THE IMPLEMENTATION
OF ENGLISH SPEAKING HABITUATION PROGRAM
FOR EIGHTH GRADERS OF SMP AN-NURIYYAH BUMIAYU

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of The Requirements for Achieving the Degree of
Sarjana Pendidikan (S.Pd.) in English Education**

by:
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A declaration that the thesis I wore with the title, "The Implementation of Speaking Habituation Program at Eighth Graders of SMP An-Nuriyyah Bumiayu" is truly my work and is not a plagiarizing of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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MOTTO

"Hal terindah didalam dunia ini adalah ketika melihat kedua orang tua
tersenyum dan mengetahui bahwa kamu adalah alasan dibalik
senyuman itu"

DEDICATION

I dedicate this thesis to:

My beloved mom, Mrs. Royanah

My beloved dad, Mr. Hasanudin

My big family especially My Brother and My Sister

Precious self, Fasikhatul Mabruroh

PREFACE

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ABSTRACT

The objectives of the research are to analyze the implementation of a speaking habituation program in speaking English for eighth graders at SMP An-Nuriyyah Bumiayu in terms of the teaching strategy and teaching material and to analyze the problems of the speaking habituation program in speaking English faced by students in eighth grade in SMP An-Nuriyyah Bumiayu. 62 students from 8A and 8B class and also one English teacher of the eighth grade at SMP An-Nuriyyah Bumiayu become the subject in this research. The object of this research is the implementation of an English-speaking habituation program for eighth graders at SMP An-Nuriyyah Bumiayu. The researcher used observation, interview, and documentation as the data collection technique and analyzed using reduction, data display, and conclusion. The process for the implementation of English speaking habituation program at SMP An-Nuriyyah Bumiayu occurs in three stages: 1) planning, which involves setting up the work program by the English teacher and tutors before doing habituation activities; 2) implementing, every Monday, the students get the newest vocabulary from dialogue sentences and paying attention to the pronunciation given by the tutor; 3) Evaluation, every Tuesday, Wednesday, Thursday, Saturday, and Sunday, the students practice dialogue conversations in front of the class and are supervised by the tutor. The implementation of an English-speaking habituation program for students at SMP An-Nuriyyah Bumiayu aims to facilitate students who are interested in English and also motivated to improve their English skills, especially speaking. Although many benefits from English-speaking habituation programs, the English-speaking habituation program also has a problem. The problems with a speaking habituation program include: 1) unperfect instructional material, the student feels confused by the differences in pronunciation of English vocabulary given by the tutor; 2) different students' competencies; 3) crowded classroom; 4) limitation of time.

Keywords: Implementation, Speaking habituation, Speaking Skill

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CHAPTER I
INTRODUCTION

A. Background of Study

The ability of the students to understand the four English language exsperiences of listening, speaking, reading, and writing is emphasized in English language teaching in Indonesia. These four skills ought to be inversely correlated. Language components like vocabulary and pronunciation help to support all of those skills. But if someone doesn't comprehend the vocabulary and pronunciations of a language, it's also pointless for them to study it. According to Singgih (2018), Learning English as a foreign or second language is also a kind of habit formation from a behavioristic perspective. So, language learning needs much exposure. It is essential to nurture speaking English by repeating the desired speaking behavior every day until it becomes the learners' new habit. So English becomes a daily means of communication in the classrooms.

According to Ur (2001) among all the four skills, speaking seems intuitively the most important. In this regard, Lazaraton (2001) says that speaking ability is synonymous with knowing that language because it is the most basic means of human communication. Speaking is such a natural aspect of daily life, according to Thornbury (2005), that we often take it for granted. Speaking is crucial since it's the most natural way for people to transmit messages and exchange information. According to Richards (2008), many second or foreign-language learners prioritize mastering their English-speaking abilities. As a result, students commonly assess their progress in language acquisition and the performance of their English course based on how much they believe their spoken language ability has increased.

Speaking is a skill that must be owned by the students well, making students active in speaking is one problem for teachers. Thus, teaching speaking is one important part of language learning. The ability to communicate and interact in the target language clearly and efficiently will

contribute to the success of the students at school and success later in their life. That is why it is also important for English teachers to pay great attention to finding the way method of teaching speaking.

According to Wahid, et.al (2021) the method of development in teaching speaking carried out is by using memorize speak up habituation. This monotonous style of teaching makes students interested to speak. It can be an enjoyable experience for both teacher and student. They also feel that using English in the classrooms is beneficial for their learning experience. The more they use or practice their speaking, the better they could speak it. Students can memorize and practice the various forms of ready-to-use language with other students (speak up). After that, the students can get used to using the new variety in everyday conversation (Habituation).

According to Fadlilah, et.al (2020) the success of the teaching-learning process is not only determined by how the teachers teach the students but also by how the students learn. the researcher concluded that study habit is the way students learn. Every student has different study habits. By using study habits students can study more effectively, because they can know about the ways that make them feel easy, enjoy, and enthusiastic when they learn. The students have different personalities. So, they learn in many ways or styles.

Speaking is also taught place at different levels of education, starting from primary school, junior high school, senior high school, and college. SMP An-Nuriyyah Bumiayu is one of the junior high schools which emphasized speaking exercises for the student. Based on preliminary observation, students in SMP An-Nuriyyah Bumiayu have study habit routines to improve their achievement, especially in speaking skills. The teacher creates a speaking habituation program to familiarize students with English every morning 15 minutes before class starts. English peaking habituation program provided by SMP An-Nuriyyah Bumiayu to facilitate students who are interested in English and also motivated to improve their English skills, especially speaking. Previously, daily every morning they do an activity speaking

habituation program. The students lined up then they were given instructions to prepare themselves before starting the lesson using English Language. In the English-speaking habituation program students are given English vocabulary to memorize, and students use a pin, that is written "Can I borrow your book please?". It means that people who want borrow a book from someone. The speaking habituation program is aimed at facilitating the students of SMP An-Nuriyah Bumiayu to have a place for practicing and improving their English speaking skills outside of the classroom sessions. The program provides some activities to improve speaking skills. The students of SMP An-Nuriyyah Bumiayu could speak English as often as possible in that program. In this program, students are 'forced' to speak English with their friends and teachers.

Based a preliminary research in implementing this English speaking habituation program the student look less interested and motivated to join this program. So because of the problems above, the researcher wants to know more about how to implement a speaking habituation program and what problems occur when the program is implemented. As research by Singgih (2018) stated there are many problems when implementing the English habituation program. Researchers had already discussed the problems of Business English students of Politeknik Ubaya not all the students spoke English in English classes. Moreover, there are many kinds of problems why they didn't speak English in English classes/lessons such as the problem of soft skills and the problem of their competence/ability.

Based on the explanations and some previous studies above, it indicates by using speaking habit activity the student can get a new strategy in learning a speaking skill and most of the student has improved from every activity in speaking habit activity. This phenomenon makes the researcher curious about the implementation of speaking habit activities and whether students still speak English at school. So, the researcher makes this research entitled **"The Implementation of English Speaking Habituation Program at Eight Graders of SMP An-Nuriyyah Bumiayu"**.

B. Conceptual Definition

This part will discuss the conceptual definition. The purpose of the conceptual definition is to emphasize the concept used by the researcher in accordance with the research focuses so that could give a common understanding that is obtained between the researcher and the reader. so, in this part, the researcher tries to provide an affirmation of the boundaries of the terms used in this study, there as follows:

1. Speaking Habituation

   According to Jasa (2016), habituation is a spectacular learning model that is planned and carried out routinely and continuously. In other words, the teacher should be to form in the student the right habits for speaking. The correct pronunciation of the vowel sounds may be made habitual with the student if due attention is given to the correction of errors of this whenever they occur (Megan,2012). In this case, the speaking habituation can be defined as an automatic activity of behavior through practice that repeated regularly and becomes one's daily activity and tends to occur subconsciously almost without thinking.

2. Speaking skill

   Gate (2003) says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. Furthermore, Kush clarified what is called effective speaking as an utterance in a set of voices spoken by someone and understood by someone else (Kushartanti, 2005). It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying.

3. Teaching speaking

   According to Isnawati (2014), Teaching speaking is expected to help the students in accomplishing open expertise. It means, teaching speaking is teaching about speaking learning which is a process to help students get knowledge from the environment system and is useful to inform, persuade

the aim, express the idea, communicate, and interact with a human being in daily activities.

C. **Research Question**

The researcher formulates the following problem statements:

1. How is the implementation of the English-speaking habituation program for eighth graders of the SMP An-Nuriyah Bumiayu?

2. What are the problems faced by students in the English-speaking habituation program at eighth graders of the SMP An-Nuriyyah Bumiayu?

D. **Objectives and Significances of the Research**

The objective and significance of the research can be formulated as follows:

1. **The objectives of the research**

   The objectives of this research are as follows:

   a. To analyze the implementation of an English-speaking habituation program for eighth graders of SMP An-Nuriyyah Bumiayu, in terms of the teaching strategy and teaching material.

   b. To analyze the problems of the English speaking habituation program faced by students at eighth graders in SMP An-Nuriyyah Bumiayu.

2. **The significance of the research**

   a. Theoretical Significances

      1) Giving an explanation about the English-speaking habituation program to eighth graders in SMP An-Nuriyyah Bumiayu.

      2) Giving a useful description can be used as a reference for any further research.

         a. Practical Significant

            1) For the readers

               The result of the study expectedly will get much knowledge about English-speaking habituation programs.

2) To the researcher

It is expected that other researchers will get new insight and conduct the next research about English-speaking habituation programs.

E. Structure of the Research

To make it easier and to find out what is contained in this research, the researcher arranges a systematic discussion of the main points of language, which is divided into five chapters:

Chapter I contains an introduction that consists of the background of the study, conceptual definitions, research questions, objectives and significance of the research, review of relevant studies, research design, and structure of the research.

Chapter II contains the theories of speaking habituation, speaking skills, and teaching speaking. which consists of two sections, the literature review, and previous studies.

Chapter III contains the research method. This chapter contains the research design, subject and object of the study, data sources, techniques of data collection, and data analysis strategies used in the study.

Chapter IV present the results and discussion of the research which consist of two sub-chapters those are: a general description of the implementation speaking habit program in speaking English to eighth graders of SMP An-Nuriyyah Bumiayu, and the last is the finding of the research itself.

Chapter V presents the conclusion advice and closing words.

CHAPTER II

THEORETICAL REVIEW

This part will describe the theoretical concept that supports this research which is used and foundations as references to give relevant knowledge in the field. This part also conducted previous studies that present related several previous research with this research. The analysis written in this research depends on some theories discussed in this part.

A. Literature Review

Theoretical frameworks are conducted about the theory, ideas, and definitions that support this research. In this part, the researcher will present the theory about Habit Formation in Speaking English, Habit Formation program, Speaking Skills, and Teaching Speaking.

1. Speaking Habit

a. Definition of Habit

According to Jasa (2016), habituation is a spectacular learning model that is planned and carried out routinely and continuously. By doing something continuously the activities will be installed at the main d and the body will remember it so that it becomes a habit. Similarly, Abdullah and Rahman (2017), define habits as routines of behavior that are regularly repeated and tend to occur unconsciously. The most important aspect to consider is the habit of the learner. Consistency of habits with efforts to improve language skills is one of the important factors in recognizing the success of learners. Student habits can be a way of learning English to develop speaking skills, such as the habit of speaking English in students' daily lives. Learning how to develop speaking skills can be done effectively by implementing the learning process using habits. They can easily learn to pronounce words, improve their vocabulary, and often listen to the sound of the teacher's speakers in the classroom.

Weiner (1976) argues that habit is a relatively programmed response through training. Furthermore, habits are adaptive behavioral programs that are repeated frequently, and then often occur unconsciously without direct reflection on them. Knight (2009) also defines a habit as the effect of repetitive behaviors and the ability to reproduce them. Based on some of the definitions of habits outlined above, it can be concluded that habits are fundamentally related to preferences. Habit involves something that has been done by someone regularly without focus and attention, and it's hard to help yourself. In this case, habitual speech can be defined as an automatic act of behavior through regular repetitive practice and becomes a daily activity and tends to occur unconsciously. almost without thinking.

b. Habituation in Speaking Skill

Speaking in English is also developed by daily repetition of the desired behavior (Iftanti, 2012). Thus, the secret to developing the habit of speaking English is repetition. As a result, developing habits of speaking English would require a lengthy 'journey' of learning. Therefore, the students need to understand that the classroom is crucial "journey" for developing English-speaking habits and enhancing other English language proficiency. Subsequently, it is not sufficient for language learners to understandand experience the "journey" of learning, they a;lso need to practice speaking English frequently to develop speaking habits. it is imperative to uphold, cultivate. and nurture these linguistic patterns consistently to preserve English-speaking habits.

c. The Purpose of Habituation Speaking English

The purpose of the speaking habituation program is a program created by the school to encouraging all students and teachers to use foreign languages with discipline (Sugiyarno, 2022). The purpose of this program is to make English a habit by applying it to daily conversation. The goal of the program is to acclimate all students to

speaking and understanding other languages. It is anticipated that students to be able to use English fluently and actively by practicing what they have learned. The greatest method for learning English is hence to become fluent in it.

d. Characteristics of Habits

According to Quresi in Sartika (2020) states that there are four key characteristics of habits:

1) Duration

If the habit stimulus is not presented for a long enough period before a sudden reintroduction, the response will once again reappear at full strength, a phenomenon known as spontaneous recovery.

2) Frequency

The more frequently a stimulus is presented, the faster the habit occurs.

3) Intensity

Very intense stimuli tend to result in slower habituation.

4) Changing

Changing the intensity or duration of the stimulation may result in a reoccurrence of the original response.

e. The strengths of the Speaking Haituation Program for students

According to Sugiarno (2022), the strengths of the speaking habituation program for the students is as follows:

1) This program is very helpful for students in learning and practicing English language in their conversation.

2) This program controibutes for the students to speaking improvement and speaking ability.

3) After that his program makes the students can be more active in the class and they can understand the given material in English easily.

f. The weakness of the speaking habituation program for students

The weakness of the speaking habituation program for students is as follows:

1) Different students' competency
2) A crowded classroom, it makes the students pay less attention to the teacher
3) Limitation of time

g. The process of implementing a speaking habituation program

According to Hunger & Whelen (1996), strategic implementation is a process in which the strategic management group translate strategies and policies into action processes for implementing program, budgeds, and procedures. A process of strategic management a programs such as planning, implementing, evaluation.

1) Planning

Planning leads to succesful teaching through efficient organization and presentation of instructional events. According to Cole'a (1994) 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.

Based on the description above, it can be concluded that a plan is made based on the learning adjectives. In the planning process the activities, the techniques, and methods that are appropiate to the learning objectives are considered. Planning can be made for yearly, term, weekly, and daily plans based on the learning objectives.

2) Implementing

After a 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 do things that can support English

learning objectives such as: speaking English in the classroom, providing entusiasm and encouragement t students, providing lots of practice to student, and the teacher can conduct an assessment to assess the student's performance and ability.

3) Evaluating

Evaluation is the process of giving meaning to the results of the assessment, activities carried out in connection with the process of determining the success or failure of the teaching and learning process. Assesment is part of the evaliation process, then there are two functions of assessment. They are formative assessment and summative assessment (Brown, 2010). Formatting assessment is evaluating students in the process of "forming" the students' competencies and skills to help them to improve their performance. Whereas summative assessment, on the other hand, aims to measure, or summarize what students have gasped in the lesson. The summative assessment generally occurs at the end of a course or unit of instruction.

2. Speaking Skill

a. The Definition of Speaking Skills

According to Spratt (2005), speaking is an effective skill, just like writing. It entails communicating meaning to other people through language. Speaking is not the same as writing, though. Additionally, speech is defined by Jones (1989) as a type of communication in which the speaker's message is effectively conveyed. Consistent with the definition, Kushartanti (2005) clarified what is called effective speech is a means of speaking in a collection of voices that are understood by others. Speaking, then, is more than just saying things out loud; it also includes incorporating meaning so that others may comprehend what we are saying.

It is possible to communicate with humans verbally or by speaking. Speaking is an interactive meaning-construction process that involves

both information creation and acquisition. Every typical person on the planet knows how to interpret and communicate to go about their daily lives and share knowledge. Speaking is a means of verbally expressing and communicating thoughts to others, according to Zuhriyah (2017). According to Aye et al. (2017), effective speaking abilities are necessary for people to function in all facets of modern globalization. It is important to pay attention to their pronunciation, grammar, and vocabulary so that their ideas and utterances are understandable. Speaking is an essential component of teaching and learning a second language.

b. The Purpose of Speaking

Every human being has a purpose when they want to communicate with others, especially when communicating through spoken language. In line, Brown and Yule (1983) found that in every speaking activity, three different purposes can be seen in form and function, and each requires a different teaching approach. These three purposes consist of:

1) Speaking as Interaction

Speaking as interaction clarifies the purpose of conversation that describes a conversation that serves mainly social purposes. To be polite and at ease when engaging with others, people greet, briefly converse, exchange recent experiences, and so on when they meet. This feature focuses on the speaker and how they wish to come across to one another. Speaking as an interaction denotes an encounter with a primarily social function and identifies the direction of the discourse. When someone meets someone else, they greet each other, have a short chat, share a recent experience, and so on, because they want to be kind and comfortable when interacting with others. The focus of this feature is on the speaker and how they want to present themselves to each other.

2) Speaking as Transaction

Speaking as a transaction denotes a circumstance when the focus is on actions or words. The main emphasis is on what can be understood clearly and correctly, rather than on the individuals and how they interact with one another. Speaking is divided into two categories as the transaction. First, by putting the participants in scenarios where they are expected to concentrate on their accomplishments, like asking for help. Second, transactions center on acquiring products or services, such as ordering food at a restaurant.

3) Speaking as Performance

Speaking as a performance demonstrates a willingness to communicate, as in speeches that convey lectures and public pronouncements. As the speeches and public announcements mentioned above demonstrate, speaking as a performance is more about monologue than communication.

c. Speaking Competence

In the open model of language education, teachers assist their students with fostering their speaking capacity by outfitting a few practices that plan students for genuine correspondence circumstances. They assist their students with fostering the capacity to deliver linguistically right, coherently associated sentences that are pertinent to explicit settings, and to do so utilizing satisfactory (that is, open) pronunciation.

1) Fluency

Speaking with fluency means that your thoughts and words come out of your tongue in a nuanced manner. Speaking to others is a more important aspect of fluency than being able to read, write, or comprehend spoken language. While Brown (2001) claims that following the "flood" of "stream" discourse is probably the best way to become fluent, similarity—especially when some of these

speeches are based on prior intelligibility—can serve as a "riverbank" of instructions for specific phonological, linguistic, or speech nuances. Talk in a different, intentional direction".

2) Accuracy

According to Brown (2001), accuracy entails being exact (clear, familiar, syntactically, and phonologically correct), and one way to achieve this is by allowing pupils to concentrate on the phonological and linguistic structure components of the language and communicate verbally.

3) Pronunciation

Pronunciation is about phonetics which is a part of phonology that studies how to produce and identify the speech sounds of certain languages. Students should recognize the basic pronunciation of speech sounds in English. At the beginner level, students are simply learning how to spell and pronounce words. There is a difference between them where spelling the word means spelling or saying the word as in the alphabet, however, pronouncing the word means pronouncing the letter of the word.

4) Vocabulary

Haycraft (1978) identified two categories of vocabulary: detached jargon (words that learners see and comprehend as they occur in a specific circumstance) and active vocabulary (words that learners understand, can pronounce correctly, related to speaking and writing). potential—though not quite self-generated). The term "total number of words in the language" refers to vocabulary, which is crucial for regular conversation. One barrier that prevents people from learning foreign languages is a lack of vocabulary.

Additionally Krashen in Fauziati (2009), the majority of students develop their vocabulary through incidental learning, such as through ongoing exposure to understandable language in reading, listening, speaking, and writing exercises.

5) Comprehension

Comprehension here means that students can grasp the basic requirements and explanations. They can get the hang of most discussions on a non-specialist topic (that is, a point that doesn't require any specific information). Then they can successfully answer.

In short, all speaking skills are important in learning to speak because speaking needs to be effective and then effective speaking needs fluency and precision so that the conveyed idea can be fully received.

3. **Teaching Speaking**

a. The Definition of Teaching Speaking

According to Douglas Brown (2000). states that teaching is showing or helping someone to learn guiding and facilitating learning enabling the learner to learn how to do something, giving instruction, guiding the study of something, and providing knowledge causing them to know or understand. It means the condition of teaching is an activity or a process to help students get knowledge from the environmental system. The environment system consists of instructional purposes, the material delivered, policies, facilities, teachers, and students.

Speaking is one of the most important aspects of English. Speaking, according to Brown (2001), is a practical ability that can be immediately witnessed and experienced. It may also be defined as an interactive process of producing meaning that comprises information generation, reception, and processing. According to Nigel Hardwood (2010), speaking is a unique mode of communication that is the cornerstone of every human person. It suggests that speech is a fundamental method of communication in our daily lives; via talking, people can convey their intentions, ideas, or feelings. perhaps one of the most difficult problems for any language learners is accuracy.

According to the experts mentioned above, teaching speaking is teaching about speaking learning, which is a process that helps students learn knowledge from the environment system and is beneficial to inform, persuade the goal, convey the concept, communicate, and engage with a human being in daily activities. Teaching speaking in a second language learning is the same as conveying a second language tangibly and practically way to improve students' academic and future achievement. Instead of expecting pupils to memorize something, language teachers focus on teaching speaking since teachers may assist students in building speaking abilities if they pay close attention.

b. Stages of Teaching Speaking

Speaking activities are taught in three stages. There are three stages: pre-speaking activities, while-speaking activities, and post-speaking activities.

1) The Pre-speaking activities

The purpose of pre-speaking exercises is to prepare pupils for the next major speaking activity. The activation of the schema causes the individual to recall prior knowledge about the world relevant to the speaking situation. These objectives can be met through the use of questions, images, and text. It is also used as a pre-speaking action in the brain. It is beneficial to produce ideas in small groups before the major speaking activity. The primary purpose of this activity is to generate as many ideas as possible in the allotted time. Ideas are not reviewed until the active period has ended.

2) While-speaking Activities

The speaking task itself is included in the while-speaking activities. It helps students to practice speaking. As a result of the role-play, problem-solving, socialization, or communication game, the students resolve the communicative problem (Graham, 1997).

3) Post-speaking Activities

Post-speaking activities can allow learners to revisit the language and thoughts they used and come up with new methods to improve communication. The post-speaking activities provide learners with feedback on their performance and the conclusion of the lesson. The development of integrated communicative skills is an important aspect of post-speaking activities (Graham, 1997).

c. The Approaches of Teaching Speaking

Teachers use an approach in teaching activities. Richard and Rodgers (2001) state that speaking skills method are learned through training. According to Sartika (2014), teacher must have to courage to collaborate with variety of innovative teaching methods to create fun and engaging learning. The teacher's role is to follow the method and apply it precisely according to the rules. There are some methods of teaching speaking will be discussed in more detail.

1) Audio Lingual Method (ALM)

According to Nunan (2003), it is a language teaching method that is founded on the behaviorist idea that learning a language is a process of habit-building. According to Richards and Rodgers (2001), the characteristics and principles of the Audio-lingual Method include the following: the separation of language skills into listening, speaking, reading, and writing while concentrating on the teaching of listening and speaking before reading and writing, the use of dialogues as the primary means of presenting the language, the emphasis on specific practice techniques such as mimicking, memorization, and pattern drills, and the discouragement of the use of mother tongue in the classroom.

2) Communicative Language Teaching (CLT)

CLT is a method and concept that blends classroom-based language instruction with the language required by pupils for communication outside of the classroom (Nunan, 2005). Teaching

English to young learners requires connecting classroom learning to real-world child-centered experiences in which children interact with language. To prevent communication breakdown, teachers must be able to design classroom activities in which students must negotiate meaning and use communication skills to correct misunderstandings. In addition, the teacher can use games. Children are more likely to keep note of how they use the English language while playing a game when English usage is a game rule. Furthermore, talking and writing boxes can be utilized to learn about the growth of children.

d. The Role in Teaching Speaking

Good speaking activities should extremely engage the students. If they are all participating fully, and if the teacher has set up the activity properly, and give sympathetic and useful feedback, they will get tremendous satisfaction from it. According to Jeremi Harmer (2007), there are three particular relevance if we are trying to get the learners to speak fluently:

1) Prompter

Students are sometimes lost for words, unable to think of what to say next. When this situation occurs, teachers can continue to encourage students to think creatively rather than letting them cling to our every word. If this can be done in a way that encourages without disrupting the discussion or forcing students to role-play, it will put an end to the feeling of frustration some students feel when they have no ideas. to tell.

2) Participants

It is good to have times when teachers want to participate in student activities, not only as guests or organizers from outside the group but also as full participants.

3) Feedback provider

Helping students evaluate their achievements and let them know how well they did or grade them is needed to get the student out of trouble. The teacher's role in teaching English is to be a guide and provide feedback that teachers can hold to encourage students to think creatively instead of letting them cling to our word-for-word and help Students evaluate their performance or let students know how well they did or did well in their class.

B. Review of Relevant Studies

To conduct the research, the researcher has to have some references. The references are useful for making the researcher easier to conduct research. In this research, the researcher is taking similar research as references.

The first previous study is entitled: "The Habit Formation of Speaking English for Business English Students of Politeknik Ubaya in 4.0 Industry Era" This research was written by Singgih Widodo Limantoro (2018). In this paper, the writer would like to provide two suggestions for English teachers to make the students speak English as the foreign or second desired language to form English speaking habits in English classes. The Business English study program policy was to ask its students to speak/use English in their lessons that used English as a medium of communication. In this case study, the writer would investigate mainly why they didn't speak English in English lessons and what learning strategies they suggested to improve their English. The similarity between the previous research and the next research discusses the implementation habit formation program in speaking English. The difference with this research is the subject of the previous research was focused on 30 respondents of Business English students of Politeknik Ubaya, the next research is that there are focuses on the Eight graders as one of the English-speaking habituation program at eighth graders of SMP An-Nuriyyah Bumiayu.

The Second, the journal entitled: "Students' Study Habit in Speaking Skill (At Eleventh Grade of Manahijussadat Islamic Boarding School Lebak Banten)" this research was written by Nurl Fadlilah, Nurhhaeda Gailea, and Akhmad Baihaqi (2020). This article aims to analyze how students manage their habits in learning to speak. The results of the research are (1) students' study habits while processing speaking skills that are used by students at Manahijusadat Islamic Boarding School Lebak Banten are: Time Management; Participation; and Memorization. (2) Reading and note-taking applied when students have the motivation to increase their knowledge (3) Planning of subjects applied by students in order more active and understood during the learning process, and (4) Preparation of examination applied by students to obtain good score and success in the examination. It can be concluded that study habits can improve students' achievement, especially in speaking skills. The similarity between the previous research and the next research discusses the study habit in Speaking English and the qualitative approach. The differences in the subject of the previous research focus on students' study habits in speaking skills at Eleventh-grade students of Manahijussadat Islamic Boarding School Lebak Banten. And the next research is that there is focus on the Eight graders as one of the English-speaking habituation program classes at SMP An-Nuriyyah Bumiayu.

Third, the journal titled: "Speaking Habit as a Strategy to Improve The Students' Speaking Skill" this research was written by Fria Bintang Listiawati & Rinta Aryani (2017). This article aims to increase students' speaking ability, considering the speaking ability of low students. This is shown by indicators when expressing English orally often stop in the talk, the duration of talking is about 5 minutes, using a very limited vocabulary, and lacking the courage to start talking in English with the lecturer or the classmate. The similarity between the previous research and the next research discusses the study habit of Speaking English. The differences with the research are the subject of the previous research is a student n the second semester of Student in Semarang State University, and the next research is that there are focuses on the eighth

graders as one of the Englihs-speaking habituation program at SMP An-Nuriyyah Bumiayu.

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher describes the research methodology. It provided the method of research design, data, site, and participant data, the technique of data collection, the technique of data verification, and data analysis.

A. Research Design

1. Type of the Research

    This research is field research with the descriptive method. The researcher wants to describe the implementation of an English-speaking habituation program for eighth graders of the SMP An-Nuriyyah Bumiayu, in terms of the teaching material, the teaching technique, and the problems faced by students speaking habituation formation at eight graders in SMP An-Nuriyyah Bumiayu.

2. Research's Location

    In this part of the study, the researcher takes the research at SMP An-Nuriyyah Bumiayu, Brebes, Jawa Tengah 52273. The researcher chose this setting of the research based on the following reasons:

    a. SMP An-Nuriyyah Bumiayu has implemented an English Speaking habituation program at eighth graders.

    b. The eighth graders English teachers implementing this program to facilitate students who are interested in English and also motivated to improve their English skills especially in speaking.

3. Subject and Object of the Study

    The Subject of this research are 62 students from 8A and 8B class and also one English teacher of the eighth grade at SMP An-Nuriyyah Bumiayu. The object of this research is the implementation of an English-speaking habituation program for eighth graders of SMP An-Nuriyyah Bumiayu.

B. Data Collection Techniques

Collecting data is very important in research because the data are used to get the result of the research. The techniques of collecting the data used by the researcher are interviews, observation, and documentation.

1. Interview

   In a qualitative interview, the researcher conducts in-person interviews, phone interviews, or focus interviews with participants. Face-to-face interviews were performed in this study to get in-depth information from the informants. When more information was required, the researcher additionally used telephone interviews to get it.

   This activity is to support the data from the informant that relates to the research. This study will use semi-structured interviews. Two types of assistance instruments are commonly used, namely: 1) in-depth interview guides or guidelines. This is a short post that lists the information that needs to be gathered. The questions are generally general, requiring long answers. 2) recording tools. The researcher can use recording tools such as tape recorders, cell phones, or video cameras to record the results of interviews. This technique is to get information deeply about the topic. In this case, the informant is the English teacher at SMP An-Nuriyyah Bumiayu. English teacher the main of the activity is to know the problems or obstacles faced in English-speaking habituation programs.

   To get valid and systematic data, the researcher conducted some interviews with the English teacher, and four students in SMP An-Nuriyyah Bumiayu by asking questions about the teaching method, and teaching materials in English-speaking habituation program with the English teacher. Additionally, the researcher conducted interviews with students in class Eighth, concentrating on their problems.

2. Observation

   Observation is a method of collecting data or facts about the real world. The data discovered by observation are the speaking habituation programs and/or activities regarding English-speaking habituation for

eighth graders of SMP An-Nuriyyah Bumiayu, and the facility if data the required data is incomplete.

The researcher observations on 2 November 2022 a preliminary observations. Then the researcher made six observations in 8A and 8B class on 7, 10, 11, 12, 13, and 14 September 2023. When conducting the observations, the researcher conducted the research observations during the teaching and learning process when the teacher teaches an English-speaking habituation program so that researchers know how to apply the teaching in this program such as teaching technique, the teaching material, the teaching media, and the problem faced by students. First, the researcher came to the research location at SMP An-Nuriyyah Bumiayu, then the researcher observed the teaching and learning process of the English-speaking habituation program from start to finish and wrote down the stages during the learning process. Thus the description of the implementation of an English-speaking habituation program in speaking English at eighth graders of SMP An-Nuriyyah Bumiayu can be seen.

3. Documentation

In addition to conducting interviews, the researcher used documentation to collect the data. To complete the data collection from interviews and observation, documentation will be used as the third of technique data collection. Whereas the documents in this research are the program book, visi/misi, and pictures of activities in the speaking habituation program in English.

C. **Techniques of Data Analysis**

According to Miles and Humberman in Sugiyono (2011), there are three kinds activity of data analysis, they are reduction, data display, and conclusion drawing/verification.

The techniques of data analysis of data that researchers use are as follows:

1. Reducing the data

In collecting data in a field, researchers obtained various and adequate data. Therefore, it is necessary to reduce the summarized, select

points, and focus on the most important issues in order to discover the theme and pattern. In this study, the researcher eliminated data that were unrelated to the subject matter. The researcher does not include all the data from observations, interviews, and documentation so the researcher selects some important points and ignores the less important ones.

The data reduction technique in this study was taken by researchers from teachers interviews about the implementation of English-speaking habituation programs of SMP An-Nuriyyah Bumiayu in subject teaching and learning process such as teaching technique, the teaching material, the teaching media, and the problem faced by the students which need to be taken to complete and simplify the data.

2. Displaying the data

Data display is the organization of information that describes the study's findings. It takes part to deserve the data from the interviews and documentation, and the draft of information that select in the short description. In this part, the data are data which have been made summary from interviews and documentation. By presenting the important data, the researcher considers what should do next and makes the analysis based on his understanding.

3. Conclusion or Verification Data

In the last step, the researcher writes down the conclusion based on the data interview and documentation. The researcher also interprets the data observation to conclude. The conclusion is written down based on the data and what the researcher had observed, then analyze and make conclusion. This part will deserve the object description from the data. Data verification is carried out to check the validity of the data from the sources studied with the result data that the researchers obtained from the field. It gives the interim result of the research about the implementation of an English-speaking habituation program of SMP An-Nuriyyah Bumiayu. Thus researchers can present and check the correctness of the data obtained from beginning to end.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

Research findings include the answer to the implementation of an English-speaking habituation program for eighth graders of the SMP An-Nuriyah Bumiayu, problem statements converting English-speaking habituation program in SMP An-Nuriyyah Bumiayu of the SMP An-Nuriyah Bumiayu. The data was collected using interviews, observation, and documentation.

1. **The Implementation of English Speaking Habituation Program for Students at SMP An-Nuriyyah Bumiayu**

   This research found several findings in habituation English-speaking habituation program at SMP An-Nuriyyah Bumiayu. SMP An-Nuriyyah Bumiayu has several English activities divided into daily activities. To execute the activities English teacher collaborated with the teacher of eighth graders as a tutor. On the other hand, SMP An-Nuriyyah Bumiayu also facilitates the students in learning language English speaking habituation program by sticking some dialogue conversation, a dictionary, and a handbook of speaking habituation program.

   English speaking habituation program is the program for the students in SMP An-Nuriyyah Bumiayu starting from seventh, eighth, and ninth graders. English speaking habituation program is guided directly by an English teacher. The material used in the English-speaking habituation program is also different for each grade level. The material for the seventh grade English speaking habituation program was created by the English teacher seventh grade, and the same applies to eighth and ninth graders.

   English speaking habituation program does not only involve English teachers but also involves all subjects the teachers in SMP An-Nuriyyah Bumiayu. The first subject teacher acts as a tutor in the English-speaking habituation program. The tutor has an important role in helping

the student adapt and learn in the English-speaking habituation program. The tutor is responsible for teaching and actively practicing the students to speak in English speaking habituation class. Based on observations made by researchers between September 6 and September 13, 2023, the following process for the English-speaking habituation program for eighth graders of SMP An-Nuriyyah Bumiayu was generated.

a. Planning

Before going to do an English-speaking habituation program, the teacher of the English-speaking habituation program and the tutor at SMP An-Nuriyyah Bumiayu hold a meeting to set up a work program. The interview result with the English teacher is explained below:

> *"...During the semester holidays, the school is held for 3 days. On the first day, the English teacher prepares a dialogue module book for students and tutors to use in this program. Then on the second and third days, the English teacher teaches techniques learning, evaluation technique, and how to pronounce it to all first subject teachers as a tutor in this English speaking habituation program".* (Translated from Indonesian to English)

By holding this meeting, the teacher of SMP An-Nuriyyah Bumiayu consulted are related to the work program: the purposes of the activity, time implementation, objectives, material, media, and procedures for implementation/method.

The purpose of the English-speaking habituation program is a program created by SMP An-Nuriyyah Bumiayu to make English a habit by applying it to daily conversation. The program is designed to make all the students accustomed to using and mastering foreign languages.

> *"The aim of the English speaking habituation program for the students of SMP An-Nuriyyah Bumiayu is for provide motivation to the students to get a habit of speaking English. Even though the program is only implemented every morning before class start, this program is carried out every day so the students will be speaking English every day. for example, the students want to go to the toilet they said : (Mam/Sir may I go to the toilet please?) or the students want to borrow a friend's pen (Can I borrow your pen please?).*

with this program they will get used to speaking English and improve their vocabulary". (Translated from Indonesian to English) According to the teacher, English speaking habituation can improve the English language skills gradually trough the most basic things, for example the sentences that the students often use in daily life. By practicing what they have learned, students are expected to be able and active in using English. Besides that, this program also aims to prepare students to get abroad scholarships.

SMP An-Nuriyyah Bumiayu applies an English-speaking habituation program to create a new environment atmosphere as a form of habituation for all students of the school for foreign language, as it helps to engage students in foreign languages in their daily activities. The interview result with the English teacher is explained below.

> *"...This program starts every day before class start. This program has running for quite a long time, but previously this program was only for eighth grade students with the material given only in the form of simple sentences that are commonly used in daily life. But in 2023 this program developed the material taught in the form of dialogue conversation and for all students in SMP An-Nuriyyah Bumiayu".* (Translated from Indonesian to English)

The material used in the English-speaking habituation program uses dialogue conversational. The dialogue material is created by English teachers at each grade level, so the dialogue material is different for each grade level

> *"...The dialogue material that I created for the student's handbook I took from the eighth-grade theme book and several English dialogue dictionaries. In this program, each class level has different dialogue material according to the material being studied each semester. Because of that each English teacher at the grade level also creates dialogue material as a student handbook".* (Translated from Indonesian to English)

According to the English teacher, the English teacher gets the source of material varies from dictionaries and eighth–grade theme books to module bilingual eighth classes. After the bilingual module book is composed, the English teachers consult the work program with

the headmaster and vice-principal of the curriculum. After that, the English teacher instructs the tutors in English-speaking habituation program activities.

The media used in English-speaking habituation programs by bilingual module book. The bilingual module book is a handbook for students in English-speaking habituation programs. The interview with the English teacher is explained below:

> *"...Before starting the activity, the teacher prepares the material from a bilingual module book and dictionary. Every student also has a bilingual module book. The bilingual module books contain conversations or dialogues that students must memorize"* (Translated from Indonesian to English)

According to the English teacher, SMP An-Nuriyyah Bumiayu facilitates a bilingual handbook to support the English-speaking habituation program. The students of English-speaking habituation programs used the bilingual handbook to write the meaning of new sentences in dialogue conversation to memorize.
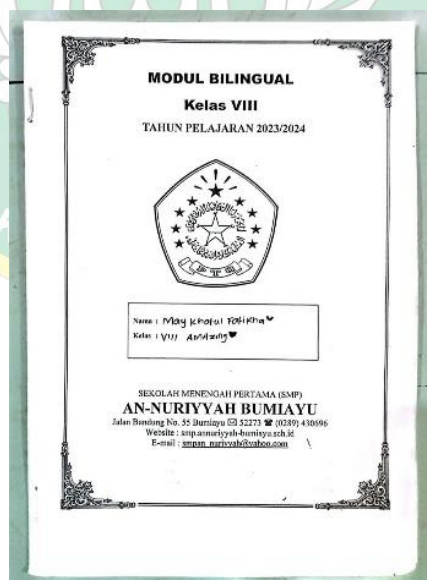

Figure 1. The students' handbook program

In Figure 1, the teacher seems to show one of the students' handbook results that have been attached in the bilingual module book

and the students should comprehend it (field note on 7 September 2023).

Then the teaching and learning activities for the English-speaking habituation program are carried out every morning before class starts. It's just that there is a difference. Every Monday the students will get a new dialogue that will be given by their tutor.

> *"...Every Monday night the English teacher records her dialogue in a WhatsApp group for all eighth-grade teachers as a tutor to provide good and correct English pronunciation and meaning to the dialogue that will be given to the students on Monday".* (Translated from Indonesian to English)

According to the English teacher, to conduct the English-speaking habituation program the English teachers record the dialogue material in a WhatsApp group. This is very important to implement because it is to guide the pronunciation learning process for the first subject teacher as a tutor.

After the work program is ratified, the English teacher of the program gathers students and gives instruction for English-speaking habituation activities. After communicating and giving instructions, the tutor conducts the activities for the first time as a trial. The English teacher, the headmaster, and the vice-principal actively monitor the activities and evaluate them every day.

b. Implementing

SMP An-Nuriyyah Bumiayu has several activities regarding the English-speaking habituation program. All the activities have their own the strengths and are divided into daily activities.

1) The strengths of the English speaking habit program

   a) Variety of instructional material

   Based on the teacher's explanation, the variety of instructional material can enlarge students' knowledge in teaching and learning English-speaking habituation programs.

The instructional materials as stated at finding are namely: (a) Dictionary book and (b) Handbook.

> *"...The English teacher and tutor are easily and free to borrow the dictionary. The students can look for the meaning of dialogue conversation sentences through the dictionary provided by the tutor. Usually, before the tutor gives the meaning of dialogue conversation sentences, students are given time to find the meaning of the dialogue"* (Translated from Indonesian to English)

According to the teacher, the dictionary has a very important role in English-speaking habituation programs. This is very useful because it can increase students' vocabulary knowledge.

> *"...SMP An-Nuriyah Bumiayu facilitates the students' handbook to help the teaching and learning process in the English-speaking habituation program. The handbook is called "Bilingual Book". In this book, there is material in the form of several short dialogues that students must understand and memorize. Not only the material contained in the program book but, there is also an evaluation of students in daily English-speaking habituation program"* (Translated from Indonesian to English)

According to the teacher, a student handbook is beneficial because this handbook can be used again for studying and read multiple times in the future to maximize students' memory of dialogue material. Besides that, this program handbook contains daily evaluations to assess students' English-speaking practice.

b) Students' active participation in the speaking habit program

As the assessment progresses, students become more responsible and contribute to the greatest extent possible, giving the impression that their abilities are also increasing. It means that the taking part of the learner is the essential thing that the teacher has to pay attention. Based on the observation class, the researcher can take some strengths from roles owned by students

of SMP An-Nuriyyah Bumiayu. They are namely: 1) Active, 2) Responsive, 3) Risk-taker

(1) Active

In teaching and learning English-speaking habituation program the students always ask questions to the tutor by raising their hands and being active in the evaluation. The students actively came to the front of the class to carry out an English-speaking evaluation in dialogue conversation.

(2) Responsive

The students always respond and pay attention to the tutor. This behavior is always shown by students along with observation. The students respond quickly when the tutor orders them to answer the question. They are able to respond to their tutor's instruction without being demanded by their tutor.

(3) Risk Taker

The students also always try to follow the teacher's instructions. When the tutor asks to practice dialogue conversation in front of the class, the students do it without fear even though their English pronunciation is suitable or false.

c) This program contributes to the students' speaking improvement and speaking skills.

As the assessment progresses, students become more responsible and contribute to the greatest extent possible, giving the impression that their abilities. Conducting an interview with the students, students concurred with the strength of the English-speaking habituation program, where this program helps their English-speaking skills. The students answered some of the queries and demonstrated this

(1) Improve students' English vocabulary.

> *Q: What do you think about your vocabullary used? Do you see the improvement in vocabulary used after joining the English-speaking habituation program?*
>
> *S2: My English vocabulary was already pretty good And after joining this program my English vocabulary is improving.*
>
> *S4: My English vocabulary is very lacking because in my elementary school, there were not only English subjects, but after joining this program my English vocabulary is pretty much what I know.*

With the English-speaking habituation program, the students can master vocabulary to help facilitate students' English conversations. Because it will be difficult if students do not have the slightest basis regarding the basic vocabulary that is usually used every day.

(2) Improve students' English pronunciation.

> *Q: Regarding your English-speaking performance, What do you think about your pronunciation? do you think there is any improvement before and after you join the program?*
>
> *S2: My English pronunciation was already pretty good because I live in an Islamic boarding school, there is also a bilingual program at the boarding school where students are taught to speak English. And after joining this program my English pronunciation also improved.*
>
> *S4: Before joining the speaking habit program My English pronunciation was lacking because in my elementary school, there were no English subjects, but after joining this program my English pronunciation was so good.*

Based on the results of interviews with 4 students, it was concluded that getting used to practicing speaking English would help students be more confident, and could help students learn from pronunciation errors. Apart from feeling happy with this activity, students also indirectly

learn to hone their listening and speaking, so that their English pronunciation improves.

2) Daily Activities

Based on my observation on Thursday 7 September 2023, every morning the students of SMP An-Nuriyyah Bumiayu have a habituation and acculturation program before subject learning begins. Among the habituation and acculturation programs are Asmaul husna, sholawat, recites al-qur'an, singing Indonesian oligatory songs, and finally a English speaking habituation program. This habituation and acculturation program has a time 45 minutes, so for a bilingual program it takes approximately 15 minutes.

The English-speaking habituation program is carried out 15 minutes before the class starts. Based on my observation on Monday 11 September 2023, the students of SMP An-Nuriyyah Bumiayu get the newest vocabulary from dialogue sentences given by the first teacher before the lesson begins. The students get a news dialogue every Monday and memorize the dialogue then must forward in front of the class every morning to practice speaking with partner seatmates.

Figure 2. The English Teacher Gives New Dialogue

Every Monday tutor gifts the new dialogue sentences to the students by the mimicry-memorization method. In Figure 2, the

teacher uses the mimicry-memorization method in dialogue conversation where she says a few sentences in the dialogue until the students memorize the pronunciation of the sentence. The tutor paired the mimicry-memorization method to get a good pronunciation. The students listen to the dialogue from the tutor and then imitate the sentence as well as memorize the sentences with the mimicking technique simultaneously.

Before the English-speaking habituation program class starts, to kick off the activity, the tutor will greet students by saying salam. "Asssalamualaikum, wr.wb"

"How are you?"
"What date is today?"
"What day is today?"

Before starting the activity the tutor contributed dialogue text prepared by the English teacher of the language section. The dialogue conversation contains given vocabulary and also new sentences to learn. The text will be read by the 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.

Besides giving dialogue sentences the tutor is also responsible for doing repetition. The main activity starts when the tutor says the translation sentence in English from the dialogue sentence that is in the bilingual book. After several sentences have been asked and repeated, the tutor asks the students to repeat sentences.

The tutor reads loudly for the students can listen to the tutor's pronunciation clearly and orderly. In this motion, the tutor and student alter-read dialogue. The tutor reads loudly and students imitate the teacher how to pronounce and emphasize the pronunciation from the students' handbook program as text as follows.

Tutor: Tomorrow is the first day of the exam.
(besok adalah hari pertama ujian)
Tutor : Yes, are you ready?.
(ya, apakah kamu siap?)
Tutor: I'm ready I must come before 06:30 am.
(Saya siap aku harus datang jam 06:30 pagi)
Tutor: Yes, I don't come late too.
(Ya, Saya juga tidak akan telat)

Figure 3. Student write the meaning of
handbook program

Then the tutor always asks the students whether they bring a dictionary. In Figure 3, the tutor asks students to write the meaning of the dialogue in the handbook program. This activity to improve English vocabulary students.

Figure 4. The students try to practice with their partner

After practicing pronunciation and writing the meaning of the dialogue sentence, the tutor asks the students to practice it. In figure 4, the students try to practice the dialogue conversation on their own with the help of their partner to play spiker and listener. Speaker gives a messages to the listener, and the listener reacs to the information given by the speaker. by constructing conversation with partner, this activity allows sharing information and opinion and creates a good social relationship between speaker and listener. Before dismissing the students, the tutor will be asked the students to memorize the dialogue conversation. Later in the next day, the students repeated the dialogue conversation.
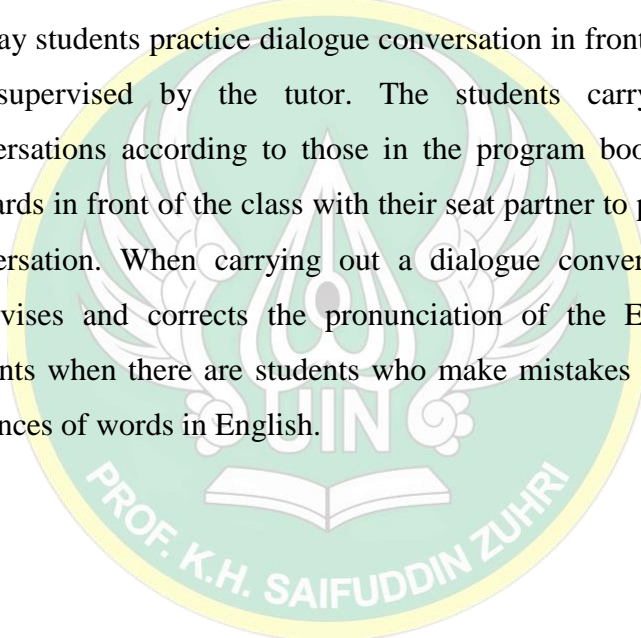
c. Evaluation

In evaluating the student's performance, English teachers and tutors carry out evaluations in the form of language tests. This language test is carried out every day. After the tutors ask the students to memorize the dialogue conversation and the meaning, the tutor carries out an evaluation in the form of a language or pronunciation test of the students.

The purpose of the evaluation language test is to improve students' use of words and sentences in their daily lives. To understand the pronunciation of sentences correctly, the tutor teaches the pronunciation of English dialogue conversation correctly. After that, the tutor asks students to memorize the dialogue conversation that has been taught and its meaning.

Figure 5. Student practice dialogue with their partner

In Figure 5, Every Tuesday, Wednesday, Thursday, Saturday, and Sunday students practice dialogue conversation in front of the class and are supervised by the tutor. The students carry out dialogue conversations according to those in the program book. Each student forwards in front of the class with their seat partner to practice dialogue conversation. When carrying out a dialogue conversation the tutor supervises and corrects the pronunciation of the English language students when there are students who make mistakes in pronunciation sentences of words in English.

Figure 6. Student assessment form

Besides that, the tutor also evaluates the student's advanced language pronunciation in the student program handbook. In Figure 6, it is an ilustration students assesment form. If students still haven't memorized and are not very precise in their English pronunciation, the tutor gives them a TL (Tidak Lulus/ Not Passed), and for students who are fluent and correct in their English pronunciation, the tutor gives the students an L (Lulus/Pass) grade.

Then the tutor also always checks the student's translation of the program handbook. Tutor also always remind their students to always go forward to carry out the test English-speaking habituation program. If there are students who do not take the program tests, the tutor will give a warning to the students.

2. **The Problem Faced by The Students in English Speaking Habituation Program**

Figure 7. Conducting an interview with the teacher

In Figure 7, the researcher interviewed the eighth-grade English teacher and students to determine the point regarding the English-speaking habituation program, particularly in terms of the problem faced by student in English-speaking habituation program at eighth graders of SMP An-Nuriyyah Bumiayu. The interview was held on September 9-12 September 2023.

In this query, the researcher is primarily interested in the teacher's perspective on what she knows about English speaking habituation program. The teacher responded that the English speaking habituation program is a habituation program to strengthen English language lessons and motivate students about English. This is demonstrated by the teacher's words:

> *"...English speaking habituation program is a programmed habit that must be followed by all students an SMP An-Nuriyyah Bumiayu. This program is to motivate the students to practice their courage in speaking English through dialogue because several English teachers complained that students were not brave and hesitated when practicing dialogue in front of the class. So with this habituation program, the students will get a habit of practicing or speaking English."*
> (Translated from Indonesian to English).

The conversation suggests that an English-speaking habituation program is one method for improving English speaking for the students. In this investigation, the English-speaking habituation was conducted using dialogue conversation material.

Although many benefit from English-speaking habituation programs, the researcher also asked what the problems faced by the students in participating in English-speaking habituation programs. The teacher responded that the students felt confused when there were differences in each tutor's English pronunciation. This is demonstrated by the teacher's words:

> *"...The problem faced by students in this program is that sometimes there are tutors who make mistakes in giving the pronunciation of dialogue conversation. This was proven when I taught the dialogue practice assessment, the students made mistakes in pronouncing the dialogues they had memorized. When I confirmed the pronunciation, the students answered that the tutor had previously taught."*.
> (Translated from Indonesian to English)

According to the teacher, the problem faced by the students in the English speaking habituation program is the students feel confused when there are differences in the pronunciation of English vocabulary given by each tutor. Because the tutors who teach in the English-speaking habituation program are not only English teachers but all first subject teachers.

Beside that, based on students interviews and class observations, the researcher found several problems faced by students when participating in English speaking habituation program activities, such as:

1) Imperfect Instructional Material

Figure 8. Conducting an interview with the student

In the case of teaching materials provided by the English teacher, the material used is only handbook dialogue conversation. The material does not emphasize different learning styles. Then the English-speaking habituation program involves all subject teachers as tutors. In figure 8, students concur with the problem of the English-speaking habituation program. The interview result with the student is explained below.

Q: "Do you find it difficult to understand the material presented by your tutor in the English-speaking habituation program? What are the things that make you difficult?"
S1: "Yes, I find it difficult when the tutor presents the material because in this program not only English teachers as a tutor but all subject teachers in the first hour are also involved in this program. So the delivery of pronunciation by the English teacher and each teacher, there's something different about pronunciation".

According to the interview transcripts, they expressed feeling confused by the different pronunciations of English by each tutor, which makes it difficult for students to understand the material that

is being tutored. The other students made nearly the same statement.

2) Different students competencies

> *"...The students do not have good enough ability in English; they feel shy around their friends, and they are afraid to make mistakes. Those characters influence the engagement of teaching-learning activities. Characters sometimes make the teaching and learning wedged, and this causes the time for teaching and learning activities to be less effective and will cut the teaching hours of the first subject teacher".* (Translated from Indonesian to English)

According to the teacher, the students' characteristics are potentially becoming weaknesses in the teaching-learning process. Different students' competencies cause different students to master teaching material. Some students sometimes do not have the self-confidence to share their thoughts.

3) Crowded classroom

Based on the observation conducted by the researcher, the classroom activity sometimes seems crowded and noisy because the number of classes is categorized as 40 to 45 students. When the class conducts dialogue conversation practice, the situation is sometimes noisy. The students do not pay attention to their friend's presentation in front of the class. When the students get the opportunity to read aloud, they utter in the wrong pronunciation, which appears to be a big laugh. The condition of the class is crowded and the student pays less attention to the tutor.

4) Limitation of time

The interview continued with questions regarding whether the time given for the English-speaking habituation program was sufficient for students and tutors as the subject teachers first.

> *"...The habituation activity at SMP An-Nuriyyah Bumiayu takes 45 minutes. The 45 minutes are for asmaul husna, sholawat, reciting the Qur'an, the national anthem, and finally the English-speaking habituation program. So, the English speaking*

habituation program has a time limit of approximately 15 minutes. If students' understanding of the material is lacking, then this will cut into the teacher's teaching hours".

S1: "... depends on the dialogue material. If the dialogue is long and difficult to memorize, there's not enough time, so I feel rushed when memorizing the dialogue sentence.

According to the interview transcripts, they expressed that when the dialogue material provided is long, they will have difficulty with pronunciation. This causes students to feel rushed and not memorize the vocabulary.

B. Research Discussion

The implementation of an English-speaking habituation program can be seen from the data presented by the researcher in finding, Data regarding implementation, strengths, and weaknesses have been written up and analyzed to answer the research questions. Therefore, researchers will discuss research results that have not been explained in the findings.

1. The Implementation of English Speaking Habituation Program

In his book, Hunger & Whelen (1996) explain the process of the English-speaking habituation program.

a. Planning

Before going to do an English-speaking program, the teacher makes the first step by planning several activities contained in the program. SMP An-Nuriyyah Bumiayu has held a meeting for 3 days. On the first day, the English teacher prepares a dialogue module book to facilitate the students and tutors to use in this program. Then, on the second and third days, the English teacher teaches techniques for learning, evaluation techniques, and how to pronounce dialogue material to all first subject teachers as a tutor in this English-speaking habituation program. By holding this meeting, the teacher of SMP An-Nuriyyah Bumiayu consulted is related to the work program:

the purposes of the activity, time implementation, objectives, material, media, and procedures for implementation/method,

The implementation of the English-speaking habituation program attracts the attention of students who are indirectly motivated to learn English. Implementation of the habit of speaking English can reduce students' fear or anxiety about English pronunciation. Students and teachers stated in interviews that with the English-speaking habituation program, students became more confident, responsive, and active in practicing speaking English in front of the class. This is following Sugiarno (2022) claim that the benefit of implementing the English-speaking habituation program is to minimize students' fear so that the main goal of language teaching is created, namely being able to communicate.

SMP An-Nuriyyah Bumiayu do English-speaking habituation program every morning before class starts. This was explained by the English teacher that although the English-speaking habituation program was carried out only 15 minutes before the lesson, this habituation was carried out every day, and the students practiced dialogue directly in front of the class. This will create a habit of speaking English in their daily lives. This is also explained in research by Arianti et al. (2020) that to enable students to communicate in English, they need to learn the habit of communicating in daily conversations with direct practice through the implementation of classroom language.

The method used in the English speaking habituation program at SMP An-Nuriyyah Bumiayu uses the mimicry-memorization method in dialogue conversation. All students will memorize the dialogue conversation given by the tutor and practice it directly in front of the class in pairs with their classmates. The students memorize the dialogue conversation for

one week repeatedly. This is the same as researcher Ulfa (2017), who stated that an effective method for learning a language is memorization, a habit that is carried out repeatedly so that the files in the mind are formed in memory and improve in communicating English.

b. Implementing

In implementing the planning that has been made, this program starts every day before class starts. Based on my observation, every Monday the students of SMP An-Nuriyyah Bumiayu get the newest vocabulary from dialogue sentences given by the tutor. The students get a news dialogue every Monday and memorize the dialogue. When giving the dialogue, the tutor reads loudly. And students imitate the teacher's how to pronounce and emphasize the pronunciation from the students' handbook program. Mukminatien (2010) believes that the language heard by students around them is important in the language habituation system. So teachers really need to frequently provide the habit of speaking in English to shape students' abilities.

Besides that, the tutor asks the students to practice pronunciation and write down the meaning of the dialogue sentence. The students try to practice the dialogue conversation on their own with the help of their seatmates, who play opposite roles. Before dismissing the students, the tutor will asked the students to memorize the dialogue conversation. Later in the next day, the students repeated the dialogue conversation. This activity is given according to the schedule specified in the work program. This speaking activity is repeated continuously. By doing something continuously, the activities will be installed in the body, and the body will remember them so that it becomes a habit. Similarly, continuous activity will become a habit that is difficult to break as stated by Abdullah and Rahman (2017)

When implementing the English-speaking habituation program, the students have a handbook called "Bilingual Module". In the handbook, there is material in the form of several short dialogues that the students must study and memorize. This handbook was deliberately facilitated by the school in accordance with the opinion of the English teacher when interviewed, who said that the students handbook was very useful as part of the teaching and learning process in the English-speaking habituation program because this handbook could be reused at a later date to maximize students memorize of the dialogue material. Similar to the research by Sugiarno (2022), to providing for students' learning needs, the teacher facilitated a handbook as a study guide for students when following the lesson material.

Beside that, in the English-speaking habituation program, the tutors can easily and freely lend English dictionaries to the students who need them. The aims that the students can easily find the meaning of conversational sentences from the dialogue given by the tutor. This dictionary also plays an important role in making it easier for students to know the meaning of each vocabulary word from the dialogue given by the tutors. This is very useful for the students because it can increase their English vocabulary.

Based on the results of observations of the English speaking habituation program class, the researchers can take several advantages from the role of SMP An-Nuriyyah Bumiayu. The students are active, responsive, and risk-taker. The students are active in evaluating dialogue practices in the classroom without fear even though their English pronunciation is not good. Beside that, the students are always responsive and pay attention to the teacher by responding quickly when the tutor orders them to answer a question. This is also explained in research by Asrida (2017), Several students show anxiety, pressure, and anxiety when

speaking English in public. However, with the habit of speaking in front of friends, this anxiety can be eliminated.

Based on interviews with students, researchers determined that some of them found the English-speaking habituation program quite interesting. Students are happy with the habituation program, they can improve their speaking skills through reading and memorizing dialogue coversational. Students feel that their English vocabulary has increased. Besides that, the habit getting used to practicing speaking English would help students learn from pronunciation errors. Apart from feeling happy with this activity, students also indirectly learn to hone their listening and speaking skills, so that their English pronunciation improves This is following Fria and Rinta (2017), with the statement that by implementing the English-speaking habituation program for students will increase students' speaking skills. Most of the students have improved with every their activity in the speaking habit activity.

c. Evaluation

After going through planning, Implementing tutor evaluates the students' language performance through language tests. Evaluation is the process of giving meaning to the results of the assessment and activities carried out in connection with the process of determining the success or failure of the teaching and learning process. Assessment is part of the evaluation process. There are two functions of assessment they are formative assessment and summative assessment (Brown, 2010). Based on the results of research observations and the English speaking habituation program in SMP An-Nuriyyah Bumiayu using formatif assesment.

Formative assessments are carried out continuously during the learning process. Every Tuesday, Wednesday, Thursday, Saturday, and Sunday, students practice dialogue conversation in

front of the class and are supervised by the tutor. The tutor confirms the students' English pronunciation and evaluates the students' progress when practicing, this is to help them to improve their understanding and pronunciation of English. The tutor measures their knowledge by giving a score of TL (Tidak Lulus/ Not Passed), and for students who are fluent and correct in their English pronunciation, the tutor gives the students an L (Lulus/Pass) grade. Formative assessment is used to provide direct feedback to students about their progress. This type of assessment helps the students to improve their skills and enrich their vocabulary.

B. The problem faced by student in Implementation of English Speaking habituation program.

According to the result of observation the English-speaking habituation program also has problem. The weakness is the material provided is only in the form of conversational dialogue with the only media used being a handbook, and does not emphasize different learning styles. This condition can affect the students, especially in the way they absorb learning material. This is in line with the statement of Sugiarno (2022) regarding the shortcomings of the English-speaking habituation program, the monotonous material and learning style provided by teachers do not allow students to progress according to their learning speed.

Furthermore, the problem of the English-speaking habituation program is the students feel confused with the material provided by tutors in the English-speaking habituation program. The tutor in this program not only English teacher, but all firts subject teacher. This often causes students to feel confused by differences in English pronunciation between tutors. These weaknesses are genuine and recognized by students. This in line with he statement of Singgih (2018) regarding the factors

that shape English teachers must be a good role in model in class comitment by speaking English consistently as a medium for teaching students, otherwise the learning environment will difficult.

Then based on observations made by researchers, there was quite busy class activity because the number of classes was categorized as 40-45 students. This condition of too many students in oneclass will disrupt the teaching and learning process. When students practicce the dialogue conversation exercise and do assessment, the situation sometimes become noisy. Condition like this can occur causing difficulties for students to memorize dialogue material and students paying less attention to the tutor.

The conclusion that the Englis-speaking habituation program is the right program for learning English through getting used to speaking Englishh. This is the teacher's way of facilitating new experiences for students, so that they ae confident and do not feel afraid of mispronunciation when speaking English. The teacher improve their English vocabulary skills by writing down the meaning of the dialogue and memorizing the dialoge. Apart from that the teachers use the handbook as a practiceassessment to assess and provide feedback to students so that they do not repeatmistakes in speaking English in the future. Apart from that, students also think that this program is very effective in encouraging their enthusiasm for learning English. Even though they also complain about limited time and feel confused by the differences in English pronunciation thaught by tutors, they are still enthusiastic about memorizing dialogues and carrying out evaluations of their English practice.

CHAPTER V
CLONCUSION AND SUGGESTION

A. CONCLUSION

Based on observation and interviews with the English teacher and students, it has been determined that the process for the implementation of English-speaking habituation program for eighth graders of SMP An-Nuriyyah Bumiayu occurs in three stages. This is planning, implementing, and evaluating. In planning, the teacher of the English-speaking habituation program and the tutor at SMP An-Nuriyyah Bumiayu hold a meeting to set up a work program. By holding this meeting, the teacher of SMP An-Nuriyyah Bumiayu consulted are related to the work program: the purposes of the activity, time implementation, objectives, material, media, and procedures for implementation/method. In implementing, Every Monday tutor gifts the new dialogue sentences to the students by the mimicry-memorization method and the tutor asks students to write the meaning of the dialogue in the handbook program. After practicing pronunciation and writing the meaning of the dialogue sentence, the tutor asks the students to practice it and the students try to practice the dialogue conversation on their own with the help of their seatmates to play speaker and listener. In evaluation, Every Tuesday, Wednesday, Thursday, Saturday, and Sunday students practice dialogue conversation in front of the class and are supervised by the tutor. When carrying out a dialogue conversation the tutor supervises and corrects the pronunciation of the English language students when there are students who make mistakes in pronunciation sentences of words in English.

According to the statement made by English teacher and students following the interviews, the problem faced by the students of English speaking habituation program. 1) Imperfect Instructional material, the students feeling confused by the different pronunciations of English by each tutor, this makes it difficult for students to understand the material that is being tutor taught; 2) Different students competency, the students do not have a good

enough ability in English, they feel shy with their friends and they are afraid make fault; 3) Crowded classroom, based on observation the classroom activity sometimes seems crowded and noisy because the number of classes is categorized as 40 to 45 students. When the students get the opportunity to read aloud, they utter in wrong pronunciation, it appears to be a big laugh. The condition of the class is crowded, and the student pays less attention to the tutor. 4) Limitation of time, based on interview with the English teacher English speaking habituation program has a time limit approximately 15 minutes. The students feel rushed when memorizing the dialogue sentences if the dialogue is long and difficult to memorize..

B. SUGGESTION

In the current study, the researcher delivers some suggestions as follow:

1. The English teacher is a trigger of victorious aspect in English teaching. The position of teacher is not only transferor knowledge to the learner but also educator who gives suggestion, guidance, and motivation in students self-confidence. Therefore, the diverse of activity, procedure, material, and media should be created by created by theteacher in order to raise the students feel exited, comfortable, enjoyable, and coofident in learning. in this case learning speaking.

2. The similar method will make students feel bored, it will be better in delivering material by using different method, technique or approach

3. The tutor ought to pay more attention in teaching learning process. The condition of the class is crowded and the student pays less attention to the tutor.

4. The English teachers and tutors should motivate the student to be more enthusiastic in the classroom engagement as speaking habituation program.

5. The English teachers should emphasize teaching English pronunciation more often to the non English teachers.

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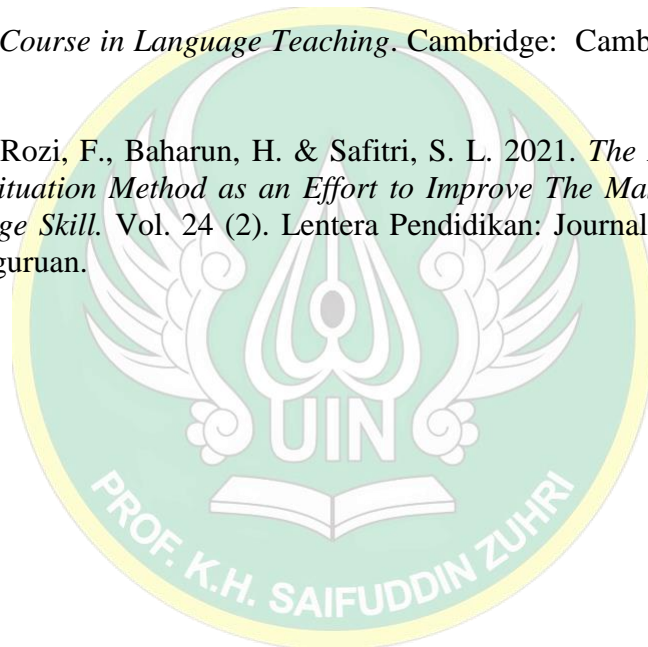
APPENDICES

INTERVIEW RESULT TRANSCRIBE

A. Interview with the English Teacher

Q: *"Bisakah ibu mendeskripsikan mengenai apa itu English speaking habituation program? kemudian apa tujuan diimplementasikan program ini untuk siswa/siswi SMP An-Nuriyyah Bumiayu?"*

A: *"English speaking habituation program ini merupakan program yang dibuat untuk seluruh siswa siswi SMP An-Nuriyyah Bumiayu. Program pembiasaan bahasa inggris ini dibuat untuk memotivasi para peserta didik agar tidak malu ketika berbicara menggunakan bahasa inggis dan tidak takut salah akan pronunciation atau pengucapan bahasa inggris ketika. Karena beberapa dari guru bahasa inggris mengeluhkan bahwa siswa siswi merasa takut ketika disuruh maju praktek dialog atau praktek berbicara bahasa inggris, para siswa merasa malu dan takut salah dalam pengucapan bahasa inggris terhadap teman lainnya. Jadi dengan adanya program ini para siswa akan merasa terbiasa berbicara menggunakan bahasa inggris hal ini juga akan meningkatkan vocabulary siswa ".*

Q: *"Bagaimana ibu melakukan prepare sebelum ibu melakukan pembelajaran English speaking habituation program ini?".*

A: *"Sebelum program ini berjalan, Saya guru bahasa inggris kelas 8 dan guru bahasa inggris kelas 7 & 9 membuat materi terlebih dahulu. Jadi, untuk kelas 7, 8, dan 9 itu materi program yang diajarkan berbeda yaitu sesuai dengan materi pelajaran bahasa inggris tiap tingkatan kelasnya. Kemudian materi diprint sebagai buku pegangan yang akan digunakan untuk program ini. Buku pegangan tersebut kami namakan modul bilingual, Didalamny terdapat materi dialog percakapan yang harus siswa hafalkan dan terdapat penilain harian untuk praktek speakin juga. Materi dialog diberikan setiap hari senin, jadi guru bahasa Inggris Kelas 7,8, dan 9 melakukan prepare pada malam senin dengan cara mengajarkan pelafalan dialog dengan baik dan benar melalui grup WhatsApp dengan*

cara pesan suara kepada semua tutor yang mengajar di program pembiasaan ini. Hal ini dilakukan agar semua tutor bisa mengajarkan materi dengan baik dan benar kepada peserta didik.

Q: *"Kemudian seperti apa teaching material dan dari mana referensi yang ibu pilih dan yang ibu gunakan pada program ini?"*.

A: *"Materi yang diberikan di program ini hanya menggunakan dialog percakapan dan untuk referensinya itu menyesuaikan materi pelajaran bahasa inggris siwa yang diambil dari buku tema bahasa Inggris kelas 8 dan kamus bahasa inggris. Jadi pada program ini semua guru bahasa inggris dari kelas 7,8, dan 9 membuat materi dialog percakapan sesuai dengan materi pelajaran bahasa inggris".*

Q: *"Apakah sekolah memiliki varian strategi didalam teaching English speaking habituation ini?".*

A: *"Untuk strategi ny hanya menggunakan hafalan English dialog percakapan saja setiap pagi jdi setiap pagi siswa maju depan kelas bersama partner tempat dudukny kemudian tutor memberikan penilaian sebagai evaluasi peningkatan pronunciation, vocabulary, dan pemahaman siswa didalam dialog percakapan tersebut. Kemudian setiap senin pagi tutor memberikan dialog baru beserta pronunciation dan arti dari dialog tersebut".*

Q: *Apakah setiap siswa memiliki peluang untuk talking/berbicara pada program ini?*

A: *Tentu saja punya, dengan adanya program English-speaking habituation program ini semua siswa siswi SMP An-Nurriyyah Bumiayu akan melakukan praktek langsung dan dinilai oleh tutor. Para siswa aktif maju kedepan kelas untuk mempraktekan speaking dialog conversation bersama dengan teman sebangku atau partnernya. Para siswa akan aktif bertanya ketika mereka tidak mengetahui arti dari dialog yang diberikan dan pronunciation atau pengucapan bahasa inggris yang sulit untuk dipraktekan.*

Q: *"Menurut Ibu waktu 15 menit untuk pembelajaran program ini cukup?".*

A: *"Tergantung dialog percakapannya, jika dialog yang diberikan kalimatnya panjang maka akan susah untuk dihafalkan jadi para siswa akan merasa terburu buru ketika menghafalkan dialog percakapan. Hal seperti ini juga akan memotong waktu ngajar guru mata pelajaran pertama.*

Q: *"Apa problem/masalah yang dihadapi siswa pada program ini?".*

A: *"Problem yang dihadapi siswa pada program ini adalah terkadang terdapat tutor yang salah dalam memberikan pelafalan dialog percakapan. Hal ini terbukti ketika saya mengampu penilaian praktek dialog, siswa salah dalam pelafalan dialog yang mereka hafalkan. Ketika saya membenarkan pelafalannya siswa tersebut menjawab bahwa tutor sebelumnya mengajarkan pelafalan yang siswa tersebut ucapkan. Ini yang membuat siswa merasa bingung ketika adanya perbedaan pengucapan kosakata bahasa inggris yang diberikan oleh masing masing tutor. Karena tutor yang mengajar di program English speaking habituation ini bukan hanya guru bahasa inggris melainkan semua guru mata pelajaran pertama.*

B. Interview with the Student

Q: *"Apakah kamu memiliki kecemasan atau tidak percaya diri ketika berbicara menggunakan bahasa Inggris? jika ya apa yang kamu lakukan untuk mengatasi kekhawatiran kamu ketika berbicara menggunakan bahasa Inggris?".*

S1: *Iya, karena saya merasa takut dan malu jika saya salah dalam pengucapan bahasa inggris saya. Yang saya lakukan untuk mengatasi kekhawatiran ini adalah saya menggunakan tekhnik hafalan jadi saya merasa percaya diri ketika saya sudah hafal".*

S2: *Tidak, karena saya tinggal dipondok, dan dipondok terdapat pembiasaan berbicara menggunakan bahasa inggris jadi saya sudah terbiasa*

S3: *Iya, saya merasa tidak percaya diri ketika berbicara bahasa inggris karena saya takut salah ketika mengucapkan kosakata bahasa inggris. Untuk mengatasi kecemasan saya selalu menghafalkan kalimatnya terlebih dahulu.*

S4: *Iya, Saya merasa takut salah ketika berbicara bahasa inggris. Saya tidak percaya diri ketika maju praktek speaking English di pelajaran bahasa inggris. Hal yang saya lakukan adalah saya akan latihan dan menghafalkan terlebih dahulu materinya.*

Q: *"Apakah kamu merasa kesulitan dalam memahami materi yang disampaikan guru pada English speaking habituation program ini? hal apa yang membuat kamu kesulitan?".*

S1: *"Iya saya merasa kesulitan, karena tutor yang ada di program ini adalah guru di jam mata pelajaran pertama jadi, tidak hanya guru bahasa inggris yang ngajar. Pengucapan bahasa inggris guru bahasa inggris dan guru lain terkadang ada yang berbeda jadi saya merasa kesulitan ketika menghafal materi yang ada di program ini".*

S2: *"Jawaban sama"*

S3: *"Jawaban sama"*

S4: *"Iya, saya mengalami kesulitan ketika guru mengajarkan materi English speaking habituation program. karena pengetahuan English vocabulari dan pengucapan bahasa inggris saya masih kurang jadi ketika guru menyampaikan materi saya merasa tertinggal dari teman yang lainnya".*

Q: *"Apa bagian terpenting dari program yang benar-benar bermanfaat untuk kamu sebagai seorang pelajar?".*

S1: *"Dengan adanya program ini jadi menambah kosakata dan pengucapan bahasa inggris saya, selain juga untuk bekal saya nanti ke jenjang pendidikan selanjutnya".*

S2: *"Dengan adanya progam pembiasaan ini saya menjadi lebih percaya diri ketika praktek berbicara bahasa inggris di kelas".*

S3: *"Program ini memberikan efek pembiasaan untuk saya, yaitu saya menjadi terbiasa menggunakan bahasa inggris di kehidupan sehari hari".*

S4: *"Dengan adanya program ini jadi menambah kosakata dan pengucapan bahasa inggris saya, selain juga untuk bekal saya nanti ke jenjang pendidikan selanjutnya"*

Q: *"Mengenai pronunciation/pengucapan berbahasa Inggris kamu, dan vocabulary/ kosakata bahasa inggris kamu, apa pendapat kamu tentang pengucapan dan kosakata bahasa inggris kamu? apakah ada peningkatan sebelum dan sesudah mengikuti program ini?".*

S1: *"Sebelum mengikuti program pembiasaan ini pengucapan bahasa inggris saya sangat kurang dan kosakata bahasa inggris juga kurang, karena dulu saya di MI tidak ada pelajaran bahasa inggrisnya, ketika sudah mengikuti program ini saya ada peningkatan dalam pengucapan bahasa inggris karena program ini setiap harinya dibiasakan praktik speaking".*

S2: *"Sebelumny pengucapan bahasa inggris dan kosakata bahasa inggris saya cukup baik, karena saya tinggal di pondok yang memiliki program yang sama seperti program di SMP An-Nuriyyah. Tetapi tetap ada peningkatan dalam pengucapan bahasa inggris".*

S3: *"Sebelum mengikuti program pembiasaan ini pengucapan bahasa inggris saya sangat kurang dan kosakata bahasa inggris juga kurang, dulu saya tidak tertarik belajar bahasa inggris karna menurut saya susah, ketika sudah mengikuti program ini saya ada peningkatan dalam pengucapan bahasa inggris karena program ini setiap harinya dibiasakan praktik speaking hal ini membuat saya merasa senang dan tertarik untuk belajar bahasa inggris".*

S4: *Jawaban sama dengan Student 1*

Q: *"Menurut kamu apakah waktu untuk English speaking habituation ini cukup?".*

S1: *"Tergantung, Jika materi dialognya susah untuk dihafalin saya rasa waktu yang diberikan kurang tetapi jika materi dialognya pendek dan mudah dihafalin waktu yang diberikan saya rasa cukup".*

S2: *"Menurut saya masih kurang karena waktu yang diberikan hanya 15 menit. sedangkan untuk proses penilaian membutuhkan waktu yang cukup*

lama jadi saat praktek penilaian berlangsung ketika terdapat siswa yang susah dan belum hafal dialog percakapan tutor akan terus membenarkan supaya pengucapannya benar hal seperti akan membutuhkan waktu yang lumayan lama.

S3: *"Jawaban sama dengan Student 1*

S4: *Jawaban sama dengan Student1*

OBSERVATION RESULT

FIELD NOTE

Day/Date	: Wednesday, 6 September 2023
Time	: (Day 1)

Hari ini saya bertemu dengan kepala SMP An-Nuriyyah Bumiayu, Bernama Ir. Imamudin Amaith, MM dan kebetulan saya bisa bertemu beliau. Saya meminta izin untuk melakukan penilitian skripsi di SMP An-Nuriyyah Bumiayu selama 1 minggu (hanya mengikuti kelas English speaking habituation program). Saya sampaikan bahwa saya akan meneliti 3 kelas 8A,8B,dan8C untuk mendapatkan data yang saya inginkan. Serta keterlibatan guru bahasa Inggris kelas 8 dan 4 peserta didik kelas 8 dalam melengkapi jawaban jawaban yang saya perlukan pada saat wawancara, dan pak Imam menyetujuinya, serta memberikan izin kepada saya jika ada kebutuhan mengenai data disekolah atau pesantren jika diperlukan.

Lalu setelah itu, sekitar jam 09.00 saya bertemu dengan Ibu Dea Citta Riana Praharsacitta, Spd. Beliau adalah seorang guru bahasa inggris kelas 8. Jadi saya berbicara dengannya dan mendiskusikan maksud dan tujuan saya dengannya. Saya juga memintanya untuk memvalidasi pertanyaan wawancara saya yang nantinya akan digunakan untuknya dan beberapa siswa terpilih. Akhirnya pertanyaan wawancara saya tervalidasi, dan beliau menawarkan wawancara tersebut hari senin setelah lewat jam 12.00 atau setelah sholat duhur.

Kemudian sekitar jam 10.00, saya pergi ke ruang Tata Usaha/ TU. Saya bertemu dengan Pak Rizky Gusti selaku petugas TU. tidak lupa juga saya berbicara dengan pak Rizky mendiskusikan maksud dan tujuan saya dengannya. saya meminta jadwal mengajar guru kelas 8 untuk mengetahui jadwal mengajar guru mata pelajaran di jam pertama, karena English speaking habituation

program ini dilakukan setiap pagi sebelum jam pelajaran dimulai.

Day/Date	: Thursday, 7 September 2023
Time	: Day 2

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. saya masuk ke kelas 8 A bersama Pak Miftakhuddin Spd. Pak miftah adalah guru mata pelajaran ipa. Pak miftah mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8A. dan tak lupa juga Pak miftah memperkenalkan saya kepada siswa siswi kelas 8A dan menyampaikan maksud dan tujuan saya masuk ke kelas 8A.

Sebelum mata pelajaran ipa dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Pak Miftah selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik. Tutor memberikan pertanyaan mengenai materi dialog yaitu apa kalimat atau kosakata yang sulit untuk dilafalkan dan dihafalkan oleh para siswa. selain itu tutor memberikan

pertanyaan kepada siswa mengenai apa maksud dari dialog yang diberikan oleh tutor dari hari senin sampai hari kamis yang sudah para siswa hafalkan. Kemudian tutor mengulang dialog percakapan yang sudah diberikan oleh tutor sebelumnya.

Ketika Program Pembiasaan Bahasa Inggris dimulai, para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan memperhatikan tutor, siswa merespon dengan cepat ketika tutor memerintahkan mereka untuk mengulang dialog yang tutor berikan. Selain itu para siswa terlihat sangat tanggung jawab mengikuti instruksi dari tutor, ketika tutor meminta untuk berlatih percakapan dialog didepan kelas, siswa melakukannya tanpa rasa takut meskipun pengucapan bahasa inggris mereka benar atau salah.

Kemudian saat evaluasi program pembiasaan bahasa inggris dimulai, tutor terlihat sangat sabar dan memberikan pembenaran pelafalan dan membantu daya ingat siswa ketika ada beberapa siswa yang masih belum hafal dialog percakapan dan kesulitan dalam pelafalan bahasa inggris. Penilaian dilakukan setiap hari dengan metode siswa maju kedepan kelas bersama teman sebangkunya dan dipraktekan secara bergantian. Ketika maju kedepan kelas siswa membawa buku pegangan (modul bilingual) yang didalamnya terdapat form penilaian yang berisikan nama partner, hari/tanggal, kode (L/TL), nama tutor, paraf. Kode (L/Tl) maksudnya adalah untuk siswa yang lancar hafalannya dan benar pelafalan bahasa inggrisnya maka akan diberi nilai (L/Lulus) oleh tutor, sedangkan siswa yang belum hafal dialog dan belum benar dalam pelafalan bahasa inggrisnya maka akan mendapatkan nilai (TL/Tidak Lulus). Ketika semua peserta didik sudah maju kedepan kelas Program pembiasaan bahasa inggris telah selesai.

Day/Date	: Saturday, 9 September 2023
Time	: Day 3

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. Saya masuk ke kelas 8 A bersama Bu Wulan Rengganis, Spd. Bu Wulan adalah guru mata pelajaran B.Indonesia. Bu Wulan mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8A

Sebelum mata pelajaran bahasa Indonesia dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Bu wulan selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik.

Ketika Program Pembiasaan Bahasa Inggris dimulai, para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa

inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan memperhatikan tutor, siswa merespon dengan cepat ketika tutor memerintahkan mereka untuk mengulang dialog yang tutor berikan. Selain itu para siswa terlihat sangat tanggung jawab mengikuti instruksi dari tutor, ketika tutor meminta untuk berlatih percakapan dialog didepan kelas, siswa melakukannya tanpa rasa takut meskipun pengucapan bahasa inggris mereka benar atau salah.

Kemudian saat evaluasi dilakukan, siswa maju kedepan kelas bersama teman sebangkunya dan dipraktekan secara bergantian. Ketika maju kedepan kelas siswa membawa buku pegangan (modul bilingual) yang didalamnya terdapat form penilaian yang berisikan nama partner, hari/tanggal, kode (L/TL), nama tutor, paraf. Kode (L/Tl) maksudnya adalah untuk siswa yang lancar hafalannya dan benar pelafalan bahasa inggrisnya maka akan diberi nilai (L/Lulus) oleh tutor, sedangkan siswa yang belum hafal dialog dan belum benar dalam pelafalan bahasa inggrisnya maka akan mendapatkan nilai (TL/Tidak Lulus). Ketika semua peserta didik sudah maju kedepan kelas Program pembiasaan bahasa inggris telah selesai.

Namun ketika proses penilaian program pembiasaan bahasa inggris dimulai, tutor terlihat tidak memberikan pembenaran pelafalan saat siswa kesulitan dalam pelafalan bahasa inggris. Hal ini akan membuat para siswa tidak mengetahui bahwa pelafalan kosakata bahasa inggris mereka salah atau benar. Selain itu tutor tidak memberikan pertanyaan mengenai materi dialog yaitu apa kalimat atau kosakata yang sulit untuk dilafalkan dan dihafalkan oleh para siswa sebelum program dimulai. Selain itu kelas terlihat sangat berisik hal ini akan mengganggu siswa yang sedang maju depan kelas dan akan mengganggu konsentrasi belajar siswa saat sedang menghafalkan dialog percakapan.

Date	Sunday, 10 September 2023
Time	Day 4

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. saya masuk ke kelas 8 A bersama Pak Miftakhuddin Spd. Pak miftah adalah guru mata pelajaran ipa. Seperti biasa, Pak miftah mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8A. dan tak lupa juga Pak miftah memperkenalkan saya kepada siswa siswi kelas 8A dan menyampaikan maksud dan tujuan saya masuk ke kelas 8A.

Sebelum mata pelajaran ipa dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Pak Miftah selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik. Tutor memberikan pertanyaan mengenai materi dialog yaitu apa kalimat atau kosakata yang sulit untuk dilafalkan dan dihafalkan oleh para siswa. selain itu tutor memberikan pertanyaan kepada siswa mengenai apa maksud dari dialog yang diberikan oleh

tutor dari hari senin sampai hari kamis yang sudah para siswa hafalkan. Kemudian tutor mengulang dialog percakapan yang sudah diberikan oleh tutor sebelumnya.

Ketika Program Pembiasaan Bahasa Inggris dimulai, para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan memperhatikan tutor, siswa merespon dengan cepat ketika tutor memerintahkan mereka untuk mengulang dialog yang tutor berikan. Selain itu para siswa terlihat sangat tanggung jawab mengikuti instruksi dari tutor, ketika tutor meminta untuk berlatih percakapan dialog didepan kelas, siswa melakukannya tanpa rasa takut meskipun pengucapan bahasa inggris mereka benar atau salah.

Kemudian saat evaluasi program pembiasaan bahasa inggris dimulai, tutor terlihat sangat sabar dan memberikan pembenaran pelafalan dan membantu daya ingat siswa ketika ada beberapa siswa yang masih belum hafal dialog percakapan dan kesulitan dalam pelafalan bahasa inggris. Penilaian dilakukan setiap hari dengan metode siswa maju kedepan kelas bersama teman sebangkunya dan dipraktekan secara bergantian. Ketika maju kedepan kelas siswa membawa buku pegangan (modul bilingual) yang didalamnya terdapat form penilaian yang berisikan nama partner, hari/tanggal, kode (L/TL), nama tutor, paraf. Kode (L/Tl) maksudnya adalah untuk siswa yang lancar hafalannya dan benar pelafalan bahasa inggrisnya maka akan diberi nilai (L/Lulus) oleh tutor, sedangkan siswa yang belum hafal dialog dan belum benar dalam pelafalan bahasa inggrisnya maka akan mendapatkan nilai (TL/Tidak Lulus). Ketika semua peserta didik sudah maju kedepan kelas Program pembiasaan bahasa inggris telah selesai.

Date	Monday, 11 September 2023
Time	Day 5

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. Saya masuk ke kelas 8 B bersama Bu Dea Riana Praharsacitta, Spd. Untuk observasi kali ini saya bersama Bu Citta guru bahasa inggris kelas 8. Bu Citta mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8B. dan tak lupa juga Bu Citta memperkenalkan saya kepada siswa siswi kelas 8A dan menyampaikan maksud dan tujuan saya masuk ke kelas 8B.

Sebelum mata pelajaran bahasa Inggris dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Bu Citta selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik. Selain itu tutor memberikan pertanyaan kepada siswa mengenai apa maksud dari dialog yang diberikan oleh tutor Di minngu lalu yang sudah para siswa hafalkan.

Kegiatan pembiasan bahasa inggris telah dimulai. dan Setiap hari senin para

siswa akan memperoleh dialog percakapan baru yang akan diberikan oleh tutor dan harus dihafalkan oleh para siswa selama 1 minggu. Tutor memberikan dialog percakapan baru yang ada di buku pegangan siswa dengan cara membacakan dialog percakapan dengan suara yang keras agar para siswa mendengar pronunciation yang baik dan benar. Setelah itu tutor meminta siswa agar menulis terjemahan dari dialog yang diberikan dengan memfasilitasi kamus bahasa inggris. Setelah itu tutor dan siswa menerjemahkan bersama sama ardi dari dialog tersebut. Kemudian tutor meminta para siswa untuk berlatih praktek dialog percakapan bersama dengan partner sebangkunya.

Para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan memperhatikan tutor, siswa merespon dengan cepat ketika tutor memerintahkan mereka untuk mengulang dialog yang tutor berikan. Selain itu para siswa terlihat sangat tanggung jawab mengikuti instruksi dari tutor, ketika tutor meminta untuk berlatih dialog dengan teman sebangkunya.

Kemudian pada jam 12.00 siang saya bertemu dengan Bu Citta sesuai perjanjian akan melakukan wawancara dengan beliau dihari senin jam 12:00 siang. saya mendatanginya dan memulai wawancara. Dia dengan jelas menjawab beberapa pertanyaan saya. Sambil memperlihatkan chat whattsapp beliau ketika memberikan instruksi mengajar program pembiasaan bahasa inggris ke pada guru mata pelajaran pertama yang bertugas sebagi tutor.

Date	Tuesday, 12 September 2023
Time	Day 6

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. Saya masuk ke kelas 8 B bersama Pak M. Nur Sidiq. Pk Sidiq merupakan guru mata pelajaran Al-Qur'an. Pak Sidiq mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8B

Sebelum mata pelajaran bahasa Indonesia dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Pak Sidiq selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik.

Ketika Program Pembiasaan Bahasa Inggris dimulai, para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan

memperhatikan tutor, siswa merespon dengan cepat ketika tutor memerintahkan mereka untuk mengulang dialog yang tutor berikan. Selain itu para siswa terlihat sangat tanggung jawab mengikuti instruksi dari tutor, ketika tutor meminta untuk berlatih percakapan dialog didepan kelas, siswa melakukannya tanpa rasa takut meskipun pengucapan bahasa inggris mereka benar atau salah.

Kemudian saat evaluasi dilakukan, siswa maju kedepan kelas bersama teman sebangkunya dan dipraktekan secara bergantian. Ketika maju kedepan kelas siswa membawa buku pegangan (modul bilingual) yang didalamnya terdapat form penilaian yang berisikan nama partner, hari/tanggal, kode (L/TL), nama tutor, paraf. Kode (L/Tl) maksudnya adalah untuk siswa yang lancar hafalannya dan benar pelafalan bahasa inggrisnya maka akan diberi nilai (L/Lulus) oleh tutor, sedangkan siswa yang belum hafal dialog dan belum benar dalam pelafalan bahasa inggrisnya maka akan mendapatkan nilai (TL/Tidak Lulus). Ketika semua peserta didik sudah maju kedepan kelas Program pembiasaan bahasa inggris telah selesai.

Namun ketika proses penilaian program pembiasaan bahasa inggris dimulai, tutor terlihat tidak memberikan pembenaran pelafalan saat siswa kesulitan dalam pelafalan bahasa inggris. Hal ini akan membuat para siswa tidak mengetahui bahwa pelafalan kosakata bahasa inggris mereka salah atau benar. Selain itu tutor tidak memberikan pertanyaan mengenai materi dialog yaitu apa kalimat atau kosakata yang sulit untuk dilafalkan dan dihafalkan oleh para siswa sebelum program dimulai. Selain itu kelas terlihat sangat berisik hal ini akan mengganggu siswa yang sedang maju depan kelas dan akan mengganggu konsentrasi belajar siswa saat sedang menghafalkan dialog percakapan.

Date	Wednesday, 13 September 2023
Time	Day 7

Waktu menunjukan pukul 7 pagi. Bel berbunyi keras sebanyak 3 kali berturut turut. tanda tanda seluruh peserta didik harus masuk ke kelas masing masing untuk memulai kegiatan belajar mengajar. Saya masuk ke kelas 8 A bersama Bu Wulan Rengganis, Spd. Bu Wulan adalah guru mata pelajaran B.Indonesia. Bu Wulan mengawali kelas dengan memberikan salam dan menanyakan kabar menggunakan bahasa inggris kepada siswa siswi kelasn 8A

Sebelum mata pelajaran bahasa Indonesia dimulai peserta didik melakukan pembudayaan dan pembiasaan bahasa inggris selama 45 menit. pembiasaan dan pembudayaan dilakukan selama mulai dari 1) peserta didik membaca asmaul khusna, 2) setelah membaca asmaul khusna peserta didik membaca sholawat sebanyak 3 kali sholawat, 3) kemudian pesera didik membaca alquran atau tadarus bersama, 4) setelah itu peserta didik menyanyikan lagu lagu wajib Indonesia, 5) dan yang terakhir peserta didik melakukan program pembiasaan berbicara bahasa inggris

Ketika program pembiasaan bahasa inggris akan dimulai Bu wulan selaku tutor English speaking habituation program meminta peserta didik untuk membuka buku pegangan yang sudah difasilitasi sekolah untuk program pembiasaan bahasa inggris. Buku pegangan tersebut berisi materi dialog percakapan dan form penilaian peserta didik.

Ketika Program Pembiasaan Bahasa Inggris dimulai, para siswa terlihat sangat aktif, Responsif, dan tanggung jawab dalam proses belajar mengajar. Siswa selalu bertanya kepada tutor dengan mengangkat tangannya dan aktif maju kedepan kelas untuk melakukan evaluasi praktek percakapan dialog bahasa inggris. Kemudian para siswa juga sangat responsif selalu tanggap dan

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MODUL BILINGUAL

Kelas VIII

TAHUN PELAJARAN 2023/2024

Nama : May khatul Fatikha

Kelas : VIII AMAZing

SEKOLAH MENENGAH PERTAMA (SMP)

AN-NURIYYAH BUMIAYU

Jalan Bandung No. 55 Bumiayu ✉ 52273 ☎ (0289) 430696
Website : smp.annuriyyah-bumiayu.sch.id
E-mail : smpan_nuriyyah@yahoo.com

♥ JURNAL HARIAN BILINGUAL ♥

1. Dialog 1

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mr. Wawan : Attention, please! Perhatian tolong	Hany	24/7/23	L	FB.	
Students : Yes, Sir. Ya pak	Ean	25/7 23	L	SG	
Mr. Wawan : We will make English kita akan membuat Kelan conversation today. Do you hari ini understand? apakah kamu paham	Hani	27/7 23	L	MI	
	Hani	29/7 23	L	SA	
	▬	▬	▬	▬	
Students : Yes, I understand Sir. ya saya paham pak					

2. Dialog 2

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mr. Wawan : What do you think about English? apa yg kamu pikirkan tntng b. inggris	Hani	31/7 23	L	FB	
	Hani	1/8 23	L	WN	
Students : I think English is so fun. saya pikir b. inggris sangaat menyenangkan	Hani	2/8 23	L	SQ	
Mr.Wawan : Amazing! luar biasa.	Hani	5/8 23	L	WN	
Students : Thank you, Sir. terimakasih pak	Hani	6/8 23	L	MI	

3. Dialog 3

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Andre : Can you speak English? Bisakan kamu berbica B. inggris	Hani	7/8 23	L	FB	
Billy : Yes, I can speak English. Ya saya bisa berbicara B. inggris	Hani	8/8-23	L	WN	
Andre : I can't speak English. Saya tidak bisa berbica B. inggris	Hani	9/8 23	L	SQ	
Billy : Don't worry, Andre. jangan khawatir andre	sndri	10/8 23	L	MI	
	Hani	12/8 23	L	WN	
	Hani	13/8 23	L	MI	

2

4. Dialog 4

	MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Andre	: Will you teach me? akan kan kamu menga jariku	—	15 /²³	L	WN	
Billy	: Yes, of course. I will ya tentu saja saya akn teach you. mengajarmu	—	16 /²³	L	SQ	
		—	21 /²³	L	FB	
Andre	: Thank you. terima kasih	Hani	22 /²³	L	WN	
Billy	: You're welcome. samaer	EZa	23 /²³	L	SQ	
		Hani	24 /²³	L	MI	
		Hani	26 /²³	L	WN	
		Hani	27 /²³	L	MI	

5. Dialog 5

	MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Andre	: I feel English is so syarsa b. inggris sngat difficult. Do you know what suut apkh kamu tau should I do? ara yg sebaik nya sya lakukan	▬	28 /²³	L	FB	
		Fera	30 /²³	L	SQ	
		—	31 /²³	L	MI	
Billy	: You should memorize a lot kamu sebaik menghafal of vocabularies. bnyak kosa kata	Hani	2 /²³	L	WN	
		Hani	3 /²³	L	MI	
Andre	: That's a good idea. ide yg bgus	ʃ	U	m	a	+

6. Dialog 6

	MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Sika	: Tomorrow is the first day of Besok adalah hari pertama the exam. ujian	—	4 /²²	✓	FB	
		Hani	5 /²³	L	WN	
Karina	: Yes, are you ready? ya apa kamu siap	Fera	6 /²³	L	SQ	
Sika	: I'm ready. I must come before iya aku siap aku harus datng 6.30 a.m. sebelum jam 6.30 a.m	▬	7 /²³	L	MI	
Karina too.	: Yeah..I don't come late Ja saya juga jngan terlambat					

3

7. Dialog 7

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mrs. Erika : Good morning my students.					
The students : Good morning, Mom.					
Mrs. Erika : This class is so dirty. Please sweep the floor?					
The students: Yes, Mom.					

8. Dialog 8

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Shania : Hi, Vera. How are you?					
Vera : Hi, Shania. I'm fine.					
Shania : I would like to invite you to my birthday party on Sunday.					
Vera : Oh, okay. I'd love to come.					

9. Dialog 9

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Roni : Maria, sorry I forgot to bring my pen. May I borrow your pen, please?					
Maria : Sure. This is for you.					
Roni : Thanks Maria.					
Maria : Don't mention it.					

10. Dialog 10

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Arga : Elena, this is special for you.					
Elena : What is this?					
Arga : Gift for you. Happy birthday to you, Elena. I wish you all the best.					
Elena : Oh my God. Thank you so much.					

11. Dialog ke 11

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Andre: excuse me, could you show me the way to Galang's house?					
Bayu : exactly. Go straight. I'ts in front of mosque					
Andre: is this after three junction?					
Bayu : yes you are right					
Andre: thank you					

12. Dialog ke 12

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Andi : There is a book on the table. Is it yours?					
Dika : No, this is Juna's book.					
Andi : Ok, please give it to him.					
Dika : I will give it.					

13. Dialog ke 13

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mrs. Dea : Doni, please tell me about your morning activities?					
Doni : Yes, Mom. I wake up at 5 a.m. Then, I pray subuh and take a bath. After that, I have breakfast before I go to school.					
Mrs. Dea : That's good.					

14. Dialog ke 14

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mrs. Lia : Ana, where is Sinta?					
Ana : In the library, Mom. She looks so busy.					
Mrs. Lia : Really? She always reads book or novel there.					
Ana : She is so diligent.					
Mrs. Lia : Yes, you're right.					

MATERI	PARTNER	HARI/TGL	L/TL	KODE GURU	PARAF
Mrs. Beni: Are you enjoy in my class?					
Student: Yes, I am enjoy. I am really happy because you are kind and funny.					
Mr. Beni : Really?					
Student : Sure, you're good teacher.					

YAYASAN AN-NURIYYAH
SEKOLAH MENENGAH PERTAMA
SMP AN-NURIYYAH

NPSN   : 20326442   NSS   : 202032903030

Alamat : Jl. Bandung No. 55 Bumiayu ⊠ 52273 ☎ (0289) 430696 E-mail : smpan_nuriyyah@yahoo.com website : annuriyyah-bumiayu@sch.id

SURAT KETERANGAN
Nomor : 148/ P.11/SMP.An/XI/2022

Perihal   : Balasan Permohonan Izin Observasi Pendahuluan

Lampiran : –

Kepada Yth.

Dekan Prodi Tadris Bahasa Inggris

Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Menanggapi surat Saudara Nomor B.m.3195/Un.19/D.FITK/PP.05.3/11/2022 tanggal 03 November 2022 perihal "Permohonan Izin Observasi Pendahuluan", pada mahasiswa:

Nama	:	Fasikhatul Mabruroh
NIM	:	1917404013
Prodi	:	Tadris Bahasa Inggris

Dengan ini kami mengizinkan saudara bersangkutan untuk melakukan penelitian di Sekolah SMP An-Nuriyyah Bumiayu. Untuk informasi lebih lanjut disilakan kepada saudara Fasikhatul Mabruroh untuk menghubungi guru mapel yang bersangkutan.

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.

Bumiayu, 6 November 2022
Kepala Sekolah,

Ir. IMAMUDDIN AMAITH, MM

YAYASAN AN-NURIYYAH
SEKOLAH MENENGAH PERTAMA
SMP AN-NURIYYAH

NPSN : 20326442	NSS : 202032903030

Alamat : Jl. Bandung No. 55 Bumiayu ⊠ 52273 ☎ (0289) 430696 E-mail : smp.annuriyyah@gmail.com website : smpannuriyyah.sch.id

SURAT KETERANGAN
Nomor : 141/ P.11/SMP.An/III/2024

Yang bertanda tangan dibawah ini :

Nama	: Muhammad Amar Al Misrhy
NIP	: -
Jabatan	: Kepala Sekolah
Nama Sekolah	: SMP An-Nuriyyah Bumiayu
Alamat	: Jl. Bandung No. 55 Bumiayu Kode Pos 52273

Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama	: Fasikhatul Mabruroh
NIM	: 1917404013
Prodi	: Tadris Bahasa Inggris
Jenjang	: S1

Benar-benar telah selesai melakukan penelitian untuk Skripsi di SMP An-Nuriyyah Bumiayu, Brebes pada tanggal 7 September 2023 s/d 13 September 2023 guna melengkapi data pada penyusunan skripsi yang berjudul berikut: "THE IMPLEMENTATION OF ENGLISH SPEAKING HABITUATION PROGRAM AT EIGHT GRADERS OF SMP AN-NURIYYAH BUMIAYU"

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagaimana semestinya

Bumiayu, 14 Maret 2024
Kepala Sekolah

Ir. Imamuddin Amaith, MM

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama   : Fasikhatul Mabruroh

NIM   : 1917404013

Semester   : 9 (Sembilan)

Jurusan/Prodi   : FTIK/TBI

Angkatan Tahun: 2019

Judul Skripsi   : The Implementation of English Speaking Habituation Program at

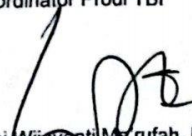Eighth Graders of SMP An-Nuriyyah Bumiayu

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.
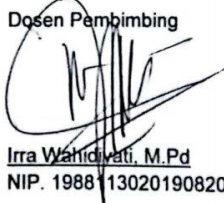
Wassalamu'alaikum Wr. Wb.

Dibuat di: Purwokerto
Tanggal : 5 Desember 2023

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

Dosen Pembimbing

Irra Wahidiyati, M.Pd
NIP. 198811302019082001

SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN MUNAQOSYAH

Yang bertandatangan di bawah ini :

Nama	: Fasikhatul Mabruroh
NIM	: 1917404013
Jurusan / Prodi	: FTIK / Tadris Bahasa Inggris

Dengan ini menyatakan dengan sebenar-benarnya bahwa :

1. Semua nilai mata kuliah teori dan praktik sebagaimana dipersyaratkan dalam ujian munaqosyah telah lulus (minimal mendapatkan nilai C).

2. Semua ujian Pengembangan Bahasa, Aplikom, BTA-PPI, KKN, PPL serta mata kuliah dengan bobot nol (0) SKS telah lulus serta dapat dibuktikan dengan sertifikat.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:

1. Dibatalkan hasil kelulusan ujian munaqosyah;

2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;

3. Mengikuti ujian munaqosyah ulang setelah ybs lulus semua mata kuliah.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak mana pun.

Purwokerto,   20 Maret 2024
Yang Menyatakan,

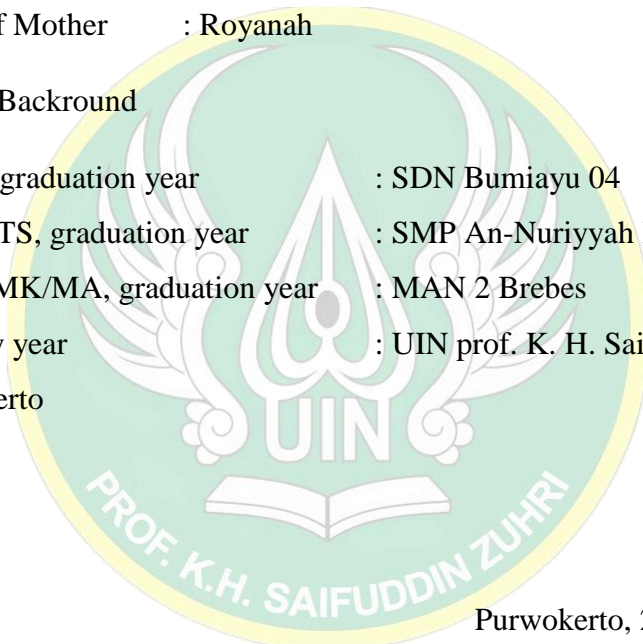**Fasikhatul Mabruroh**
NIM. 1917404013

BIOGRAPHY

A. Personal Detail

1. Name   : Fasikhatul Mabruroh
2. Student Number : 1917404013
3. Place, Date of Birth : Brebes, 30 July 2000
4. Address   : Desa Bandung, Rt 07/ Rw o7, Bumiayu, Brebes
5. Name of Father   : Hasanudin
6. Name of Mother : Royanah

B. Educational Backround

1. SD/MI, graduation year   : SDN Bumiayu 04
2. SMP/MTS, graduation year : SMP An-Nuriyyah Bumiayu
3. SMA/SMK/MA, graduation year : MAN 2 Brebes
4. SI, entry year   : UIN prof. K. H. Saifuddin Zuhri
   Purwokerto

Purwokerto, 2 April 2024

Fasikhatul Mabruroh
S.N. 1917404013