivation and/or inspiration.

After the work program is ratified, OSDA language section gathers Rayon Language and Tutors to communicate the programs. OSDA language section gives the instruction for habituation program activities to Rayon language and Tutors. After communicating and giving instructions, Rayon Language and Tutors conducted the activities for the first time as trial. Supervisor, OSDA language section, and Rayon Language actively monitoring the activities and evaluate them every Friday.

Besides compiling work program, OSDA language section prepares facilitates such as white board, board marker, speakers, microphone, and projector to support the habituation program activities. Aside from equipment, OSDA language section also facilitates the students with vocabulary board to enrich their vocabulary. Around Darul Hijrah there are vocabulary board which placed on public place such as canteen, laundry, library, and scout headquarters. The vocabulary board contains words and/or phases that are useful in that place. OSDA also attaches vocabulary on objects around students such as stair, bell, tree, and wall. The vocabulary is laminated paper and written in Arabic and English.

Tutor also attaches vocabulary on objects around room. The vocabulary also written on students' personal items, such as plate, glass, bucket, mattress, and pillow. Moreover, Tutor also attaches a list of daily vocabularies and English grammar on window and door. These works are Rayon language's program which implemented by Tutor.

To provide students' learning needs, OSDA language section managed Language store which opens every Tuesday and Thursday in Language Office.

Language store sells books, dictionary, and merchandise which designed by OSDA Language Section. The books are Public Speech guidance, Tenses, English dictionary, Arabic dictionary, and Pocket Vocabulary/Vocabulary cards. Proceeds from the sale are included into OSDA's savings. Unfortunately the program is not implemented well due to OSDA's busy schedule in organizing annual event.

Another facility utilized by OSDA is bulletin board in front of the mosque. OSDA language section filled the bulletin board with news articles, short stories, poems and quotes to provide readings for students. The bulletin board is changed every two weeks by OSDA language section.

## **2. Implementing**

Darul Hijrah for Female has several activities regarding language habituation program. All the activities has their own schedule and divided into daily activities, weekly activities, monthly activities, and yearly activities.

### **a. Daily Activities**

Every morning (except Sunday, Wednesday, and Thursday) after *shubuh* prayer, the students of Darul Hijrah for Female going to their own dormitory area and gather based on their room number to get newest vocabularies given by Tutor. The students of Darul Hijrah for Female get two new vocabularies everyday. Those vocabularies are from OSDA, so the vocabularies given everyday is the same for each room per dormitory.

In providing vocabularies to be shared everyday, the members of OSDA language section are divided into six groups to accumulate 50 vocabularies in their school holiday. Each group is responsible for the vocabularies of each class.

In collect the vocabularies, the members of OSDA language section using dictionary as a source of vocabularies. After the holiday over, the members of OSDA language section will have a meeting with their supervisor to hand over the vocabularies and examine them. The supervisor examines the vocabularies based on the vocabulary receiver and the usage of the vocabulary. All the received vocabularies are given out to the students in total of two vocabularies every morning.

In the night before giving the vocabularies, Rayon language writes down the vocabularies in whiteboard. After *shubuh* prayer, Tutor takes the whiteboard and stand in front of her room members (students). To kick off the activity, the Tutor will greet her room members by saying salaam, “*Assalamu’alaikum wr, wb*”. And then doing short conversation,

“How are you?”

“What date is today?”

“What day is today?”

Before giving out the new vocabularies, Tutor asks her room members what were the vocabularies which distributed last morning. After remembering the last vocabularies, Tutor shout out the new vocabularies three times and then the room members followed the Tutor’s pronunciation. After practicing pronunciation, Tutor asks her room members the meaning of both vocabularies, and then Tutor requested her members to write down the vocabularies and also make a sentence for each vocabulary.

Every Tutor has her own way in requesting her members to make a sentence for each vocabulary. Eva Noorachmi (interviewed on Saturday, February 15 2020, 04:48 PM at Language Office Darul Hijrah for Female), Tutor of 5<sup>th</sup> room of Sayyidah Fatimah said that she requested her members to make sentences right after practicing pronunciation. She and her partner check the sentences on the spot or in the night after Repetition if the time is too tight.

In the other hand, Rahimah Sulaiman (interviewed on Saturday, February 15 2020, 04:48 PM at Language Office Darul Hijrah for Female), Tutor of 2<sup>nd</sup> Room of Sayyidah Fatimah said that she requested her members to make sentences after the Vocabulary activity. The room members should submit their sentences (along with the vocabulary book) before *Asr* prayer in the box placed near the room divider. She and her partner check the sentences in the night before Repetition. Every Tutor gives a mark on the students' work by using letters A, B, or C.

The Vocabulary activity ended in 15 minutes. After 15 minutes passed, one of the Rayon Language members rings the bell signaling the end of the activity. Before dismissing their room members, Tutors give out quiz for everyone. Every student should answer the given vocabulary by her Tutor. For this activity, every Tutor also has their own way to deliver it. Some of them doing it randomly by shouting the Indonesia translation of the vocabulary, and then the room members should be quick to answer it. The quickest and most accurate will dismissed first. Meanwhile the others make a line and answer to the given Indonesia word in English and Arabic. If one of the room members failed to

answer, she has to get back to the line. To make it more interesting and cheerful, some Tutors create a handshake then demonstrated it with the members who successfully answer the quiz.

Besides giving vocabulary, Tutor also responsible in doing Repetition every night. After night study (10.00 PM), the students gather in front of their room to do Repetition activity. The Tutor starts the activity by saying salaam, “*Assalamu’alaikum wr.wb*” and then asking the day and the date. The main activity started when Tutor saying Indonesia word of the vocabularies that has been given and the students replaying by saying the Arabic and English translation of the word.

After several vocabularies has been asked and repeated, Tutor closes the activity by asking the students to sing tenses song. The activity ended in 5-10 minutes and then one of the Rayon language member rings the bell signaling the end of activity. Before dismissing her room members, Tutor directing them to do the yelling which has been decided together. After the yelling, Tutor invites the students to enter the room by answering vocabulary quiz with the same direction as morning vocabulary quiz.

Besides morning Vocabularies and Repetition, students should mention two vocabularies that have been given before taking breakfast. For other Tutor like Rahimah Sulaiman (interviewed on Saturday, February 15 2020, 04:48 PM at Language Office Darul Hijrah for Female), she asks her room members to mention 5 vocabularies which consist of new vocabulary and old vocabulary

before leaving for school. She also asks her members who are slow in remembering to repeat the vocabularies that have been given before going to bed.

b. Weekly Activities

Most activities in habituate students to speak English are carried out every week, whether they are held once a week or twice a week. The activities which carried out once a week are listening, conversation, language class, English club for junior high school, and debate club for senior high school. In the other hand, the activities which carried out twice a week are speech and language store.

Every Sunday morning all students of Darul Hijrah for Female gather in the yard. They will do listening practice before doing morning exercise. The material of listening practice is English popular songs. OSDA language section members and supervisor of Language section play an active role in selecting the song based on the lyrics which contains motivation and/or inspiration. In the execution, OSDA language section members play an active role in contributing the lyrics sheet, preparing speaker and microphone, and directing the students to sing together whereas the supervisor printing the lyrics sheet.

Sunday morning at 06.30 AM all the students gather in the yard. Some of the OSDA members scatter to share the lyric sheet and the others prepare the speaker and microphone. After all the preparations done, the students begin to sing along with the original singer in the audio. The song is played twice, and then one random student from each class comes forward to lead her classmates to sing using microphone. The activity last for 15 minutes and then the students begin their morning exercise.



Every Wednesday morning all students gather in front of their dormitory to do Conversation. The students are grouped by their room and then paired with their roommates. For first-year students, Tutor has an active role to lead the activity. Before starting the activity the Tutor contributed conversation text which prepared by supervisor of Language section. The conversation contains given vocabularies and also new phrase to learn.

The text will be read by Tutor to show the correct pronunciation. After paying attention to the pronunciation of the text, the students will follow the pronunciation of the Tutor for each sentence. After practicing pronunciation the students will be asked the meaning of each sentence by their Tutor, and then they begin to practice the conversation by their own with the help of their roommates to play the opposite role. The activity last for 15 minutes. Before dismissing the students, Tutor will asked the students to memorize the conversation. Later in the night when they gather in front of their own room to do Repetition, the conversation will be repeated without the text.

Besides giving vocabularies, leading repetition, and leading conversation practice, Tutor also responsible in monitoring her room members' language ability. Every vocabulary that has been given should be used in students' daily lives. However, there are words or phrases that are needed by students but not provided in the Vocabulary and Conversation activities. To solve the problem, Tutor organize Language Class at least once a week.

Tutor's language class is an activity held by Tutor at least once a week. Hence, every Tutor has their own schedule for language class depending on the

students need and mutual agreement between Tutor and Tutor. The purpose of language class is to improve students' use of words and sentence structures in their daily lives. To understand sentence structure correctly Tutor teaches grammar to her room members. To test the students understanding of the material, in the end of activity Tutor asks her room members to make a sentence based on the material that has been taught.

Furhremore, OSDA and Rayon language also managing language class. Both Language Classes are held once a week. In OSDA's Language class OSDA's members teaching grammar to the students using video. Every Friday after *Isya* prayer (08.00 PM), all students from each classes take a turn to gather in the first floor of mosque. With the help of projector, OSDA played learning videos from Youtube. After watching the video, the students make a conclusion of the video.

For first-year students OSDA organize another language class every Thursday morning after *shubuh*. The students gather in front of their dormitory and listen to grammar material from OSDA. Besides Language class from OSDA, Rayon language also organizes Language class every Friday at noon (12.00 PM). Rayon language assisted by Rayon from other sections came to the first-year students' room and taught them grammar.

Darul Hijrah has two extracurricular related to English. They are English Club for Junior high school and Debate Club for Senior high school. The two extracurricular are belongs to Junior high school and Senior high school institution which managed together with OSDA. The extracurricular carried out

once a week where English Club is held every Wednesday night and Debate Club is held every Tuesday night. OSDA's role in extracurricular activities is as coach assistant who helps to check the students' attendance and replace the coach if unable to attend.

Besides managed extracurricular, OSDA language section also managed its own program called Public Speech. Public Speech carried out twice a week, specifically every Monday and Thursday. The activity started after *Isya* (08.00 PM) in the classroom that has been decided. Every student has their own speech club which contains of 30 students and 6-7 supervisors from OSDA and Rayon, except OSDA language Section. Supervisor has a role as evaluator and guide; meanwhile OSDA language section members as observer and controller.

To introduce the first-year students to speech, OSDA language section organize an event where the first-year students gather in front of their dormitory to watch and learn speech delivered by their seniors who won speech competition called LPTB (*Lomba Pidato Tiga Bahasa*). Hence, besides introduces the first-year students to speech, the event also promotes the speech competition LPTB (*Lomba Pidato Tiga Bahasa*) which organized by OSDA, and the winners of the competition.

The event is held right after the first-year students got their own speech group and supervisors for public speech practice. In the first meeting of public speech practice the supervisors give the first-year students the sample of opening and closing speech. The supervisors also give the students speech demonstration and teach them how to take a conclusion from speech before asking the students

to speech in front of their friends. A week after that the students take turn to practice their speech especially the opening and closing speech without notes in front of their friends. They keep doing it for the first semester. In the second semester, the first-year students learn to deliver a full speech in 7-10 line of body speech.

c. Monthly Activities

Rayon language has a program named Language improvement which giving useful phases in order to cut out some unstructured sentences among the students. Some unstructured sentences that Rayon language has given are: “I can’t reach it” instead of “My hand not until”; “Whose turn is it now?” instead of “Turn who now?”; and “Don’t talk anymore” instead of “Don’t speak again”.

Rayon language gathers the first-year students in front of their dormitory every month on Sunday morning to do Language improvement. Rayon language is the one who leads the activity they started the activity with greetings, and then asking for day and date. The main activity is the same with Vocabulary. One of Rayon Language members shout out the phases three times and then the students followed her pronunciation. After practicing pronunciation, the students will be asked the meaning of the phases, and then they have to write down the phases into their vocabulary book.

Participating all the activities might be hard for the students, to appreciate and give the students motivation in learning language OSDA and Rayon language give a title Princess Language and also a gift to a student who diligently participating in all the activities. To sort of the winner of Princess Language,

Rayon language with the help of Tutors checking their room members' attendance in every activity. The chosen student gets a crown, certificate, and small gifts such as socks and pencil case.

Besides giving appreciation to the students, Tutors also get appreciation for their dedication. Rayon language gives a present to Tutor who is diligent and able to give encouragement to her room members in every activity. The presents are items needed by female students, such as small bags to put toiletries, hair clips, purse, etc.

#### d. Yearly Activities

Most yearly activities are competition to test the language ability of the students. They are Speech competition or widely known as LPTB (*Lomba Pidato Tiga Bahasa*), Drama contest, Language Camp, and Wall Magazine competition. The most prestigious competition is LPTB (*Lomba Pidato Tiga Bahasa*) which is held once a year with strict selection.

There are four selections in LPTB which started by selection on each Public Speech Club. In the first selection, each Public Speech Club has one representative for each language (English, Arabic, and Indonesia) which selected by club supervisors. Then the representatives have to compete with others club representatives in the second selection. The judge on the second selection is OSDA Language Section members. After got six competitors for each language in the second selection, they got into third selection which judged by two teachers and one OSDA Language Section member to get one person for each language.

The chosen competitors then got into LPTB's grand stage and judged by the teachers.

Other competition that comes around LTPB's season is Drama contest. Drama contest only used two languages, they are English and Arabic. The participants of drama contest are the students who are active and shows good interest in Conversation which selected by OSDA. The students are chosen to represent their own dormitory. Each dormitory sent our 2-3 groups. By then, there are six groups for English and five groups for Arabic in total.

There are two selections for Drama contest, the first selection is to find three groups for each language and judged by OSDA. The next selection is to find the winners for each language. The winners are selected by teachers in the grand stage.

OSDA also managed Wall magazine competition which a competition per room. Every room has to make a creative and informative wall magazine, and then stick it in front of the room. The judge of the competition is OSDA Language Section.

Every semester (6 months) Rayon language managed Language test to test students' knowledge. The student who gets highest score in the Language test will be included in Language Camp. Language Camp is an annual language competition event held by OSDA. In Language Camp there are several contests such as story telling, scrabble, etc. Language camp lasts for 2-3 days. Every morning at the Language camp the teacher or alumni gives out a lecture, then the contests are carried out at noon.

### **3. Evaluating**

In evaluating the students performance, Rayon language and Tutor who live close to the first-year students does several evaluation they are Tutor's language class, Language court, and Language test. Tutor's Language Class is an activity by Tutor. Hence, every Tutor has their own schedule for Language Class depending on the students need and mutual agreement between Tutor and room members.

The purpose of Language Class is to improve students' use of words and sentence structures in their daily lives. To understand sentence structure correctly, Tutor teaches grammar to her room members. To test the students understanding, in the end of activity Tutor asks her room members to make a sentence based on the material that has been taught.

To enforce the rules of speaking English in Darul Hijrah for Female, every Monday and Thursday Rayon language opened the language court to punish students who don't speak English. Language court is opened after the first-year students have studied language for 3 months. The punishment is to make 2 pages of conversation text. Besides making conversation text, the student becomes spy who has to report her friends who make the same mistake to Rayon language.

Rayon language managed Language test per semester to evaluate Vocabulary and Conversation activities. When the test occurs, the first-year students have to turn over their Vocabulary book to Rayon language to check the completeness of the vocabularies. If the vocabularies are complete, the student has the opportunity to be nominated as a Princess language.

Language test took place in the student's room under Tutor controls. The Language test questions are created by Rayon language. The questions given are about 10-15 questions in the form of completing the table, rearrange, and translate the conversation. The students have to answer all the questions with a minimum score 50. The answer sheet of students who fail to get score 50 or above will be posted on bulletin board and the addressed students get additional lessons or remedial based on the policy of their respective Tutor. Moreover, Tutor also has a schedule to gather with Rayon language to discuss the success of learning in the room.

## **B. Discussion**

OSDA language section is the main driver of language in Darul Hijrah for female. OSDA disciplines language activities starting from the first day students live in Darul Hijrah so the first-year students are living in a target language community where their seniors and teacher who's living in Darul Hijrah environment are speak English at the appointed time, alternating with Arabic in the other time. They keep switching language once a week, making English is spoken for a whole week.

Living in a target language community helps the students to absorb new language by hearing English words by their teachers, seniors, and peers. Moreover, the students also get to absorb new words by reading the vocabulary boards which scattered around the school. The first-year students become accustomed to hearing and reading English words in their daily lives and absorbed



in their memory. Hence, the students can be asked to communicate in target language with the help of their surroundings (Harmer, 2007, p.50).

## **1. Steps of Habit in Speaking English**

### **a. Planning**

In habituating the first-year students to speak English OSDA language section making the first step by planning several activities contained in Work program every year. The activities planned by OSDA language section not only help students to polish their speaking skills but also listening, reading, and writing. Even so, students are only trained to write short sentences and also long sentences in the form of dialogue, and read short text in form of short story or article.

To get first-year students in speaking English OSDA makes a schedule of activities for students to follow. In one week students have at least five mandatory activities where the implementation is assisted by Rayon language and Tutor. With the help of Rayon language in each dormitory, OSDA has maximum control in language enforcement. With the help of Tutor, OSDA and Rayon language can monitor the language development of first-year students effectively.

Tutor lives in the same room as first-year students so Tutor has many opportunities to teach and guide first-year students to speak English. Tutor always interacting with first-year students and makes sure that the students are able to speak English by carried out various activities repeatedly to familiarize students and repeated the obtained vocabularies so that it remains attached in the student's

memory. The existence of Tutor helps the first-year students to meet the expectation to speak English within three months.

In addition to the role of OSDA, Rayon language and Tutor, the facilities provided also have a role in habituation. OSDA utilizes Vocabulary boards around the school and updates them if needed. Besides that OSDA also provides special rules for first-year students to write vocabulary on their personal belonging. The students must have a dictionary to show interest in learning English. Therefore OSDA provides a Language store to help the students in completing their learning needs. The existence of Language store demonstrates the seriousness of OSDA in facilitating students to continue learning and hone their linguistic potential.

#### **b. Implementing**

In implementing the planning which has been made, OSDA follows a three steps procedure: stimulus, response, and reinforcement. The stimulus is given by giving out vocabularies every morning, attached vocabulary board around the school, Repetition, Conversation, Listening, Language improvement and Language class. The stimulus is given according to the schedule specified in the Work program. Scheduling the activity making the activities are repeated continuously. The continuous activity will become habit which is difficult to break as stated in Quran surah Al-Kahf verse 45 – 46 and Hadith Nasai no. 762.

As a response to the stimulus, the first-year students apply what they have learnt to express their feelings, emotions, hopes, desires, ideas, and thoughts. OSDA helps the students to be productive through Public speech, English Club,

and Debate Club. By providing a forum for students to channel their passion and talent, students can sharpen their talents through competitions held inside and outside school. At this rate speaking English becomes behavior (Izzan, 2016, p.31).

The behavior can be strengthened and habituated by providing reinforcement. Reinforcement is very useful for students in providing motivation to learn and develop their speaking skills. Lack of motivation can be a problem in teaching speaking skills as stated in a study by Esayas Teshome Taddese under the title *An Investigation of the Practice of Teaching and Assessing Speaking Skills in Spoken English Classes: Dilla University in Focus*. The study stated that the teacher faced several problems regarding lack of reinforcement such as the students show no willingness to speak and lack of motivation to learn (Taddese, 2018, p. 39).

In habituating first-year students OSDA using reward and punishment as reinforcement. OSDA appreciated students hard work by giving Princess language title to the student who diligently participating in all the activities. By giving the title and gifts students are competing to each other and participating in all the activities. Besides giving rewards to the student, Tutor also being appreciated so that Tutor get motivation to guide first-year students in speaking English.

Punishment is given to the first-year students who don't speak English after learned the language for three months through Language court. Giving punishment is effective in disciplining the students in English. Moreover, the first-

year students also become active in finding out vocabulary they don't know through dictionary, vocabulary cards, or asking directly to the Tutor.

Enforcement of punishment is in line with the result of the study by Syaiful Ma'arif under the title Teaching and Learning Speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek which by giving punishment the students are forced to speak English in their everyday activities. Moreover, the punishment is very useful for the students to control and make them better in speaking English (Ma'arif, 2015, p. 53).

### **c. Evaluating**

After going through planning and implementing OSDA language section assess the students' language performance and ability through Language test, Language court and Tutor's language class. There are two functions of assessment they are formative assessment and summative assessment (Brown, 2010, p.7).

Tutor's language class and Language court are function of formative assessment. Tutor has freedom to set up Language class and the material also suits the needs of the students. Tutor often hold Language classes to improve the sentences made by students during Vocabulary. Learning language is the first-year students' daily activities and Tutors are always there to help the first-year students to improve their skills and competencies. Meanwhile Language court has a role to discipline the students and giving students experience in writing a dialogue. This type of assessment helps the students to improve their skill and enrich their vocabulary.

Language test is the function of summative assessment. Rayon language measuring and summarizing the students' learning outcome by organizing Language test in the end of semester. In Language test the students revealing their knowledge by answering the questions, and the Rayon language measuring their knowledge by giving a score in scale 1-100.

Rayon language and Tutor can realize there is something wrong or lacking in learning process if many students get a score of 50 and below. Because in learning activities for first-year students OSDA and Rayon language collaborates with Tutor, Rayon language will call the Tutors and discuss with them to solve problems. This collaboration between OSDA, Rayon language, and Tutor become a harmony to habituate speaking English for the first-year students.

## **2. Method of Habituate Speaking English**

Learning second language would be easier with the help of teacher. OSDA as well as Rayon language and Tutor played a role as a teacher in the process of habituating. The use of Aural-oral approach is mainly seen as they teach the students with the aim students are able to communicate in English. The approach is seen in Vocabulary, Conversation, and Listening activity as the students learn by listening to the sounds of English in words or sentences, and then practicing their pronunciation before read and write the words. Since the students living in target language community the students have the ability to grasp the words they hear from others and understand them. In sense of oral the students are able to use the language verbally in the community (Izzan, 2016, p.37).

OSDA is assisted by Rayon language and Tutor using several methods to implement the stimulus activities they are Direct method, Natural method, Phonetic method, Language control method, Mimicry-memorization and audiolingual method. Direct method is more widely used in students' daily life where the students interact in English-language environment. The students get to hear English words around them and trained to associate the meaning of the words through demonstration, movement, and expression. However, OSDA trained the students to hear English word by organizing Listening practice through English pop songs. The song is not translated, so the students have to grasp the meaning through the expression of the lyrics (Izzan, 2016, p.16).

Natural method has similarity with direct method as the students are brought and herded into the nature when they learning the first language. The first-year students are living English-speaking environment, they trained to hear English words around them and OSDA also helped them by using English popular songs. Besides trained the students to be familiar with English OSDA also help them to enrich their vocabulary by giving vocabularies every morning and attaches them on the objects around the students. OSDA has applied the first step of learning by sounds and continued by showing the things (Izzan, 2016, p.43).

OSDA continued to teach first-year students new words and terms through words that have been taught using Conversation. Rayon language also takes a part in teaching the first-year students new words and terms using Language improvement. They use the words that have been learned in Vocabulary to teach new words and terms in a way to improve their speaking skills. Language

improvement also used to fix some mistakes in arranging words. Besides Language improvement, Language class also used to fix students' mistakes by teaching them grammar. OSDA is not only introduced the first-year students to English but also created English environment by using Natural method.

Tutor uses Phonetic method in teaching vocabularies to the first-students. In the main activity Tutor introducing the new word by shouting the word three times. After listening to the word the first-year students followed the Tutor's pronunciation and practicing it several times. The first-year students then write down the word and also make a short sentence out of it. Although Tutor, Rayon language, or OSDA didn't teach the sounds to the first-year students, they teach the students gradually from word to short sentence in Vocabulary, and then long sentence in Conversation (Izzan, 2016, p.44).

The vocabulary and conversation given by OSDA have been sorted out by Language supervisors in terms of the most useful and frequently used among the students. This method called Language control method. The main character in the method is both vocabularies and structure are taught. The first-year students get to learn vocabularies through Vocabulary, vocabulary board, Conversation, and Language improvement where the structure is taught in Language class. Teach the students what they need make the students feel eager to learn the language and applying the learning in their daily lives.

The last method that is used by Tutor is Mimicry-memorization and Audiolingual method. Tutor uses Mimicry-memorization method in Conversation where she says few sentences in the conversation until the students memorized the

sentences. The grammar is taught indirectly through the sentences. Tutor paired Mimicry-memorization method with Audiolingual method to get a good result. The students are listening to the dialogue in conversation and then imitate the sentence as well as memorizing the sentences with mimicking technique simultaneously.

Based the description on OSDA's efforts to habituate first-year students to speak English which involves daily activities, weekly activity, monthly activity and yearly activity, then schematically OSDA's efforts to habituate speaking English for first-year students of Darul Hijrah for Female Martapura can be seen on the following table.

**Table 4.1**

**Matrix Of OSDA's Efforts to Habituate Speaking English for First-Year Students of Darul Hijrah for Female Martapura**

Effort	Frequency	Habituation Activities
Planning	Yearly	Work Program
Implementing	Daily	Vocabulary, Repetition
	Weekly	Listening, Conversation, Public speech, Language class, English Debate Club, English Club, Language court, Language store
	Monthly	Language improvement, Princess language and Tutor appreciation
	Yearly	Speech competition (LPTB), Drama contest, Wall magazine competition, Language test, Language camp
Evaluating	Weekly	Tutor's Language class, Language court
	Yearly	Language test