HABITUAL ACTION ON ENGLISH LEARNING (STUDY AT YPRU GUYANGAN TRANGKIL PATI)

THESIS

Submitted in Partial Fulfillment of the Requirement
for gaining the Degree of Bachelor of Education in English Language
Education

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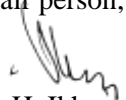
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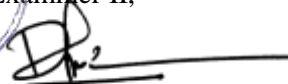
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iii

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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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ABSTRACT

Title : Habitual Action on English Learning (Study at YPRU GuyanganTrangkilPati)
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This research aims at analyzing the habitual action on English learning of bilingual program of YPRU. Teacher should be selective in choosing teaching methods. In the writer's opinion, teaching English in bilingual program is one of teaching strategy in which students are given chance to learn English more comfortable.

The objective of the researcher in the study is to describe habitual action on English learning implemented by YPRU Guyangan. This research used qualitative research to examine the natural object condition.The researcher collected data by triangulation (combination).The data analysis is inductive. In this research, the researcher focusedon the scope of how habitual action on English learning implemented by YPRU Guyangan.

The study showed that: 1) Habitual action on English learning implemented by YPRU Guyangan based on the theory of behaviorism; 2) YPRU Guyangan developed English communicative skills through the development of various emphasis syllabus.; 3) In general, the processes of teaching English are preliminary, core & end activities; 4) Language environment at YPRU is key to the institution's success in developing integrated English teaching-learning.

MOTTO

"*COGITO ERGO SUM*" (RENE DESCARTES)

I AM THINKING, THEREFORE; I AM BEING

DEDICATION

I dedicate this thesis for :

1. My parents; Rakiman and Suniti who always gives support, motivate and pray for me.

2. My brother Imam Masyhuri who always gives me spirit to struggle, advice to never give up and keep walking on the right.

3. All of my family thanks for praying and caring me.

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6. All crew Delisha press and Syakira press.

7. Member of [KPT] beta family and my "last minute" friends, thanks for the support.

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I do thank Allah who has given me insight and strength to finish this research completely. Sholawat and Salam always are given to the Prophet Muhammad who brings us from the darkness to the brightness.

The writer realized that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express my gratitude for all them.

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Finally, the writer realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 02 August 2017

The Writer

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List of Appendices

Appendix

List of Overall Data

LIST OF CONTENT

CHAPTER I : INTRODUCTION

CHAPTER II : LITERATURE REVIEW

CHAPTER I

INTRODUCTION

A. Background of the Study

In recent two decades, the development of an ever more complex relationship between the English language and globalisation has been concerned. Graddol in Farzad Sharifian argued that:

> "Economic globalisation has encouraged the global spread of English, while the global spread of English has also encouraged globalisation. In a more recent publication, he goes on to observe that "English is now redefining national and individual identities worldwide, shifting political fault lines, creating new global patterns of wealth and social exclusion, and suggesting new notions of human rights and responsibilities of citizenship"."[1]

He also added the explanation about the increasing globalisation which caused the interaction among people around the world as easy as possible. The interaction among people also caused the interaction of different cultural and linguistic backgrounds to get closer. The language used by people is different and it makes people learn English as lingua franca in

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[1] Farzad Sharifian, 2013, *Globalisation and Developing Metacultural Competence in Learning English as an International Language*, Springer, p.1

order that they can interact with people from different linguistic backgrounds. The more explanations the writer cited from Farzad Sharifian as follow:

> "Increasingly, people from different cultural and linguistic backgrounds get closer together because of the development of globalisation and the new technology, however, the default form of communication in everyday life for many people is becoming instances of intercultural communication. This phenomenon has attracted a significant degree of scholarly attention, leading to various proposals for the 'competencies' that are now required for successful intercultural communication. In particular in the area of foreign language education, scholars have realised that the main goal in teaching languages should shift away from its focus on the development of native-speaker competence towards more realistic competencies to facilitate communication between speakers from a wide range of cultural backgrounds."[2]

To bridge the different language, education provides teaching learning using dual language in order that the school makes students study and use dual language in their taeching learning process called bilingual/immersion program. Linda S. Siegel argued in her article about the history and the reason why bilingual/immersion program was applied as follow:

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[2] Farzad Sharifian, *Globalisation and Developing Metacultural Competence in Learning English as an International Language*, p. 2

"Canada has two official languages, English and French but most areas of this vast country are either predominantly French speaking or predominantly English speaking. French is the first language of a smaller percentage of the population than English but most Canadians want to be bilingual. More that 40 years ago, English speaking parents and teachers in Montreal decided that the students were not really learning to speak French in the traditional model of teaching so they pioneered an educational reform, called French Immersion, in which English speaking children were educated in French from the beginning of their school career. The results of this educational reform have been quite successful and children, who participate in French Immersion programs learn to speak, read and write French. Most never become truly bilingual but they acquire fluency and are quite comfortable speaking French."[3]

However, the teaching of English includes four skills: listening, speaking, reading and writing. But basically teaching English consists of oral and written system. Both of them are important, but they are different, it may be stated that only educated people can communicate in written language, because it is very complex one, not only in grammar aspect but also in other factors such as the speaker and listener understand each other. In addition, to master English students need to practice it as habit so that they can fluently use English.

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[3] Linda S. Siegel, 2011, *Early English Immersion in Xi'an, China: An Experiment in English Language Teaching,* Springer, p. 1

The view of learning according to the flow of behavior, is nothing but a change in behavior as a result of the interaction between stimulus and response. Or in other words, learning is a change that students experience in their ability to behave in new ways as a result of the interaction between stimulus and response.[4]

The Qur'an commands mankind to study, since the first verse is revealed to the Prophet Muhammad SAW. The command to read in that verse is called twice, command to the Messenger of Allah. And then the command to all mankind. Reading is a means of learning and the key to science, both etymologically in the form of reading letters written in books and terminologies, ie reading in a broader sense. That is, reading the universe (ayatul-kaun).[5]

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ (٢)اقْرَأْ وَرَبُّكَ الأَكْرَمُ (٣)الَّذِي عَلَّمَ بِالْقَلَمِ (٤)عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ (٥

Meaning: Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous (3) Who taught by the *qolam* (4) Taught man that which he knew not (5). (Q.S: al-Alaq: 1-5)

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[4]Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2006), p. 7

[5]Yusuf Qardhawi (penerjemah : Abdul Hayyie Al-Kattani, Irfan Salim, Sochimien), *Al Qur'an Berbicara tentang Akal dan Ilmu Pengetahuan*, (Jakarta : Gema Insani Press, 1998), p. 235.

The term *qalam* mentioned in that verse further clarifies the essential meaning of reading, i.e. as a learning tool. Learning is an activity of individuals who do the learning, namely the process of internal factors work. Learning is the process of adjustment or adaptation through assimilation and accommodation between stimulation and the basic unit of cognition. In the view of behavioristic psychology is the result of the interaction between stimulus and response. A person is considered to have learned something if the person can show changes in his behavior. According to this theory is important in learning is the input in the form of stimulus and output in the form of response.

Behavioristic theory considers that learning is changing the behavior of students from being unable to be, from not understanding to understanding, and the teacher's job is to control the stimulus and learning environment in order for the change to approach the desired goal, and the student gift teacher who has been able to show significant change while Punishment is given to students who are unable to show change in meaning.

YPRU address the relation between ongoing habit and everyday action using English. In the standard predictive models in social psychology, behavior is a product of a series of cognitive and affective events, typically preceded most closely by

conscious intentions to perform the act.[6] Intentions can be generated through thoughtful deliberation or relatively superficial processes. Research that has measured people's intentions and then behavior has provided strong support for these models.[7]

However, not all behaviors are preceded by conscious intentions. Only minimal, sporadic thought is required to initiate, implement, and terminate actions that in the past have been repeated in stable contexts. Such actions reflect habits, and Ouellette and Wood[8] demonstrated that specific intentions to perform repeated behaviors are not good predictors of such acts. Instead, habit performance reflects the routine repetition of past acts that is cued by stable features of the environment. In this view, the disposition or tendency to perform habitual behaviors is implicit, it is expressed through the performance itself, and it may not be reflected in people's thoughts or reported intentions. Thus, predictive models of behavior indicate that action can emerge

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[6]See Greve, W. (2001). Traps and Gaps in Action Explanation: Theoretical Problems of a Psychology of Human Action. *Psychological Review, 108,* 435–451.

[7]See Armitage, C. J., & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A Meta-Analytic Review. *British Journal of Social Psychology, 40,* 471–499.

[8]Ouellette, J. A., & Wood, W. (1998). Habit and Intention in Everyday Life: The Multiple Processes by Which Past Behavior Predicts Future Behavior. *Psychological Bulletin, 124,* 54–74.

from conscious intentions or from implicit guides developed through past performance.

Based on the explanation above, the researcher tries to identify habitual action on English learning of bilingual program of YPRU. This research aims at analyzing the habitual action on English learning of bilingual program of YPRU. Teacher should be selective in choosing teaching methods. In the writer's opinion, teaching English in bilingual program is one of teaching strategy in which students are given chance to learn English more comfortably. So, it will help the students to understand and practice English in daily. By bilingual program of YPRU, it is hoped that it can motivate the students to learn and practice written and spoken English.

B. Reasons for Choosing the Topic

Bilingual program of YPRU is one of the programs that are applied to develop the students' skill in communicating in English. In this program, the students do not only use English inside the English class, but also in other classes. English becomes the main medium of communication between the teacher and the student and also among the students during process. Based on this fact, the students are made to use English so often that they will get to use it. In bilingual program, English

is not the subject of instruction; rather it is the medium through which a majority of the school's academic content is taught.

C. Research Question

Based on the background above the writer states the following question of the research: How is habitual action on English learning implemented by YPRU Guyangan?

D. Research Objective

The objective of the research is to describe habitual action on English learning implemented by YPRU Guyangan.

E. Research Significance

The Benefits of the research can be stated as follow:

1) For the students
   Hopefully this research can give useful knowledge and motivate the students to study English.

2) For the reader
   The writer hopes that the result of the study would be worth consideration when people try to improve their English learning and it would become reference for researchers of similar study.

3) For the writer

It gives positive knowledge for the writer everything about this research

4) For school.

This study gives much information about YPRU program and hopefully the other schools can apply it.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. General Concept of Bilingual Education Perogram

a. Bilingual Education Program

Before discussing bilingual education program, people have to understand Bilingualism. Bilingualism is a term fererring to person or social institutions. Kenji Hakuta and Eugene E. Garcia expalained bilingualism as follow:

> *"Bilingualism* is a term that has been used to describe an attribute of individual children as well as social institutions. At both levels, the topic has been dominated by controversy. On the individual level, debate has centered on the possible costs and benefits of bilingualism in young children. On the societal level, fiery argument can be witnessed in the United States about the wisdom of bilingual education and the official support of languages other than English in public institutions. Particularly in the latter case, emotions run hot because of the symbolism contained in language and its correlation with ethnic group membership."[1]

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[1] Kenji Hakuta and Eugene E. Garcia, 1989, *Bilingualism and Education*, American Psychologist Vol. 44, p.1

After understanding bilingualism, it is essntial for us to know bilingual education. Kenji Hakuta and Eugene E. Garcia gave explanation about bilingual education and the explanation cited as follow:

> "Bilingual education programs have been in existence for over two decades, and thus the reasonable question arises as to whether there is evidence of the relative effectiveness of the different approaches. Summative evaluations of programs that compare these different approaches have run into difficulty on a number of fronts."[2]

The term bilingual usually reffers to high or low level of ability and profiency of every person towards two languages. Proficiency and fluency of an individual in one language or another language are difficult to determine. Many people used to speak their sotrongest language with different proficiency level. Sometimes, person who have high level of social and academic proficiency in one language may be lack of proficieny in another language. [3]

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[2]Kenji Hakuta and Eugene E. Garcia, 1989, *Bilingualism and Education*, American Psychologist Vol. 44, p. 3

[3]Peeter Mehisto, *Excellence in Bilingual Education*, Cambridge: Cambridge University Press, p.3

However, the bilingual education programmes give children to study target language as natural as possible because those programmes support students' bilingualism like explanation from Peeter Mehisto as follow:

> "The bilingual education is used by some people to refer to those programmes that support bilingualism, by others, to those programmes that undermine bilngualism (additive versus subtractive bilingualism). In some regions, programmes that teach immigrant children primarily through societally dominant language are referred to as bilingual education despite the fact that these programmes may in the long term suppres the students' L1 in favor of the dominant language (subtractive bilingualism)."[4]

The bilingual program in Netherland can be an example of implementation of bilingual program nowdays. the explanation of the bilingual program is cited from Aryan van der Leij article as follow:

> "At the bilingual school English is incorporated into the normal curriculum. The children receive English lessons from kindergarten (age 4) to the end of primary school (age 12). The main focus in Grade 2 is on verbal communication and in Grade 3 on spelling ability. However, the total number of hours spent on language and reading lessons is comparable to the

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[4]Peeter Mehisto, *Excellence in Bilingual Education*, Cambridge: Cambridge University Press, p. 4

majority of the schools with a single language curriculum, including the monolingual control school. In the 4 years from Kindergarten to Grade two (called group 1–4 in the integrated Dutch system) the children have 5, 20–25 min, English lessons a week. The introduction of English is done in a playful manner adapted to this age. In Grades three to six (group 5–8) they receive 4, 30 min, lessons a week. In the higher grades the lessons are more formal and English is the language of instruction in other content area lessons."[5]

The research done by Ester J. de Jong gave the writer explanation that in the case of English third language students cannot maximally achieve the ability of English skills including writing and reading. The explanation of Ester J. de Jong research cited as follow:

"Another factor is the effect of third language immersion on students for whom English is not the first language. Though studies are scarce, some studies indicate that third language learners may not achieve as well in early immersion programs, especially when the two home languages are used extensively at home and when students are not fluent

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[5] Aryan van der Leij; Judith Bekebrede and Mieke Kotterink, 2009, *Acquiring reading and vocabulary in Dutch and English: the effect of concurrent instruction*, Springer, P.421

in English when entering school (Hurd, 1993; Rolstadt, 1997)."[6]

Based on the amount of time spent in immersion, there are total Immersion, partial immersion, double immersion, and two ways (dual) language (bilingual). Total immersion is the type of immersion which the medium of instruction using foreign language fully (100%). Partial immersion is immersion type which foreign language is not used totally, but it is just used in 50%. This type is more appropriate for early immersion (bilingual education for children) because the mother tongue can be helpful in understanding lesson. Double Immersion is essentially a full immersion program with instruction in two foreign languages. Two-Way (Dual) Immersion is immersion type which children from each language group are mixed in the same classroom. The goals of two way immersion are for both language groups to become bilingual[7] successfulness academically and develop positive inter-group relations.[8]

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[6] Ester J. de Jong, 2002, *Effective Bilingual Education: From Theory to Academic Achievement in a Two-Way Bilingual Program*, *Bilingual Research Journal,* p. 7

[7] Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each

Based on the several definitions above, we may conclude that bilingual program is a program to provide students with native-like language skills in foreign language by applying the use of language deeply as a medium of teaching in regular school curriculum.

The writer can divide the types of bilingual based on the age, there are early bilingual, delayed or middle bilingual, and late bilingual. Early bilingual is bilingual program at kindergarten or infant stage. Delayed or middle bilingual is bilingual program at nine to ten years old. And late bilingual is immersion program at secondary level.

The writer believes that a bilingual program[9] is a device for introducing a non-native language and culture to majority language students with the aim of providing students with native-like language skills in the foreign language.

language used in accordance with the program model. The following are several different types of bilingual education program models. For more explanation see Jack Brondum and Nancy Stenson, *Types of Immersion Education: An Introduction.* The ACIE Newsletter, February 1998, Vol. 1, No.2. 19 July 2007

[8]Jack Brondum and Nancy Stenson, *Types of Immersion Education: An Introduction.* The ACIE Newsletter, February 1998, Vol. 1, No.2. 19 July 2007

[9] Bilingual education is the interest of only two groups: one, bilingual educators, who face unemployment from the judgment of the people, and two, ethnic nationalists, for whom the preservation and exaltation of immigrant language at the expense of English gives important political advantages to their English-speaking spokesmen. We must stop sacrificing the interests of our children to these two groups.

There are three headings strategies for literacy in bilingual school: general, reading, and writing.[10] By general strategies, the teacher can create a literate classroom environment; encourage collaborative and cooperative learning; or include literacy development as parts of the content of other areas of the curriculum.

In creating a literate classroom environment, the classroom environment should demonstrate the multiple function of literacy. For example, there are many writing in English language around school environment, such as attendance list, subject lesson schedule, class organization, or some writing which is pasted on the class wall.

For reading strategy, the teacher can use utilize predictable books. For example, the teacher uses the big book which contains relatively predictable stories in enlarged text that enable a larger group of children to read the text and see the picture with the teacher. He or she also can read aloud to children daily, organize the responses of children to the literature they read, or include opportunities for self-selected reading.

For writing strategy, the teacher can utilize written personal narratives, utilize dialog writing, or make successful

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[10] Colin Baker, *Foundations of Bilingual Education and Bilingualism,* p.343.

classrooms engage a variety of different purposes for writing.[11]

b. Advantage and Disadvantage Bilingual Program

Bilingual education has become a huge controversy in the public-school systems, all over the United States, and has been a subject of national debate since the 1960's. The bilingual education programs have been geared to ensure students a good education in their native languages, so that they do not fall behind academically. This program is geared to teach English as a Second Language until students can be transitioned into an all-English class setting. However, this has become controversial because some critics feel that the bilingual program is not effective, while others feel it is an effective program.

Based on the research done by Cordova Cordova et all, bilingual has some advantages towards teaching learning English like Cordoba suggested as follow:

> "There are some advantages that bilingual children have when they learn English as a foreign or second language. A remarkable advantage is that bilingualism trains children to focus their attention on the relevant variables in the context, particularly information that is ambiguous or contradictory. Increased cognitive abilities may help children to develop the necessary

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[11] Colin Baker, *Foundations of Bilingual Education and Bilingualism*, p. 343-345

skills that are thought to be involved in effective communication. For example, knowing two words that name the same concept like: "nice and great" could help children develop the understanding that an object or event can be represented in more than one way, which could support children's understanding of other people's perspectives."[12]

Cordova Cordova added that the bilingual education program has some advantages in teaching learning languages. The program usually uses dual language so she suggested that it can be advantage for the students joining bilingual education program. Her explanation is as follow:

"The first advantage of learning another language as a child has been shown to enhance cultural understanding because children are expose to other culture. The second advantage of learning a new language is that it helps kids to build new relationships. Communication is a core part of human relationships. So, while young children certainly find and use many forms of non-verbal communication to interact and play with each other, language is a key enabler to new friendships. A third advantage of learning a new language is the improvement of self – and self – confidence on them (bilingual kids). Knowing more than one language helps your child to adapt easily to different language environments

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[12] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.14-15

thereby increasing his/her self-esteem and self-confidence. Another advantage of bilingual kids is that they have potential economic advantages. A last advantage to be mentioned here is that kids obtain a better Socioemotional development."[13]

It means that the advantages of bilingual education programs are to provide limited English students with both the knowledge and literacy to help the students' transition into our society and transition into an English class setting. It also provides students to receive the content material in their native languages in order to help them keep up academically and work on their English proficiency. Students need to fully understand the concepts taught in their native language, in order to stay on task and at grade level. Bilingual Education also helps a student's self-esteem and the ability not to hinder their feelings about his or her culture. It also promotes biculturalism; the students need to understand the value of their culture and language. They should not have to feel inferior, or different about whom they are. It also provides the ability to learn another culture, other than their own. Another advantage is the preparation it gives a child, with no

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[13] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.15-18

English background, the ability to obtain a good job and succeed in life. Learning English is a tool to be successful in the United States.

Meanwhile, according to Cordova bilingual education program has some disadvantage. She said that:

> "One of the most remarkable disadvantages that children have at the moment of being enrolled in a foreign language learning process since they are born is that they might start speaking three to six months later. Another significant disadvantage of learning a foreign language at an early age is that children will temporarily mix languages."[14]

The statement from Cordova above is supported by the study from Andrzej Tarlowski. One of disadvantages of bilingual education program is language switching between languages. The bilingual learners tend to switch languages like Andrzej Tarlowski explanation as follow:

> "Managing two languages is a complex cognitive task. When speaking, a bilingual has to be able to select appropriate language. This entails the selection of the appropriate phonological system, lexicon, and grammar. It is remarkable that bilinguals routinely perform this task with great accuracy—unintended selection errors being a relatively infrequent occurence in the utterances of proficient bilinguals

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[14] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.19-20

(Poulisse 1999). One situation that may potentially put great strain on the processing capacity of a bilingual is that of switching between languages. However, bilinguals often switch between their two languages spontaneously, successfully reacting to cues from the environment (Clyne 2003; Gumperz 1982; Myers-Scotton 2005; Owens 2005; Poplack 1980)."[15]

It means that the disadvantages of bilingual education are the ineffectiveness of the program. Students are developing a dependency on their native language, which keeps them from learning and having proficiency in the English language. In the classroom the teachers are giving lessons in the native language, therefore it is hindering them and taking them longer to learn and be proficient in the English language. Also, they are not being prepared to be main stream into an English classroom.

Cordova also added explanation towards advantages and disadvantages of blilingual education program as follow:

"Advantages and disadvantages could be less or more depending on age that the second language is acquired: Deborah Weiss and James J. Dempsey explain that bilinguals perform better in their first language than in their second language in quiet and in noise. But, In January 2008 the "*Journal of the American Academy of Audiology" made a research*

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[15] Andrzej Tarlowski ; Zofia Wodniecka & Anna Marzecová, 2012, *Language Switching in the Production of Phrases*, Springer, p.104

based on 25 proficient and language competent, bilingual speakers in which the people who participated were divided in two groups. One group with kids and another group with adolescents; the research showed that the groups which learned both languages in early years were able to express their ideas easier than the other group which was shaped by adolescents. That means that learning another language in early stages creates more opportunities to express ideas and to communicate easily despite of the disadvantages mentioned above."[16]

The explanation means that the age of the bilingual learners determine the successfulness of bilingual education program because learning another language; in this occasion English, in early stages give the learners opprtunity to express idea both written and spoken.

2. **Kinds of Language Teaching**

   a. **Traditional Language Teaching**

   Whereas today English is the world's most widely studied foreign language, five hundred years ago it was Latin for it was the dominant language of education, commerce, religion, and government in the western world.[17] As traditional grammarians were interested in the literary works

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[16] Cordova Cordova and Walter Alejandro, 2010, *Advantages and Disadvantages That Kids Have at The Time They Are Learning English as a Foreign Language to Become Bilingual*, unpublished thesis, p.23

[17] Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). UK: Cambridge University Press, p.100

of Latin, they tried to impose its grammar on any other language which they studied.[18] To them, morphology, the study of words, was more important than the study of language structures (syntax) or the study of sounds (phonology).[19] They tried to analyze sentences of a language, label the parts with their names, and produce rules that explain how these parts may be combined. Each grammar point was listed, rules on its use were explained, and it was illustrated by some sample sentences. These rules were mainly prescriptive rather than descriptive in nature.[20] Grammar translation method is an example of traditional language teaching approach.

b. Descriptive/Behavioristic Language Teaching

In the 1940s and 1950s, due to the criticisms directed toward traditional language teaching, the structural or descriptive school of linguistics was established along with a behavioristic paradigm among psychologists. According to this view, language is a fundamental part of total human

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[18]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich , p.102

[19]Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). UK: Cambridge University Press, p.103

[20]Cook, V. (2001). *Second Language Learning and Teaching* (3rd Ed.). London: Oxford, p.45

behavior which could be dismantled into small pieces and units.

Language was also viewed as a system of structurally related elements for encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types. It regarded language learning as a process of imitation, practice, reinforcement and habit formation. Learning the language also consists of mastering the language elements and learning the rules by which these elements are combined. Language was identified with speech, and speech was approached through structure. It also claimed that children come into the world without any preconceived notions about the world or language, and they would shape their knowledge through various schedules of reinforcement.[21] Audio-lingual and Oral/Situational language teaching methods were the two main examples of this view in which language is regarded as a rule governed phenomenon which can be learned through mechanical habit formation.

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[21]Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th Ed.). New York: Pearson Education. and Schmidt, R. W. (1990). The role of consciousness in second learning. *Applied Linguistics,* Vol. 11 (2), pp. 129-158.

c. Generative/Cognitive Language Teaching

In the 1960s, the generative-transformational school of linguistics along with a cognitive approach in psychology emerged through the influence of Chomsky (1966). His revolution turned linguists, psychologists, and language teachers toward the role of mind and abstract mental processes in teaching. According to this view, the main emphasis is on the learner's conscious awareness of rules, and the central attention is paid to the formal properties of language. It also aims to develop students' competence so as to enable them to formulate their own replies to previously unmet language situations.

It also regards language as a creative, rule-governed communication, assigning the central role to the learner. It regards language learning as consisting of perception, acquisition, organization and storage of knowledge in such a way as to become an active part of the individual's cognitive structure. It also assigns a central and dominant role to the mental processes that are subject to the individual's control.[22]

According to this approach, teaching all expressions and sentences that students need is impossible as language is

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[22]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, p.103

found to be infinitely varied. Therefore, the only achievable goal is to teach the system that makes language production possible.[23] Methods following this approach, such as Community Language Learning, Silent way, Total Physical Response, and Suggestopedia retained the drills of audio-lingual method but they also added some dozes of rule explanations and reliance on grammatical sequencing of materials.

d. Communicative Language Teaching (CLT)

Until recently, language teaching and learning focused on linguistic forms and on the descriptions of language structures. Then it was found that the generative rules proposed under the nativistic approach to language were abstract, formal, and explicit in nature, yet they dealt specifically with the forms and not with the deeper functional levels of meaning.[24] Rather than considering language learning as a process of general language structure accumulation, CLT regards language as an instrument of social interaction. Language learning is learning to communicate and every attempt to communicate is

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[23]Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). UK: Cambridge University Press, p.104

[24]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, p.103

encouraged from the very beginning. So, since 1970s, focus has shifted to semantic descriptions and to language as a part of total communicative conduct of social communities.[25]

Putting emphasis on the semantic and communicative aspect rather than the grammatical characteristics of language, this theory leads to a specification and organization of language teaching content by categories of meaning and function (i.e. purpose for which people communicate; such as making requests, thanks) rather than by elements of structure and grammar. So, less attention is paid to the overt presentation and discussion of language elements.[26] It was also believed that the target linguistic system will be learned best through the process of struggle to communicative and the sequencing is based on the consideration of content, function, or meaning that maintains interest.[27]

Communicative language teaching (CLT) is a communicative orientation that emphasizes affective, cognitive, and social factors, and its activities are inner

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[25]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, 106

[26]Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th Ed.). New York: Pearson Education, p.46

[27]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich , p.105

directed and learner centered. Communicative competence (i.e. the ability to use the linguistic system appropriately and affectively) is the desired goal.[28] With the rise of communicative methodology in the late 1970s, it was suggested that teaching grammar was not only unhelpful but also it might be regarded as detrimental. So, the role of language instruction in second language classes was downplayed.[29]

e. Comprehensible Input Hypothesis

Theoretically, the debate was first introduced by Krashen's[30] distinction between conscious learning and unconscious acquisition of language. According to his acquisition/learning hypothesis, individuals may acquire a second language or may learn it. Those who pick up the rules of language subconsciously as they take part in communication acquire a second language whereas language learning is the result of learning the rules of language

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[28]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, 105

[29]Nassaji, H. & Fotos, S. (2004). Current developments in research on the teaching of grammar. *Annual Review of Applied Linguistics*, 24, pp. 126-145.

[30]Krashen, S. (1985). *The Input hypothesis: Issues and Implications*. London: Longman, p.106

consciously in classroom situations.[31] Krashen[32] also proposed that the goal of instruction is not to produce native-like speakers but to help them take advantage of the natural input available to them. Therefore, according to Krashen[33], for grammar and vocabulary to be acquired, it is only enough to understand the language in which grammar and vocabulary are contained. So, he believed that language should be acquired through natural exposure, not learned through formal language instruction because it doesn't aid in spontaneous production of language.

Then, Krashen[34] introduced his 'comprehensible input' hypothesis which deals with how individuals internalize and acquire language. Based on this hypothesis, if input is understood and there is enough of it, the necessary grammar and vocabulary are automatically provided. According to Krashen, the availability of input, which is comprehensible

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[31]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, p.104

[32]See Krashen, S. (1981). *Second Language acquisition and second language learning.* Oxford: Oxford University Press and Krashen, S. (1985). *The Input hypothesis: Issues and Implications*. London: Longman.

[33]Krashen, S. (1981). *Second Language acquisition and second language learning.* Oxford: Oxford University Press, p.105

[34]Krashen, S. (1985). *The Input hypothesis: Issues and Implications*. London: Longman, p.105

(i.e. i+1 or what is slightly beyond the learner's current level of language proficiency) to the learner is the only necessary and sufficient condition for language learning to take place. His 'input hypothesis' rests on the assumption that language acquisition consists mainly of adding rules to the interlanguage. He believes that positive evidence in the input, motivating particular structure, could stimulate the acquisition of that structure.

But Krashen's hypothesis, despite its appeal, did not go unopposed. The basic argument is that no matter how much correction learners receive, the complete set of evidence for building up a native-like grammar with all its complexities is not available in the input. It had been mentioned that those learners who do not have the advantage of language instruction, though fluent, developed wild grammars and produced untargeted-like output.[35]

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[35]White, L., Spada, N., Lightbown, P., & Ranta, L. (1991). Input enhancement and L_2 question formation. *Applied Linguistics*, 12 (4), 416-432.

f. Noticing Hypothesis

SLA research, however, goes beyond general interest in the need for comprehensible input.[36] Krashen's 'Comprehensible Input' hypothesis; that is, language can be learned through only exposure to comprehensible input, without some degree of learner's consciousness, has been found theoretically problematic.[37] The fact that learners don't utilize the input to which they are exposed as intake for learning led Schmidt[38] to suggest that conscious awareness of a previously unlearned L_2 form or what he calls 'noticing' is a necessary condition for language learning to occur. Schmidt's 'noticing' hypothesis runs counter to Krashen's 'comprehensible input' hypothesis as it claims that 'intake is the part of the input that the learner notices'.[39]

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[36]Chastain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Harcourt Brace Jovanovich, p.104

[37]Khodayari, H. R. & Attaollahi, M. (2005). *Essential Topics for MA Entrance Exam in TEFL*. Tehran: Pardazesh, p.45

[38]Schmidt, R. W. (1990). The role of consciousness in second learning. *Applied Linguistics,* Vol. 11 (2), pp. 129-158.

[39]Schmidt, R. W. (1990). The role of consciousness in second learning. *Applied Linguistics,* Vol. 11 (2), p. 139

g. Language Instruction

Following the concept of noticing as a pedagogical device for language acquisition to take place, Ellis[40] introduced formal instruction as a view of language instruction which helps learners to develop awareness of target language features. According to Ellis, once consciousness of a particular feature has been raised through formal instruction, learners remain aware of the target language feature and notice it in subsequent communicative input events which are considered to be crucial for further language processing, leading to the acquisition of the feature.

The role of language instruction in SLA must be considered in terms of the effect instruction has on the route of development (i.e., the general sequence or specific order of acquisition), on the rate of language development (i.e., the speed at which learning takes place), and on the success of language development (i.e., the proficiency level finally achieved). In general, instruction appears to offer three advantages over naturalistic SLA: (a) it speeds up the rate of learning, (b) it affects acquisition processes, leading to long

[40]Ellis, R., Basturkmen, H., & Loewen, S. (2001b). Preemptive focus on form in the ESL classroom. *TESOL Quarterly*, Vol. 35 (3), pp. 407-432 Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing Focus-on-Form. *System* Vol. 30, pp. 419-432.

term accuracy, and (c) it appears to raise the ultimate level of attainment.[41] Form-focused instruction is regarded as one of the main types of formal instruction which is used to draw learners' attention to language form, either explicitly or implicitly.[42] The following section offers a brief review, determining the strengths and limitations for language learning of a focus on forms and a focus on meaning, and highlights the possible advantages of a focus on form.

h. Focus on Forms

Focus on forms instruction is aimed at teaching/learning specific grammatical structures. It is very similar to traditional grammar instruction whose primary emphasis is on the teaching of language forms in isolation. It also involves the pre-selection of particular forms based on a linguistic syllabus and the intensive and systematic treatment of those structures.

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[41]Doughty, c. & Williams, J. (1998b). *Pedagogical choices in focus on form. In Focus on Form in Classroom L₂ Acquisition*, C. Doughty & J. Williams (Eds.), pp. 197-261. New York: Cambridge.

[42]Spada, N. (1997). Form-focused instruction and second language acquisition: A Review of Classroom and Laboratory Research. *Language Teaching* Vol. 30, pp. 73-87.

The instruction progresses as the learners show mastery of sequentially-presented grammatical forms.[43] In this kind of language instruction, the teacher or syllabus designer is required to analyze or break the L_2 into its components, that is, words, collocations, grammar rules, phonemes, intonation and stress patterns, structures, notions, or functions. But it is considered as a non-communicative approach as it doesn't foster L_2 development which enables learners to function in real-world communication.[44] So there exists no correspondence between the forms practiced and any kind of real-world meaning. Lack of any scope for the development of fluency is one of the most important consequences of such a rigid approach.[45]

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[43]Long, M. H. & Robinson, P. (1998). *Focus on form: theory, research and practice. in focus on form in classroom L_2 Acquisition*, C. Doughty & J.Williams (Eds.), pp. 85-114. New York: Cambridge.

[44]Poole, A. B. & Sheorey, R. (2002). Sophisticated noticing: examination of an indian professional's use of english. *Indian Journal of Applied Linguistics*, Vol. 28, No. 2, pp. 121-136.

[45]Seedhouse, P. (1997). Combining form and meaning. *English Language Teaching Journal*, *51(4)*, 336-344.

i. Focus on Meaning

According to Long[46] and Long and Robinson[47] focus on meaning refers to a communicative approach to language teaching/learning which spends little or no time on the discrete points of language. Instead, the main purposes of such an approach are to use language in real-life situations, to emphasize meaning over form, and comprehension and fluency over production and accuracy. And the basic philosophy behind meaning-focused language instruction is that people learn languages best, inside or outside a classroom, not by regarding the language as an object of study, but by using it as a medium of communication.

According to this view, language instruction is organized in terms of the purposes for which people are learning language and the kinds of language performances that are necessary to meet those purposes. Whereas learners are able to acquire linguistic structures without any instructional intervention, they don't usually achieve high

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[46]Long, M. (1991). *Focus on form: a design feature in language methodology. In K. de Bot, R. Ginsberg, & Kramsch (Eds.). Foreign Language research in Cross- cultural perspective* (pp. 3952). Amsterdam: John Benjamins.

[47]Long, M. H. & Robinson, P. (1998). *Focus on form: theory, research and practice. in focus on form in classroom L_2 Acquisition*, C. Doughty & J.Williams (Eds.), pp. 85-114. New York: Cambridge.

levels of linguistic knowledge within an entirely meaning-focused instruction.[48] They were found to have consistent difficulties with the basic structures of language as they cannot readily infer knowledge of language system from the communicative activities they do. This also happens as teachers accept every inaccurate interlanguage form without any comment or correction.[49]

3. Habitual Actions as Behaviors

a. Habitual behaviors of Repeated Acts in Stable Contexts

Habitual behaviors typically emerge from repeated actions in stable contexts. This repetition can reflect people's attempts to achieve some goal or people's unintentional reactions, when they are unaware of what has been learned.[50] Repetition of a behavior in a given setting promotes automaticity because the cognitive processing that initiates and controls the response comes to be performed quickly, in

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[48]Spada, N. (1997). *Form-Focused Instruction and Second Language Acquisition: A Review of Classroom and Laboratory Research. Language Teaching* Vol. 30, pp. 73-87.

[49]Seedhouse, P. (1997). *Combining Form and Meaning. English Language Teaching Journal*, *51(4)*, 336-344.

[50]Squire, L. R., Knowlton, B., & Musen, G. (1993). The Structure and Organization of Memory. *Annual Review of Psychology, 44,* 453–495.

parallel with other activities, and with the allocation of minimal focal attention.[51] In the present work, we focus on one of the defining features of automatic, environmentally triggered action, that being people's awareness of action.[52]

Stable contexts facilitate this propensity to perform repeated behaviors with minimal cognitive monitoring. Although no situation ever completely maps onto earlier experiences, responses proceed quickly without limiting processing capacity to the extent that the current environment is similar to the one in which the behavior was performed in the past. Research on transfer of learning and stimulus generalization have addressed the question of what makes

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[51]Posner, M. I., & Snyder, C. R. R. (1975). Attention and Cognitive Control. In R. L. Solso (Ed.), *Information processing and cognition: The Loyola symposium* (pp. 55–85). Hillsdale, NJ: Erlbaum.

[52]Several additional constructs can be distinguished from habit. Scripts are cognitive structures representing people's understanding of stereotyped sequences of action in well-known situations (Schank & Abelson, 1977). As Abelson (1981) noted, "the difference between a script and a habit is that a script is a knowledge structure, not just a response program" (p. 722). In addition, Langer (1989a, 1989b) cautioned against equating the construct of mindlessness with habits. Although both involve relatively effortless, invariant behavior, habits are more closely linked to behavioral response. In contrast, mindlessness reflects a general mental state of the organism as a whole (Langer, 1989b).

features of stimuli and contexts interchangeable for learning and performance.[53]

For our purposes, contexts are stable to the extent that they present the same contextual cues integral to performing the response and to the extent that they are similarly conducive to fulfilling an actor's goals. As Barker and Schoggen[54] noted in their analysis of the genotype of behavior settings, contexts may vary in superficial attributes but be stable in the features supporting performance. Unstable contexts are ones in which shifts in the supporting environment implicate alternate goals or challenge the smooth initiation, execution, and termination of practiced responses. Because of the importance of context stability to automatic responding, we define habits as behaviors that are repeated in stable contexts.

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[53]Bouton, M. E., Nelson, J. B., & Rosas, J. M. (1999). Stimulus Generalization, Context Change and Forgetting. *Psychological Bulletin, 125,* 171– 186.

[54]Barker, R. G., & Schoggen, P. (1978). Measures of Habitat and Behavior Output. In R. G. Barker (Ed.), *Habitats, Environments, and Human Behavior: Studies in Ecological Psychology and Eco-Behavioral Science from the Midwest Psychological Field Station, 1947–1972* (pp. 229– 244). San Francisco: Jossey-Bass.

In classic learning theories, features of the environment directly cue well practiced behavior through stimulus–response linkages.[55] However, more recent models of cognitive processing outline how external events mobilize action by automatically triggering behavioral goals or intentions, which then can be implemented with minimal thought.[56] In the next section, we consider how thought might be implicated in environmentally triggered action.

b. Thought and Habitual Behavior

Popular culture contains a variety of images of the extent to which people's thoughts correspond to their ongoing behavior. These range from a Walter Mitty-ish detachment from daily activities[57] to the ideal in some Eastern religions of thoughtful awareness of all behaviors. Some psychological analyses also imply a close correspondence between thought and action. For example, James's[58] analysis of ide motor

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[55]Spence, K. W. (1956). *Behavior Theory and conditioning.* New Haven, CT: Yale University Press.

[56]Bargh, J. A., & Ferguson, M. J. (2000). Beyond Behaviorism: On the Automaticity of Higher Mental Processes. *Psychological Bulletin, 126,* 925–945.

[57]Thurber, J. (1942). *My World—and Welcome to it.* New York: Harcourt, Brace.

[58]James, W. (1890). *The Principles of Psychology* (Vol. 2). New York: Holt.

action suggested that cognitive representations of action function as templates for subsequent overt behavior. In this approach, an action is generated from thought of the act.[59] Similarly, Vallacher and Wegner's[60] action identification theory links actions to people's understanding of what they are doing. Although this perspective is primarily concerned with the conditions under which people understand their actions in terms of mechanistic performance details versus broader goals and identities, a central assumption is that "well-learned, automated acts are performed with a representation of the act in mind, just as difficult unfamiliar acts are".[61] In addition, the idea that intentional behavior emerges from thought informs Wegner's[62] notion of the empirical will, in which intentional behavior is demonstrated

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[59]See Bargh, J. A., & Ferguson, M. J. (2000). Beyond Behaviorism: On the Automaticity of Higher Mental Processes. *Psychological Bulletin, 126,* 925–945.

[60]Vallacher, R. R., & Wegner, D. M. (1987). What Do People Think They're Doing: Action Identification and Human Behavior. *Psychological Review, 94,* 3–15.

[61]Vallacher, R. R., & Wegner, D. M. (1987). What Do People Think They're Doing: Action Identification and Human Behavior. *Psychological Review, 94,* p.9

[62]Wegner, D. M., & Bargh, J. A. (1998). Control and Automaticity in Social Life. In D. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of Social Psychology* (4th ed., Vol. 1, pp. 446–496). Boston: McGraw-Hill.

from causal relations between people's conscious psychological states and their subsequent actions.

Other perspectives allow for greater variability in the extent to which thought corresponds to action. As Heckhausen and Beckmann[63] noted, the relation between attention and ongoing activity is likely to vary with the mode being used to guide behavior. With novel activities or activities in unfamiliar contexts, the uncertainties associated with performance require that people continuously attend to and evaluate new information as it is presented in order to respond appropriately. In contrast, habitual action does not require continuous attention to behavior or the circumstances in which it occurs. For frequently performed behaviors, specific intentions become implicit as individual behaviors come to be incorporated into sequences of multiple actions and as intentions come to be specified at high levels of abstraction.[64] People are then freed-up to orient their thoughts toward unrelated concerns.

[63]Heckhausen, H., & Beckmann, J. (1990). Intentional Action and Action Slips. *Psychological Review, 97,* 36–48.

[64]Ouellette, J. A., & Wood, W. (1998). Habit and Intention in Everyday Life: The Multiple Processes by Which Past Behavior Predicts Future Behavior. *Psychological Bulletin, 124,* 54–74.

Intriguing neurological evidence that habits are stored as larger action sequences rather than discrete acts was provided by Jog, Kubota, Connolly, Hillegaart, and Graybiel's study[65] of the sensorimotor striatum of rats during learning of a maze. Because neuronal responses after successful acquisition emphasized the beginning and the end of the learned procedure, these authors concluded that an action template was developed for the behavioral unit as a whole (i.e., the full maze), and this was triggered by specific contexts at the start and the end of the maze.

Variability in the extent to which thought corresponds to action is also suggested by Bargh's[66] auto-motive model of how goal structures guide behavior. In this view, purposive actions can be elicited by directly thinking about relevant goals or, when actions are well-practiced and automatic, by the environment triggering the relevant goal structures and these structures guiding behavior without conscious awareness. Some support for this model was provided by the

[65]Jog, M. S., Kubota, Y., Connolly, C. I., Hillegaart, V., & Graybiel, A. M. (1999, November). Building Neural Representations of Habits. *Science, 286,* 1745–1749.
[66]Bargh, J. A. (1990). Auto-Motives: Preconscious Determinants of Social Interaction. In E. T. Higgins & R. M. Sorrentino (Eds.), *Handbook of Motivation and Cognition* (Vol. 2, pp. 93–130). New York: Guilford Press.

finding that goals experimentally primed outside of awareness affected behavior independently of reported intentions.[67] These findings contrast with Aarts and Dijksterhuis's[68] demonstration that intentions for habitual behavior are highly accessible to consciousness. Specifically, people who had performed an act relatively frequently in the past, and thus had established habits, were found to have short response latencies to rate behavioral intentions (e.g., to ride a bike) when relevant goals were primed (e.g., go to the store).

However, because Aarts and Dijksterhuis[69] did not measure behavior, it is unclear whether their findings are relevant to the cognitive mechanisms that guide action. In sum, past research has demonstrated that primed goals can affect behavior independently of conscious intentions, but it remains to be demonstrated that habitual behavior can be

[67]Bargh, J. A., Gollwitzer, P. G., Lee-Chai, A., Barndollar, K., & Tro¨tschel, R. (2001). The Automated Will: Nonconscious Activation and Pursuit of Behavioral Goals. *Journal of Personality and Social Psychology, 81,* 1014–1027.

[68]Aarts, H., & Dijksterhuis, A. (2000). Habits as Knowledge Structures: Automaticity in Goal-Directed Behavior. *Journal of Personality and Social Psychology, 78,* 53–63.

[69]Aarts, H., & Dijksterhuis, A. (2000). Habits as Knowledge Structures: Automaticity in Goal-Directed Behavior. *Journal of Personality and Social Psychology, 78,* 53–63.

generated without conscious awareness of intentions to initiate and/or perform the act.

In the present research, we anticipate that people engaged in habitual actions do not consciously access habit intentions, either because they do not need to do so in order to repeat well-learned intentional responses or because the behavior was not intended to begin with and perhaps became well-learned as a byproduct of some other action sequence.[70] Instead, we anticipate that people often think about things other than their behavior during habit performance. However, we also recognize that situational factors can sometimes focus people on their habitual behavior. For example, people may self-consciously think about what they are doing when others are present and they are concerned about these others' evaluations. Thus, our estimate of behavior-relevant thought may be affected by factors in addition to the habitual or nonhabitual mode of guiding behavior.

The naturally-occurring correspondence between people's thought and behavior also may vary across behavioral domain. For our college student participants, a

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[70]Lippa, Y., & Goldstone, R. L. (2001). The Acquisition of Automatic Response Biases through Categorization. *Memory & Cognition, 29,* 1051– 1060.

number of everyday behaviors inherently require deliberation to generate an appropriate response, and these include studying, talking with others, taking notes during lectures, and reading. Some thought about these complex behaviors is necessary because each enactment contains considerable novel information. To achieve behavior-relevant goals, people must constantly tailor their behavior to events as they unfold (e.g., Did they understand the prior paragraph?; Is their interaction partner responding as desired?). But even with these behaviors, we anticipate that frequent performance of the act and stability of the context will reduce the amount of thought necessary for performance. This suggests that habits will be associated with less behavior-relevant thought than non-habits, regardless of whether the behavior is one in which some deliberation is necessary for effective performance.

c. Emotion and Habitual Behavior

The mode of behavior performance has implications for emotional experience as well as for the contents of consciousness. Although there is little research evidence on the relation between mode of performance and emotion, several theoretical perspectives provide a basis for anticipating that habitual behaviors are associated with less intense emotions than nonhabitual behaviors. According to

one of Frijda's[71] laws of emotion, "continued pleasures wear off; continued hardships lose their poignancy". From this perspective, people are likely to adapt psychologically and physiologically to the emotion-inducing aspects of repeated actions in a way that reduces emotional intensity. In addition, the anticipation of lesser intensity emotions associated with habits can be derived from Mandler's[72] theory of mind and emotion. In this view, emotions arise when the interruption of one's plans and organized behavior sequences generates arousal (i.e., of the autonomic nervous system) and initiates an interpretation of the interruption that implicates particular emotions. Because infrequently performed behaviors and behaviors in unstable contexts are plausibly more likely than habitual behaviors to encounter difficulties and interference, nonhabitual behaviors are more likely to be associated with emotions.

Finally, from the perspective of Carver and Scheier's[73] cybernetic model of self-regulation, emotions

[71]Frijda, N. H. (1988). The Laws of Emotion. *American Psychologist, 43,* 353.

[72]Mandler, G. (1975). *Mind and Emotion.* New York: Wiley.

[73]Carver, C. S., & Scheier, M. F. (1999). Themes and Issues in the Self-regulation of Behavior. In R. S. Wyer (Ed.), *Perspectives on*

emerge from discrepancies between one's behavior or related outcomes and one's goals and self-standards. Specifically, emotions emerge from changes in the rate at which one's behavior and outcomes are meeting or failing to meet self-goals. To extend these ideas to include mode of performance, it seems plausible that people will be more attentive to discrepancies when deliberating about behavior than when acting habitually. In sum, a variety of theoretical perspectives provide the basis for anticipating that people are less likely to experience intense emotions when engaged in habitual than nonhabitual behavior.

One implication of the limited emotional responses associated with habitual behavior is that when people do experience emotions during habit performance, these emotions are likely to be linked to their thoughts rather than to their behavior. Because habit performance requires minimal explicit thought, people are able to entertain unrelated concerns, and the intruding thoughts may themselves be highly emotionally charged. Thus, when performing behaviors habitually, people are likely to report that their emotions are associated with what they are thinking about—which will

behavioral self-regulation: Advances in social cognition, Volume XII (pp. 1–106). Mahwah, NJ: Erlbaum.

often be unrelated to their actions. This tendency for thoughts and not behaviors to elicit emotions should be less evident for nonhabitual behaviors.

Habitual performance of behavior also has specific implications for emotions associated with self-regulation and control. Given that deliberation about even a single behavior can induce self-control deficits[74], performance of non-habits may be associated with lowered feelings of control compared with habits. Specifically, the deliberation involved in the initiation and performance of non-habits may induce self-regulatory strains evident in participants' feelings of stress, loss of control, and helplessness. Habit performance does not require deliberation and thus is not likely to elicit the same control deficits. In addition, given that burnout and work stress have been linked to the pressure of jobs that require simultaneous performance of multiple tasks[75], feelings of stress might emerge when participants perform multiple

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[74]Baumeister, R. F., Muraven, M., & Tice, D. M. (2000). Ego Depletion: A Resource Model of Volition, Self-Regulation, and Controlled Processing. *Social Cognition, 18,* 130–150.

[75]Leiter, M. P., & Maslach, C. (2001). Burnout and Health. In A. Baum, T. A. Revenson, & J. E. Singer (Eds.), *Handbook of health psychology* (pp. 415–426). Mahwah, NJ: Erlbaum.

behaviors simultaneously, especially when these are nonhabitual and require conscious decision making.

4. YPRU Guyangan

a. YPRU Guyangan's Profile

Yayasan Perguruan Raudlatul Ulum or familiarly called YPRU is located in Guyangan village, Trangkil district, Pati regency, Central Java. This school includes Kindergarten, MI, MTs, and MA (this does not use elementary, junior high and high school because this school-based pesantren).

This school is based on pesantren, but it also embraces the national curriculum portion. All the disciplines, including the sciences of religion and the general sciences, are all taught here. Depending on the students want to pursue which science, it is just to stay. About the facilities, YPRU has the largest library of Central Java, which contains both local and imported books. YPRU also has its own hospital that is affordable. In addition, in each teaching period, YPRU sends a *mab'uts* (teachers) from the Arab Republic of Egypt and a native speaker from the United States to YPRU to assist students in learning and deepening "Lughoh Arabiyah" and "English Language".

The school has a magnificent and friendly building for the middle to lower class but in this school, there are also a lot of sons of high class. Essentially, this school is the solution for anyone who wants to earnestly. No indiscriminate. Everything is treated equally with the same rules that must be obeyed together.

b. Vision and Mission

Vision:

MORE ADVANCED IN ACHIEVEMENT WITH ILM AMALY AND AMAL ILMY

Vision Indicators:

- More advanced in mastery of ukhrowiyah sciences (salaf books)
- More advanced in the mastery of science dunyawiyah (science & technology)
- More advanced in the effort to bring graduates received at State University (Religion and General) both domestically and abroad
- More advanced in creativity.
- More advanced in the field of arts and sports.
- More advanced in discipline.
- More advanced in religious practice activities, and

- More advanced in social concerns.
- More advanced in the deepening of Arabic and English

Mission:

- Develop and preserve the teachings of Islam 'ala Ahlis Sunnah Waljama'ah
- Improve academic quality and development of religious sciences (Tafaqquh Fiddin) relevant to the demands of the times in present and future context in order to shape the human beings who have *ilm amaliy* and charity ilmiy, and *akhlaqul karimah*.
- Build the institution as a leading Study Center in the network of Islamic science development (Islamic Knowledge Development Net) that is competitive and relevant to the demands of science knowledge and technology.
- Increased interest, talent and creativity in achieving students' achievements in the field of academic, sports and fine arts at regional and national level.

B. Previous Research

There are three theses that as guideline for writer to arrange the theses because have similarity in analyzing the data.

1. "An Analysis of Student's Speaking Skill as a Result of Joining English Immersion Class" (A Case Study of the Year Eleventh Students of MAN I Semarang in the Academic Year of 2009/2010) by Dody Siraj Muamar Zain (22010405030) student of English Department Faculty of Languages and Arts Semarang State University. [76]

   The first previous research tried to find out whether there was any significance result on students joining English immersion class in speaking skill. The result showed that the students joining English immersion program better than students joining other programs.

   The similarity is that the first previous research analyze English immersion, thus, this research is also doing the same because at YPRU Guyangan students must use English and arabic. The difference is that the first previous research use English only in class but YPRU Guyangan use English and Arabic in both class and boarding house.

2. "The Influence of Students' Activeness in English Language Movement Programs on Students' Writing Skill" (A

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[76] Dody, Zain (22010405030), An Analysis of Student's Speaking Skill as a Result of Joining English Immersion Class (A Case Study of the Year Eleventh Students of MAN I Semarang in the Academic Year of 2009/2010), Unpublished thesis, (Semarang: Semarang State University, 2010)"

Correlation Study at The Eleventh Grade Students of MA Baitussalam Mijen, Semarang, in The Academic Year of 2009/2010) by Khusnul Khotimah (063411070) student of Education Faculty Walisongo Institute State for Islamic Studies Semarang.[77]

In the last previous research analyzed about the influence of students' activeness in English language movement programs on students' writing skill, the result of the research showed that there was significance influence when students' active in English language movement programs on students' writing skill.

Similarity is that the second previous research analyze activeness of students and this research also include the activeness of the students at YPRU Guyangan. Difference is that the second previous research only focus on the writing ability but this research focus on English learning implemented in YPRU Guyangan.

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[77] Khusnul Khotimah (063411070), The Influence of Students' Activeness in English Language Movement Programs on Students' Writing Skill" (A Correlation Study at The Eleventh Grade Students of MA Baitussalam Mijen, Semarang, in The Academic Year of 2009/2010), Unpublished thesis, (Semarang: Tarbiyah Faculty, The State of Islamic Studies Walisongo Semarang 2010)

So, the writer will take three theses above as a guideline in arranging theses under the title "Habitual Action on English Learning at YPRU Guyangan Trangkil Pati".

CHAPTER III
RESEARCH METHOD

A. **Research Design**

This research uses qualitative research type, which is a research method used to examine the natural object condition, where the researcher is as the key instrument, the data collection technique is done by triangulation (combination), the data analysis is inductive, and the qualitative research result is more emphasized meaning rather than generalization.[1]

B. **Research Focus**

In this research, the researcher focuses the research on the description of how habitual action on English learning implemented by YPRU Guyangan.

C. **Source of the Research**

Sources of data used by researchers using purposive sampling technique with the intention of determining the source data taken with certain considerations. Sources of research data

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[1]Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: CV. ALFABETA, 2008), hlm. 1

was information from stakeholders of YPRU Guyangan Trangkil Pati on the data required in this study.

D. Data Collection Technique

The decisive thing to get the accuracy of data in this research lies on instrument. The instrument can indicate whether the research is successful or not. To reach the goal of research, the instrument should be made as valid as possible. In this research, the writer used instruments as below:

1. Documentation

The documentation was used to get data about what was bilingual program and how was the implementation of it, name of the students of eight grade students and all information that related with this research.

Documentation meant that the researcher collected data from English teacher. Documentation study might have referred to the technique of collecting data by gathering and analysing documents. While document was any communicative material (such as text, video, audio, etc) used to explain some attribute of an object, system or procedure.

2. Interview

Interview is dialogue which is done by an interviewer and an interviewee to get data and information orally.[2] Interviewee was the English teacher of English bilingual program YPRU Guyangan Trangkil Pati. The researcher asked to the English teacher all about the activity of English teaching learning process in the classroom.

According to Esterberg which is quoted by Sugiyono, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.[3]

Interview according to Arikunto is a kind of dialogue which is done by an interviewer to get some information from an interviewee.[4] The researcher gave some questions to collect the data about the important features of the classroom interaction, especially regarding the classroom activity, classroom language, and the data about the school social environment for more in-depth understanding and completed

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[2] W.S. Winkel and M.M. Sri Hastuti, *Bimbingan dan Institusi Pendidikan*, (Yogyakarta: Media Abadi, 2004), p. 284.

[3] J. W. Best, *Research in Education*, (New Jersey: Prentice Hell, 1981), p. 72.

[4] Suharsimi Arikunto. *Prosedur Penelitian: suatu pendekatan praktek*. (Jakarta: Rineka Cipta, 2006), p. 155.

information. As Susan Stainback quoted by Sugiyono said that interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone.[5]

There were some steps that the writer used in interview: the first was deciding to whom the interview was done. The second was preparing the basic problems which became a topic and materials of discussion. The third was starting to open the discussion/interview. The fourth was making discussion/interview. The fifth was confirming the resume of the result of interview and closing the interview. The sixth was writing the result of interview to the field notes. The seventh was identifying the follow up of the current result of interview.

In order to make the result of interview recorded well and as the proof of interview, the researcher used the following equipment: the first was notebook to write all of the discussions with the interviewee. The second was tape recorder: to record all of the discussions with the interviewee. It was also used when the writer recorded the classroom event or activity.

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[5]Sugiarto et all, *Teknik Sampling*, (Jakarta: PT Gramedia Pustaka Utama, 2003), p.30

3. Observation

The observation was done in the classroom using observation guideline, it was done to get description about the condition of the students, situation that was created by the teacher in the class and how teachers consider students' learning characteristics in their teaching. The observation was done for about 2 weeks.

E. Data Analysis Technique

After all the data collected then analyzed by using data analysis according to Miles and Hubermen, which analysis is done interactively and lasted continuously to complete. Activities in this data analysis is to summarize, select the main points, focus on the things that are important to look for the theme and pattern (data reduction), then the data is presented in a pattern in accordance with the study (data display), and after that A conclusion is drawn that yields a hypothesis and a description or description of a previously dimly lit or dark object becomes clear (conclusion drawing) or (verification).[6]

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[6]Sugiyono, *Memahami Penelitian Kualitatif* , p. 91-99

1. Data Reduction

According to S. Nasution in his book entitled Naturalistic Research Methods that reduction is summarizing, choosing the main points, focusing on the things that matter, looking for the pattern theme, so that data is easier to control. Meanwhile, according to Sugiyono reduction is to summarize, choose the main things, focus the things that are important, sought the theme and pattern and remove the unnecessary.[7]

After all the data had been collected through interviews, observation, and documentation, it needed to be focused in accordance with the formulation of the problem in this research at YPRU Guyangan Trangkil Pati.

2. Data Display

After the data is reduced, the next step is to dismiss the data. In qualitative research, the presentation of data can be done in a short form, charts, relationships between categories, and with narrative text. Displanning the data will make it easier to understand what is happening and plan for future work based on what has been understood.[8]

From the explanation, then the next step after reducing was displaying data, that was making a narrative description, so

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[7]S. Nasution, *Metode Penelitian Naturalistik,* p. 129
[8]Sugiyono, *Memaham*i *Penelitian Kualitatif,* p. 341

that could know the next work plan based on that had been understood from the data. The work plan could be a search for data patterns that could support the research.

3. Conclusion Drawing or Data Verification

The conclusions in qualitative research are expected to be new findings that have not previously existed or in the form of an image of an object that was previously still dim or dark so that after examination becomes clear. This conclusion is still a hypothesis, and can be a theory if supported by other data.[9]

From the above explanation, the conclusion step began by looking for patterns, themes, relationships, things that often arose, which led to YPRU Guyangan Trangkil Pati.

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[9]Sugiyono, *Memahami Penelitian Kualitatif,* p. 345.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

Finding of the results of this study follow the elements that build methods namely, approach, design, procedures, and language environment with various things contained in it.

1. Approach

The approach in English teaching is closely linked to Language theory and language learning theory. Both theories have a very strategic role in the determination of aspects of English teaching, such as design, procedures, and the provision of a supportive language environment. Munir said:

> With regard to language theory, YPRU believes that English is an international communication tool widely used by the public in various oral and written communications activities. English, in this case, is seen in terms of the communicative functions of the language used to convey ideas, intentions, and feelings to others. This view is in line with the theory of functional languages that view Language as a tool used to express communicative functions of language that are more influenced by the situation or the context in which the communication event occurs[1].

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[1]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

Affirming the substance of functional language theory, Munir said that language is more appropriately seen as something that can be done or acted upon in language (function) or in terms of what meaning can be expressed through language (nosi), but not with regard to language grains. Munir added:

> In general, the functions of language can be grouped into five categories, namely personal, interpersonal, directive, referential, and imaginative (personal, interpersonal, directive, referential, and imaginative.[2]

Personal functions relate to one's ability to express ideas, thoughts, and emotional experiences, such as love, sadness, anger, frustration, and pleasure. Interpersonal function refers to a person's ability to build and maintain social and work relationships, such as expressing sympathy, and congratulating others on the successes. The function of the directive relates to a person's ability to provide direction and influence others, such as giving advice, seducing, and convincing others. The referential function relates to a person's ability to talk about his or her own environment and language; While the imaginative function relates to a person's ability to create or produce beautiful literary works. In accordance with that view the teaching of English at YPRU is directed at developing the ability to use English for a particular

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[2]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

purpose, or what a student can do with forms- Form of English used in communication. Therefore, in grammar teaching and language skills students are not directed to master the components of language and skills, but are directed to have the ability to use components and English skills to convey the intentions or messages to others in communication activities. Taufiq[3] explained:

> It can be said that in YPRU language components and English language skills are still given to students through formal activities in classes, but packaged in such a way that students can use them in daily communication activities with other students.

What students get in the classroom can be used in daily communication activities because the cottage environment allows students to gain experience in English according to the context. Regarding this, Taufiq[4] explained:

> The ability to use grammatical aspects of language to express the communicative meanings or functions of language are appropriately obtained through one's understanding of the situation in which the communication event occurs. In addition, what YPRU does to align the teaching of language elements, such as English grammar and vocabulary with the context of its use outside the classroom doesn't suggests that

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[3]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati
[4]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

language-shaped lessons should always be linked and embedded in the context of their use so that students can gain experience using the target language correctly.

If carefully considered, the view that English is an international means of communication is also part of interactional language theory. The theory views language as a tool for realizing interpersonal relationships and conducting social transactions among members within a community group.

Through mastered English, a student can create and maintain social relationships with students or others.[5] It appears that the theory is concerned with social aspects that can maintain social relationships and lines of communication remain open. The view also implies that the language not only has a communicative function used to convey the intent and desire of the wearer, but also has a far greater function than that function, that is, creating and maintaining social relationships between individuals. In addition, the view also demonstrates the important role of one's knowledge about aspects that build a communicative interaction, such as the purpose of communication, who is involved in

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[5]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

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communication, the form of language used, the time and place of the occurrence of communication events. Taufiq[6] added:

> The ability of language was a form or result of a very complex interaction between the cognitive abilities and the language environment where a person lives and settles. Based on the previous explanation, it can be said that the theoretical underpinning of integrated English teaching developed by YPRU is the theory of functional and interactional languages. Both theories have much influence on some aspects of teaching, such as the purpose of teaching; Development of syllabus and lesson material; And learning activities developed, both in the classroom and outside the classroom.

With regard to the theory of language learning, YPRU believes that in the implementation of English learning activities to note some important aspects, such as cognitive, emotional, and social aspects of children. In addition to these three aspects, in the implementation of English learning activities should also be created a supportive environment; Enforcement of language discipline; And the provision of handbooks and other learning facilities. Attention to the cognitive aspects of students must be in line with the theory of learning cognitivism. The theory of learning cognitivism views an individual with his cognitive

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[6]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

abilities as an active and creative maneuvering of all external inputs. Taufiq[7] added:

> The form of English learning activities at YPRU that apply the theory of learning cognitive language is an explanation of the meaning of new vocabulary and language rules. In English learning activities in the classroom and *santri* dormitory, there are usually two ways used, namely induction and deduction. Through induction techniques, the teacher does not explain the hard words or new grammar that the student finds in the textbook, but asks the student to understand it based on the context in which the vocabulary and grammatical appear. If that does not work the teacher usually uses deduction techniques.

After the teacher explains the meaning of difficult vocabulary or new grammatical rules, students are given the opportunity to give examples of sentences that use the vocabulary and grammatical rules. The learning model encourages students to use their cognitive abilities to produce creative forms of language in the various communicative interactions that are undertaken. These forms of activity can be said to be the application of the creative construction hypothesis[8] or the direction of targeted creativity[9] which is the application of the theory of learning

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[7]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

[8]Patsy M. Lightbown & Nina Spada, *How Languages are learned*, (Oxford: OUP, 1993), p.26.

[9]David Nunan, *Language Teaching Methodology*, (London: Prentice Hall International Ltd.,1991), p.233

cognitive language. In addition to the cognitive aspects, students' affective aspects are also addressed by YPRU.

Attention to the emotional or affective aspects of the student is known from various viewpoints of respondents who emphasize attention to student interest in learning; Differences of children; And child treatment as a whole person. Attention to that aspect is a form of application of the theory of learning the language of Humanism which views the student as a whole human physically, intellectually, and emotionally capable of developing his ability actively toward the expected process of change.[10]

In addition, Individuals need the warm, loving, respectful, and rewarding treatment of others in order to be able to develop maximally according to their potential. The application of learning theory can be seen through how teachers play their roles, both in the classroom and outside the classroom. Taufiq[11] added:

> The teachers at YPRU always act as models that give examples to students how to use English as a communication tool. With the examples given by the teacher students feel encouraged and motivated to follow or imitate how to use English as a communication tool. Strengthening the examples provided, English teachers continually provide advice that can

[10]Christopher Brumfit, *Language and Literature Teaching: From Practice to Principle*, (Oxford: Pergamon Press Ltd., 1985), p.79

[11]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

encourage students to learn English, and it is very influential on the growth of positive attitude of students to English and their learning motivation.

In addition, to keep students' attitudes, interests, and motivation high, teachers often avoid giving degrading treatment. Therefore, in correcting the students' language errors, teachers always try to show where the errors are made, and avoid the treatment that tends to blame the students. What is done above shows how important an affective aspect is in language learning. According to Nunan[12] if affective factors, such as attitudes, motivations and interests are properly considered in accordance with the available learning environment, successful English teaching can be realized. In addition to the theory of learning cognitivism and humanism, in the view of YPRU teachers, good teaching of English will be realized if supported by the provision of a language environment; Enforcement of language discipline; And giving students widespread opportunities to use the target language. These views indicate the importance of environmental aspects and habits in teaching English, which is certainly not contrary to Behaviorism language learning theory. Taufiq[13] added:

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[12]David Nunan, *Language Teaching Methodology*, p.234
[13]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

The form of English learning activities at YPRU that apply the learning theory is the formation of habits (conditioning), drilling (drilling), and learn to find yourself (discovery learning) or trial and error (trial and error). Exercise can be found in the activity of vocabulary and English speech acts done by the movers of the dorm language after each *shubuh* prayer. In that activity, Language activator introduces new vocabulary and speech repeatedly and is followed simultaneously by all students. Repetition is considered sufficient if the student has been able to say the vocabulary and the new utterance according to the correct rules.

Subsequently, the language movers also explain the meaning and the way it is used through examples of sentences given to students or prepared, and ask students to develop or give examples of sentences that use the vocabulary and speeches that have been introduced. Concerning this, Larsen-Freeman[14] explains that the exercises, such as substitution, and transformation are done through sentence patterns that appear in the dialogue, and the correct student responses are reinforced so that habit formation occurs. Thus, the establishment of customs that have a strategic role in teaching English at YPRU is the application of language discipline and the creation of a conducive language environment. The application of English-speaking discipline requires all students to use English as a daily communication tool supported

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[14]Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 1986), p.43.

by a deliberately created environment to give students an opportunity to use English. Misbah[15] explained:

> The enforcement of English-speaking discipline at YPRU is conducted through a regulation which binds all citizens of the lodge to use English and Arabic as a means of communication alternately every two weeks. During the first two weeks, all students must use English. Wherever students are, whenever students communicate, and with whom students communicate, the use of English is a must. If not using English, students will get punishment in the form of linguistic duties or the task of enforcing language discipline.

It means that the enforcement of the language discipline at YPRU is relatively successful because the environment provided by the lodge strongly supports the enforcement of the discipline. With the creation of such conditions, students continually seek to use English as a tool of communication to form an English-speaking habit. Thus, it can be said that the use of English as a means of daily communication for all students is a habit produced by the application of English discipline and the provision of a conducive language environment. Based on some previous information, it is certain that YPRU's English teaching applies three theories of language learning, namely cognitivism, humanism, and behaviorism. All three are not fully adopted, but

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[15] Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

are integrated in such a way that the principles of YPRU-specific English teaching are established.

2. Design

What has been determined in the approach, both related to language theory and language learning theory, gives YPRU an inspiration source in the determination of the intended teaching objectives, syllabus and development of lesson materials, warriors, student roles, the role of lesson material, and language teaching procedures in classes, and such stages are usually called designs. Misbah[16] explained:

> Design is needed so that theoretical assumptions related to language and language learning can be realized in the form of learning activities inside and outside the classroom. Each lesson has goals and expectations to be achieved by students after completing the lesson, as well as English lessons at YPRU. The purpose of English lessons at YPRU includes the development of skills so that students are able to communicate in English properly and correctly; Reading English-language texts; Develop insight; Have sufficient supplies to plunge into society; And continuing studies at higher levels.

It means that among these goals, to be able to communicate with English properly and correctly can be

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[16]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

considered as the primary goal of integrated English teaching at YPRU. The goal is in line with the purpose of communicative English teaching, namely the development of communicative ability. Regarding this, Huda[17] says "Proponents of CLT claim that the teaching objective is the development of communicative competence, which is the ability to use for communications in real life situations as opposed to classroom situations".

The student, in this case, is required not only to produce grammatically correct forms of language; But it is expected to have the ability to use these forms of language in accordance with the purpose of communication. In other words, this communicative ability is the ability to harmonize the forms of language with various inputs, both linguistic and non-linguistic[18]. To master the ability, a student must have four abilities. First, the ability to generate and distinguish grammatical forms of language, for example:

*I teach English everyday
and
*She is having abig car.

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[17]Nuril Huda, *Language learning and Teaching: Issues and Trends*, (Malang: IKIP Malang Publisher, 1999), p.93.

[18]Alice Omaggio Hadley, *Teaching Language in Context*, (Boston: Heilnle & Heinle Publisher, 1993), p. 4.

Second, the ability to produce appropriate forms of language. A sentence consisting of several words may be considered grammatical, but when examined from the process of how the sentence is made or produced, the sentence is deemed unworthy, for example:

The mouse the cat the dog the man the woman married beat chased atehad a white tail.

Thus, eligibility is concerned with the process by which the sentence is generated by one's mind. Third, the ability to generate the appropriate language forms and fit the context, for example;

* *my baby is funny.*

A sentence may be considered feasible and grammatical, but the sentence is lacking or even inappropriate. Fourth, the ability related to the knowledge of whether the meaning contained in a sentence was actually happening or not. A sentence may be feasible, precise, and grammatical, but not the case, for example;

* *The king of America visited Indonesia last year*

Achievement of the purpose of teaching English cannot be done instantly, but through a process that involves several

activities, such as the selection and sorting of lesson materials that are usually called the syllabus. Taufiq[19] added:

> At YPRU, syllabus is seen as a guide for teachers in carrying out teaching and learning activities for a certain period. This view shows that the syllabus is an integral part of the curriculum as the whole school program, including the lesson material that must be presented to the students at a certain level.

Therefore, the syllabus should contain a detailed and operational explanation of the various elements of instruction as a guide for teachers to realize what is contained in the curriculum into a set of steps to achieve specific teaching objectives according to the student level. Such a syllabus is also emphasized by Dubin and Olshtain[20] who said "*A syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.*"

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[19]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

[20]Fraida Dubin & Olshtain Elite, *Course Design*, (Cambridge: CUP, 1986), p. 35.

Detailed and operational explanations, according to Rodgers[21], may take the form of subject matter that should be given to students in a teaching program. What the content of the subject matter and how to deliver it to the students is a syllabus. Recognizing the importance of the syllabus, YPRU formed a syllabus development team under the leadership of the YPRU director. The team is assisted by some senior and junior teachers who are competent in English lessons. The formation of the syllabus development team is in accordance with the idea of Nunan[22] which says that the selection and sorting of the subject matter to be given to the students is the task of the syllabus developer. The team's main duty is to prepare lesson material and other supporting tools so that it can be used as a guideline in performing their duties in the classroom. As a result, the English syllabus at YPRU includes subjects of linguistic components, such as grammar and vocabulary; And language skills that include reading, listening, writing, and speaking are conveyed, either in an integrated or separate way.

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[21]Theodore S. Rodgers, "Syllabus Design, Curriculum Development, and Polity Determination." *The Second Language Curriculum*, Ed. Robert Keith Johnson, (Cambridge: Cambridge University Press, 1989), p.26.

[22]David Nunan, *Language Teaching Methodology*, p.6

In order to avoid overlapping discussions, YPRU selects and sequences lesson materials related to component and language skills based on easy and basic material principles given before more difficult and complex material. In addition, sequencing of lesson materials is also based on the principle of adapting the lesson material to the student's needs in communication. The subject matter that relates to a person's basic need to communicate is given in advance of the less needed material. The description shows that the English syllabus developed at YPRU is a communicative syllabus that seeks to make what students gain, both in the classroom and outside the classroom, can be used in everyday communicative interactions. This fact is in accordance with Yalden's[23] view which emphasizes that the material contained in the syllabus must be structured based on the principles of how the language is used, not how the language is taught. Misbah[24] explained:

> Through the form of the syllabus, YPRU students have been taught early and encouraged to use the target language in a communicative way. The use of English from the start as a means of communication within the YPRU campus is likely to occur because all students and people involved in

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[23]Janice Yalden, "An Interactive Approach to Syllabus Design: The framework project."*The Practice of Communicative Teaching*, ed. Christopher Brumfit, (Oxford: Pergamon Press Ltd., 1986), p. 25

[24]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

organizing learning activities live in dormitories that provide great opportunities for students to use English in accordance with the context they are facing.

The use of English from the outset also shows that what students learn is meaningful and can be perceived directly[25]. That is, what students gain in the classroom and outside the classroom can be used and utilized for the benefit of daily communication. Based on the principles of sorting of the lesson material, the communicative syllabus model developed at YPRU is a structural-functional syllabus. The Structural-functional syllabus is a communicative syllabus model that seeks to bridge between language teaching that emphasizes the grammatical aspects of language with language teaching that focuses on aspects of language usage as a communication tool. The model of the syllabus retains the separation between the linguistic subject matter, such as grammar and vocabulary with lesson material in the form of communicative language functions.[26] The syllabus model is considered relatively easy to implement in the learning activities in the classroom because the delivery of language component material is done separately before the communicative

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[25]John Milne, "Teaching Adult Beginner." *Communication in the Classroom*, eds. Keith Johnson & Keith Morrow, (Essex: Longman Group Limited, 1981), p.20.

[26]Janice Yalden, "An Interactive Approach to Syllabus Design: The framework project."*The Practice of Communicative Teaching*, ed. Christopher Brumfit, (Oxford: Pergamon Press Ltd., 1986), p. 110

functions are given. Separately before communicative functions are given. The communicative syllabus model developed by YPRU can also be grouped into various syllabus model syllabus. Misbah[27] explained:

> In YPRU English lesson materials related to linguistic components are more common in the early classes, while lesson material related to language usage is more common in the final classes. That is, the higher the class of students the more material use of language given; On the contrary, the lower the class of students the more material component of the literature it receives.

It means that the model considers the selection and staging of the lesson material to be tailored to the student's ability or grade level. For students who are at the beginner level and do not yet have sufficient target language backgrounds, a more precise syllabus is a syllabus containing more linguistic component components. For students who belong to the middle class and already have sufficient knowledge of the target language, a more appropriate syllabus is a syllabus that contains the linguistic component of the language and the use of language in a balanced way. As for students who belong to a higher class and already have a fairly good target language background, a more appropriate

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[27]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

syllabus is a syllabus that contains more language usage than language components. Misbah[28] explained:

> To meet the needs of students in learning, YPRU uses much of the lesson material sourced from textbooks; English newspapers and magazines; English articles taken from the internet; English CD-ROOM; English-language tapes and videos. All of the lesson materials are authentic materials, except for textbooks.

Through these authentic materials, students have a great opportunity to gain experience using targeted languages according to the context of actual use.[29] As an effort to ground syllabuses in the classroom, English teachers at YPRU develop a variety of learning activities that are more teacher-oriented than teachers. Students have a more dominant role than teachers.

English learning activities that are often developed in the classroom are interviews or inter-student dialogue; Ask questions; Listening to teacher's information; Translate from English into Indonesian; Make a summary of an English magazine or article; Calling a stranger; Doing assignments/exercises; Writing or writing in English; Role play; And group work. In addition, to support the learning activities in the classroom, YPRU facilitates

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[28]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

[29]Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Limited, 1991), p.187

its students with various learning activities that can be done outside the classroom. Taufiq[30] explained:

> The learning activities are often done is to follow the English club or course; Discuss with friends about the subject matter; Reading English newspapers and magazines; View or open internet; Record and review the vocabulary given in the dormitory; Record and review the vocabulary contained in certain zones; Listening to English news on the radio; Listen and understand English songs; Making articles for wall magazines in linguistic competitions between dormitories; Play drama; Following an English speaking speech; Follow the English discussion; Follow *muhadatsah* or conversation; Learning together English; and enter the language laboratory.

It means that in general, English learning activities developed by YPRU teachers have fulfilled some of the characteristics of communicative English learning[31] as follows; a) Emphasize the use of language rather than the form of language or emphasizing activities that lead to the smooth communication; b) Pay attention to the practice of communicating with the target language; c) Emphasize student-centered learning; d) Attention to differences between students; and interpret variations in language usage. The diversity of communicative learning activities developed by YPRU English teachers can also be divided into two

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[30]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

[31]Jack C. Richards &Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.72

81

major groups, each consisting of two parts, pre-communicative activities that include structural activity and disguised communicative activities; And communicative activities that include functional communication activities and social interaction activities.[32]

Pre-communicative activity is a language learning activity that separates the structural aspects of the language from the functional aspects of the language, but still remains in the corridor of learning communicative language. The learning activities of English at YPRU included in the group are listening to teacher information, questioning, summarizing, reviewing vocabulary given in dormitories and strategic places; And enter the language laboratory. Communicative activity is a language learning activity that places communicative ability as its main concern by providing various exercises and activities that enable students to integrate their pre-communicative abilities with their structural capabilities. Misbah[33] explained:

> The English learning activities at YPRU included in the group are interviewing, questioning, conversation practice, speech practice, role play, group discussion, and English discussion. English learning activities, as YPRU has developed, are more

[32]William Littlewood, *Communicative Language Teaching*, (Cambridge: CUP, 1981), p. 85-86

[33]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

concerned with developing communicative skills than simply mastering the forms of language, but at the same time controlling the form, meaning, and relation to the context in which it is used. Of course, that orientation affects the diversity of roles of students, teachers, and learning materials. At YPRU, students have several roles that facilitate learning activities that teachers develop, such as motivators for other students; As a partner for other students; Assisting students with learning difficulties (facilitators); And monitor the English used by other students (monitors).

These roles arise as a result of the learning activities developed by YPRU that tend to lead to student-centered teaching. The learning activities open wide opportunities for students to play their role more freely in order to gain experience in English according to the actual context. No different from students, in the learning activities of teachers also have a certain role that is not much different from the roles played by students. At YPRU, the role that teachers can play in English learning activities is to provide examples of how to speak good English (model); Motivate students to learn English (motivator); Facilitate students in learning English (facilitator); Become a partner in learning activities; Evaluating the English language (evaluator); And monitor the students' English usage (monitor). These roles

were born as an inevitable consequence of organizing a student-centered, student-centered class[34].

Lesson material is one of the most important parts of language teaching activities. Therefore, the lesson material must be prepared in such a way that it is able to properly play its main role as a facilitator of learning activities. To play the role, lesson materials used in learning activities are not just handbooks or textbooks, but cover everything teachers and students can use to facilitate learning activities, or at least can be utilized by teachers to give students experience how to use language Targets as they should. YPRU English teachers usually use newspapers, magazines, videos, and even bring native speakers in the classroom to become partners in group discussions or other learning activities. Regarding this, Tomlinson[35] said:

> Materials could obviously be assets, vidioes, CD-roms, dictionaries, grammar book, readers, work book, or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instruction given by a teacher, tasks written on cards or discussion between leaners.

[34]Rod Bolitho, "An Eternal Triangle? Roles for teachers, Learners, and Teaching Materialsin a Communicative Approach."Language Teaching Methodology for Nineties,ed., (Sarinee Anivan. Singapore: Seamo Regional Language Centre, 1990), p27.
[35]Brian Tomlinson, "Introduction." Material Development in Language Teaching, ed. Brian Tomlinson, (Cambridge: CUP, 1998), p.2

3. Procedure

Procedures as an implementation stage in the classroom include several activities in accordance with the subject matter and how the material is presented to the students. At YPRU, in general English teaching procedures developed by third grade teachers tend to have three stages of activity, namely pre-teaching, while-teaching, and post-teaching activities, each of which Have different goals and activities. Misbah[36] explained:

> Preliminary activities are learning activities designed to see students' readiness in dealing with new subject matter. At YPRU, preliminary activities typically include several activities, such as reviewing previous lessons by asking previous lessons; Explain the theme / topic to be learned; And ask questions about the topic to be discussed. The core activities are the stages of language teaching that enable the process of understanding and mastery of the subject matter that is being discussed in the classroom. At YPRU, the core activities developed by English teachers is to explain the lessons; Check what students do while doing; Instructing students to do tasks; And invites students to discuss. More specifically, learning activities that are often developed by English teachers are conversation exercises, translating, summarizing, listening to English tapes, role playing, and group discussions.

It means that through these activities, teachers try to help students to understand lessons and gain good language experience

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[36]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

so that students can use them in the context of actual communication. The final activity is all the activities developed by the teacher to know the students' understanding of the subject matter that has been given. At YPRU, the core activities developed by English teachers are to check students' understanding of the new lesson; Giving assignments / homework to be done in the room; And re-explain the lessons that have been given. To find out how far students' understanding of the lessons have been learned, teachers at YPRU provide some verbal questions. When faced with difficulties faced by students, the teacher explains briefly in accordance with the existing problems; And to reinforce students' understanding, teachers provide additional work for students to do in their dormitories.

4. Linguistic Environment

Language environment is one factor that determines the success of teaching English as a second language or foreign language. This linguistic environment is closely related to the wisdom of an educational institution or even a government to the language itself, whether the language is expressed as a first

language, a second language, or a foreign language. Taufiq[37] explained:

> The policy becomes very important and strategic that can determine how far the language is used as a communication tool, and how the language is learned in schools. At YPRU, language environments are defined as environments that allow students to have the opportunity to use English as a communication tool. This view indicates that language environment is not a factor of linguistic factor, but it leads to nonlinguistic factors influenced by social, economic and political aspects.

The view also means that the language environment is related to the role of other languages within a community group whether as a first, second, or foreign language.[38] Taufiq[39] explained:

> At YPRU, English can be regarded as a second language because the language is used by students in various daily communication activities during their stay in the cottage environment, the environment is deliberately created in such a way that students do not have the opportunity to use other languages as a means of communication. All activities experienced by students, both inside and outside the classroom, are conducted in English (and Arabic). At YPRU, the literary environment is divided into two, namely the

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[37]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati
[38]Fraida Dubin & Olshtain Elite, *Course Design*, p. 7-8
[39]Interview with Bapak Ahmad Taufiq as a techer at YPRU Guyangan Trangkil Pati

formal linguistic environment and the informal linguistic environment.

The formal linguistic environment is better known as the formal language teaching that takes place in the classes. Conversely, the informal linguistic environment that can occur, both in the classroom and outside the classroom, gives more opportunities for students to communicate with the target language naturally than to understand the language structure. The formal linguistic environment at YPRU includes several environments, such as in the morning class; In the afternoon class; in English courses or clubs; And in speech practice activities. In the environment, there is a planned and intentional study of formal English through the use of curriculum and scheduling. The formal process occurs because it is done through a plan and program that put forward the formalities of language or language structure. Students are given very little opportunity to use the target language in real communicative interaction, so they tend to lack or have no meaningful experience how to use the language according to the actual context. In contrast to the formal linguistic environment, the YPRU informal linguistic environment encompasses various situations outside the morning and evening classes, such as situations in shared learning in the room; In student co-operatives, in cafeterias, in sports fields, in kitchen, and others.

In the linguistic environment, there is an unplanned and intentional English learning process. The process occurs because all life activities involving communicative interaction are done by using English so that students have a vast opportunity to use the language in their daily lives. Ellis[40] calls an informal linguistic environment characterized by an unplanned language learning process or through real communicative interaction with natural background terms, while a formal linguistic environment with an educational background. Misbah[41] explained:

> Recognizing the important role of the language environment in English teaching that aims to develop students' communicative skills, YPRU seeks to integrate the formal environment with the informal environment in order to create a very conducive environment for students to communicate English comprehensively.

The combination between the two environments is not contradictory to the view of Nunan[42] which says that in order for students to have the ability to communicate English in English, English teaching done in the classroom or in a formal linguistic environment must be accompanied and supported by Involvement

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[40]Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: OUP, 1994), p.214

[41]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

[42]David Nunan, *Language Teaching Methodology*, p.173

of all students in the context of actual communication or informal linguistic environment. Misbah[43] explained:

> The use of two formal and informal linguistic environments is a demand that must be met if the goal of learning English is to develop communicative skills; But if the goal is only to develop receptive capacity, the use of a formal language environment is preferred. Because YPRU is a deliberately created environment for learning activities, the environment is empowered in such a way that students have the opportunity to use English as a communication tool. One of the efforts made by YPRU in empowering the linguistic environment is the enforcement of discipline.

Enforcement of language discipline aims to student self-habituation to use English as a medium of communication is done with the application of English discipline. Discipline means the enforcement of certain rules with a view to giving birth to certain desirable behaviors together. Since there are two languages to be used, a weekly regulation is made to facilitate its monitoring. The first two weeks all students are required to use English in various activities undertaken, and the next two weeks in the same month all students are required to use Arabic in various activities undertaken.

The regulation binds all YPRU students without exception, whether or not the student organization board.

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[43]Interview with Bapak Misbahul Munir as a techer at YPRU Guyangan Trangkil Pati

Whenever and wherever students are in the YPRU campus environment, students are required to enforce language disciplines according to their time. In order for the enforcement of the language discipline to run smoothly, YPRU established a language driven institution derived from students, namely CLI (center for language improvement); And teachers, the LAC (Language advisory council). In addition, the two institutions are responsible for the development of English and Arabic at YPRU. In the enforcement of English-speaking discipline, CLI and LAC conduct language trials, punishment and educational sanctions that can be in the form of making articles and others. As for the development of students' language skills, the two institutions organize various activities that can be done by students, either individually or in groups, such as vocabulary introduction and English utterance in the dormitory after *shubuh* prayer; Organizing linguistic competitions between dormitories; Organizing conversation exercises; Publishing of English bulletins; And organizing an English-speaking discussion.

B. Discussion

YPRU Guyangan is a boarding education institution that develops integrated English teaching. In addition to organizing formal learning activities in classes, the institute also provides an informal linguistic

environment that enables students to gain experience in the English language naturally. Specifically, some important things that distinguish YPRU Guyangan Model from other models in integrated English teaching can be summarized as follows: 1) Integrated English teaching at YPRU is based on the theory of functional and interactional Language combined with learning theory Language cognitivism, behaviorism, and Humanism; 2) The ultimate goal of integrated English teaching at YPRU is the development of English communicative skills achieved through the development of various emphasis syllabus. To realize this, various learning activities are developed with authentic and nonauthentic subject matter, so that students who have a more dominant role than the masters can Gaining true English experience; 3) In general, the process of teaching English in the classroom can be divided into three stages. Preliminary crew is intended to see the readiness of students in learning; Core activities are used to deliver the subject matter; And end activities are used to see how far students master the material they have learned; 4) Linguistic environment at YPRU is key to the institution's success in developing integrated English teaching. YPRU creates the language environment in such a way that students do not have the slightest opportunity to use Indonesian as a communication tool, but English is the only means of communication used.

BAB V
CLOSSING

A. Conclusion

YPRU Guyangan is a boarding education institution that develops integrated English teaching. In addition to organizing formal learning activities in classes, the institute also provides an informal linguistic environment that enables students to gain experience in the English language naturally. Specifically, some important things that distinguish YPRU Guyangan Model from other models in integrated English teaching can be summarized as follows: 1) Integrated English teaching at YPRU is based on the theory of functional and interactional Language combined with learning theory Language cognitivism, behaviorism, and Humanism; 2) The ultimate goal of integrated English teaching at YPRU is the development of English communicative skills achieved through the development of various emphasis syllabus. To realize this, various learning activities are developed with authentic and nonauthentic subject matter, so that students who have a more dominant role than the masters can Gaining true English experience; 3) In general, the process of teaching English in the classroom can be divided into three stages. Preliminary crew is intended to see the readiness of students in learning; Core activities are used to deliver the subject matter; And end activities

are used to see how far students master the material they have learned; 4) Linguistic environment at YPRU is key to the institution's success in developing integrated English teaching. YPRU creates the language environment in such a way that students do not have the slightest opportunity to use Indonesian as a communication tool, but English is the only means of communication used.

B. Suggestion

Based on the hold result of the study, the writer had some suggestions for English teacher, students and next researcher as follow:

1. For YPRU Guyangan
   a. YPRU Guyangan should integrate English teaching based on habitual action on English learning.
   b. YPRU Guyangan should develop English communicative skills achieved through the development of habitual action on English learning.
   c. YPRU Guyangan should realize English learning which are developed with habitual action, so that students who have a more dominant role than the masters can gaining true English experience.

d. YPRU Guyangan should create linguistic environment which is key to the institution's success in developing habitual action on English learning.

2. For the Students

    a. The students encourage themselves to learn English.

    b. The students should learn the elements of good English and its application in the daily activity.

    c. The students should practice their ability of speaking from habitual action.

3. For the next researcher

They can make this study as their reference to conduct other researchers on the same field. They are also expected to be able to cover the limitation about this, they can conduct a research with the other places but in same topic. The writer hopes that the text researchers can prepare everything as good as possible in doing research and can follow up this research.

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Results of Interview

Place   : YPRU Guyangan
Date   : 18 Mei 2017
Interviewer   : Ashari
Interviewee   : 1) Misbahul Munir
                  2) Ahmad Taufiq

No	Participants	Sricpt
1	Interviewer	How does YPRU believe toward English as international language?
	Misbahul Munir	With regard to language theory, YPRU believes that English is an international communication tool widely used by the public in various oral and written communications activities. English, in this case, is seen in terms of the communicative functions of the language used to convey ideas, intentions, and feelings to others. This view is in line with the theory of functional languages that view Language as a tool used to express communicative functions of language that are more influenced by the situation or the context in which the communication event occurs
2	Interviewer	How does YPRU see English as language?
	Misbahul Munir	In general, the functions of language can be grouped into five categories, namely personal, interpersonal, directive, referential, and imaginative (personal, interpersonal, directive, referential, and imaginative.
3	Interviewer	What does YPRU give to students in teaching learning English?
	Ahmad Taufiq	It can be said that in YPRU language components and English language skills are still given to students through formal activities in classes, but packaged in such a way that students can use them in daily communication activities with other

		students.
4	Interviewer	How does YPRU manage students to use English?
	Ahmad Taufiq	The ability to use grammatical aspects of language to express the communicative meanings or functions of language are appropriately obtained through one's understanding of the situation in which the communication event occurs. In addition, what YPRU does to align the teaching of language elements, such as English grammar and vocabulary with the context of its use outside the classroom doesn't suggests that language-shaped lessons should always be linked and embedded in the context of their use so that students can gain experience using the target language correctly.
5	Interviewer	How does YPRU judge upon students' ability of language?
	Ahmad Taufiq	The ability of language was a form or result of a very complex interaction between the cognitive abilities and the language environment where a person lives and settles. Based on the previous explanation, it can be said that the theoretical underpinning of integrated English teaching developed by YPRU is the theory of functional and interactional languages. Both theories have much influence on some aspects of teaching, such as the purpose of teaching; Development of syllabus and lesson material; And learning activities developed, both in the classroom and outside the classroom.
6	Interviewer	How does YPRU implement in teaching English?
	Ahmad Taufiq	The form of English learning activities at YPRU that apply the theory of learning cognitive language is an explanation of the meaning of new vocabulary and language rules. In English learning activities in the classroom and *santri* dormitory, there are usually two ways used, namely induction and

		deduction. Through induction techniques, the teacher does not explain the hard words or new grammar that the student finds in the textbook, but asks the student to understand it based on the context in which the vocabulary and grammatical appear. If that does not work the teacher usually uses deduction techniques.
7	Interviewer	How does YPRU's teachers teach English to students?
	Ahmad Taufiq	The teachers at YPRU always act as models that give examples to students how to use English as a communication tool. With the examples given by the teacher students feel encouraged and motivated to follow or imitate how to use English as a communication tool. Strengthening the examples provided, English teachers continually provide advice that can encourage students to learn English, and it is very influential on the growth of positive attitude of students to English and their learning motivation.
8	Interviewer	What kinds of learning activities do YPRU implement?
	Ahmad Taufiq	The form of English learning activities at YPRU that apply the learning theory is the formation of habits (conditioning), drilling (drilling), and learn to find yourself (discovery learning) or trial and error (trial and error). Exercise can be found in the activity of vocabulary and English speech acts done by the movers of the dorm language after each *shubuh* prayer. In that activity, Language activator introduces new vocabulary and speech repeatedly and is followed simultaneously by all students. Repetition is considered sufficient if the student has been able to say the vocabulary and the new utterance according to the correct rules.

9	Interviewer	How does YPRU enforce English-speaking discipline to students?
	Misbahul Munir	The enforcement of English-speaking discipline at YPRU is conducted through a regulation which binds all citizens of the lodge to use English and Arabic as a means of communication alternately every two weeks. During the first two weeks, all students must use English. Wherever students are, whenever students communicate, and with whom students communicate, the use of English is a must. If not using English, students will get punishment in the form of linguistic duties or the task of enforcing language discipline.
10	Interviewer	Is design of teaching important at YPRU?
	Misbahul Munir	Design is needed so that theoretical assumptions related to language and language learning can be realized in the form of learning activities inside and outside the classroom. Each lesson has goals and expectations to be achieved by students after completing the lesson, as well as English lessons at YPRU. The purpose of English lessons at YPRU includes the development of skills so that students are able to communicate in English properly and correctly; Reading English-language texts; Develop insight; Have sufficient supplies to plunge into society; And continuing studies at higher levels.
11	Interviewer	Is YPRU using syllabus in teaching? How is its role?
	Ahmad Taufiq	At YPRU, syllabus is seen as a guide for teachers in carrying out teaching and learning activities for a certain period. This view shows that the syllabus is an integral part of the curriculum as the whole school program, including the lesson material that must be presented to the students at a certain level.
12	Interviewer	How are students taught at YPRU?

		Misbahul Munir	Through the form of the syllabus, YPRU students have been taught early and encouraged to use the target language in a communicative way. The use of English from the start as a means of communication within the YPRU campus is likely to occur because all students and people involved in organizing learning activities live in dormitories that provide great opportunities for students to use English in accordance with the context they are facing.
13	**Interviewer**		How is YPRU English lesson materials?
	Misbahul Munir		In YPRU English lesson materials related to linguistic components are more common in the early classes, while lesson material related to language usage is more common in the final classes. That is, the higher the class of students the more material use of language given; On the contrary, the lower the class of students the more material component of the literature it receives.
14	Interviewer		How does YPRU know students' need in learning?
	Misbahul Munir		To meet the needs of students in learning, YPRU uses much of the lesson material sourced from textbooks; English newspapers and magazines; English articles taken from the internet; English CD-ROOM; English-language tapes and videos. All of the lesson materials are authentic materials, except for textbooks.
15	Interviewer		How are learning activities at YPRU?
	Ahmad Taufiq		The learning activities are often done is to follow the English club or course; discuss with friends about the subject matter; Read English newspapers and magazines; View or open internet; Record and review the vocabulary given in the dormitory; Record and review the vocabulary contained in certain zones; Listening to English news on the radio; Listen and understand English songs; Making

		articles for wall magazines in linguistic competitions between dormitories; Play drama; Following an English speaking speech; Follow the English discussion; Follow *muhadatsah* or conversation; Learning together English; and enter the language laboratory.
16	Interviewer	What learning activities does YPRU develop?
	Misbahul Munir	The English learning activities at YPRU included in the group are interviewing, questioning, conversation practice, speech practice, role play, group discussion, and English discussion. English learning activities, at YPRU has developed, are more concerned with developing communicative skills than simply mastering the forms of language, but at the same time controlling the form, meaning, and relation to the context in which it is used. Of course, that orientation affects the diversity of roles of students, teachers, and learning materials. At YPRU, students have several roles that facilitate learning activities that teachers develop, such as motivators for other students; As a partner for other students; Assisting students with learning difficulties (facilitators); And monitor the English used by other students (monitors).
17	Interviewer	What kinds of activity does YPRU implement to encourage students' ability at dormitory?
	Misbahul Munir	Preliminary activities are learning activities designed to see students' readiness in dealing with new subject matter. At YPRU, preliminary activities typically include several activities, such as reviewing previous lessons by asking previous lessons; Explain the theme / topic to be learned; And ask questions about the topic to be discussed. The core activities are the stages of language teaching that enable the process of understanding

		and mastery of the subject matter that is being discussed in the classroom. At YPRU, the core activities developed by English teachers is to explain the lessons; Check what students do while doing; Instructing students to do tasks; And invites students to discuss. More specifically, learning activities that are often developed by English teachers are conversation exercises, translating, summarizing, listening to English tapes, role playing, and group discussions.
18	Interviewer	What does the policy aim?
	Ahmad Taufiq	The policy becomes very important and strategic that can determine how far the language is used as a communication tool, and how the language is learned in schools. At YPRU, language environments are defined as environments that allow students to have the opportunity to use English as a communication tool. This view indicates that language environment is not a factor of linguistic factor, but it leads to nonlinguistic factors influenced by social, economic and political aspects.
19	Interviewer	How does YPRU conduct students to use English?
	Ahmad Taufiq	At YPRU, English can be regarded as a second language because the language used by students in various daily communication activities during their stay in the cottage environment, the environment is deliberately created in such a way that students do not have the opportunity to use other languages as a means of communication. All activities experienced by students, both inside and outside the classroom, are conducted in English (and Arabic). At YPRU, the literary environment is divided into two, namely the formal linguistic environment and the informal linguistic environment.

20	Interviewer	Why does YPRU enforce students use English in daily activity?
	Misbahul Munir	Recognizing the important role of the language environment in English teaching that aims to develop students' communicative skills, YPRU seeks to integrate the formal environment with the informal environment in order to create a very conducive environment for students to communicate English comprehensively.
21	Interviewer	Why does YPRU use of two formal and informal linguistic environments?
	Misbahul Munir	The use of two formal and informal linguistic environments is a demand that must be met if the goal of learning English is to develop communicative skills; But if the goal is only to develop receptive capacity, the use of a formal language environment is preferred. Because YPRU is a deliberately created environment for learning activities, the environment is empowered in such a way that students have the opportunity to use English as a communication tool. One of the efforts made by YPRU in empowering the linguistic environment is the enforcement of discipline.

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