

## **Chapter One**

### **Introduction**

In this chapter the researcher provides various points. The researcher puts the foundation and reasons why the researcher is interested in choosing the topic at the background of study. The second part, the researcher identifies problems that are found and related to the research topic as well as the delimitation of the research to show the focus on the topic chosen. The researcher mentions the research questions, the research objectives, the significance of the research, and the organization of the chapter.

### **Background of Study**

Students, at this time, have many things that can be applied to achieve or even to master certain abilities. Sometimes, daily routines such as habitual practices can also affect students' abilities. Habit formation, according to Whitebread and Bingham (2013), refers to unconscious mental processes that manifest as behavioral patterns and dispositions when a kid interacts with the events and difficulties of daily life. Our brain, like a muscle, requires exercise, according to Abdurrohman (2017). Learner will become more skilled, thinkers, and increasing ability if use it frequently and in the proper methods.

One of the skills which is learned and needed to be mastered by students is speaking skill. According to Lewis and Hill (1993), Speaking is a process that covers several aspects in addition to the pronunciation of individual sounds. Speaking is one of the four essential skills that learners must master, along with listening, reading, and writing. Because spoken language plays such an important

role in communication, learners must be proficient in it. Mastering speaking is challenging and time-consuming for English learners. Speaking happens in real time, and students cannot predict the response they will receive. Fauzan (2016) stated that speaking is to create conversation and response spontaneously (as cited in Darmawan, 2021).

In improving speaking skills, students will face a series of processes organized regularly. The research conducted by Listiawati and Aryani (2017) explained about speaking habit as a strategy to improve the students' speaking skill, students will go through several processes, which later the results of this study will show whether the process that students have gone through has an effect on their speaking ability or not. Furthermore, in order to improve students' speaking ability, the habit of using English in everyday life and speaking skills turned out to have a very significant connection to improve students' speaking ability. The study done by Abdurrohman (2017) explained about correlation study between the habit of using English in daily life and speaking skill. The last, listening to English songs continuously can have an effect on students' willingness to improve their speaking skills. This is strengthened by a study conducted by Rejeki (2019). The results in this study showed a significant correlation between students' habit in listening to English songs and pronunciation mastery in the improvement of speaking skills.

### **Statement of Problem**

There was a phenomenon that a student with good speaking develop the skills through habit. Whenever the student was asked to perform in front of the class, he always gave his best effort in fluency, confidence, accuracy, word choice,

and English pronunciation when he has to perform in English on presenting his assignment in front of the class. In order to improve students' speaking ability, the habit of using English in everyday life and speaking skills turned out to have a very significant connection to improve students' speaking ability (Abdurrohman, 2017). There are several habits that the researcher already noticed. The researcher has already picked up on a few tendencies. As the kid interacts with the events and challenges of everyday life, habit development refers to unconscious mental processes that manifest as behavioral patterns and dispositions (Whitebread and Bingham, 2013). Finally, the title of this study is "Students' Habits on Improving Speaking Skills". Therefore, the researcher wants to explore the habit which can lead the student to become a good English speaker.

### **Limitation of the Study**

The research only focuses on the speaking aspect. This research uses three persons from the English Language Education Department of a private university in Yogyakarta student as the research participant. Descriptive qualitative will be used as the research methodology by the researcher. Interviews will also be used as the research instruments. The reason is that the researcher needs accurate data, both from the researchers' and the participants' point of view.

### **The Research Questions**

Based on the limitation of the problem above, the researcher formulates research questions of this study. The research questions are presented below:

1. What habits contribute to the enhancement of English-speaking skills as experienced by the students?
2. How do the strategy contribute to the enhancement of English-speaking skills based on habits done by the students?

### **The Purposes of Research**

1. To discover habits that contribute to the enhancement of English-speaking skills as experienced by the English Language Education Department students.
2. To explore the strategy that contributed to the improvement of their English-speaking skills based on habits done by students.

## **The Significance of Research**

The results of this research can be used by some parties. First, this research can be useful for English teachers as their reference. Second, this research can be a reading material to university students. Last, the other researcher can take the advantage and use this research as references for their future research. The explanation is presented below:

### ***The English Teachers***

The study findings provide crucial information regarding the habits that influence speaking ability. This research will be used to teach students how to improve their speaking skills. This study becomes such a reference in teaching student to increase speaking ability. English teachers can know and absorb knowledge about what habits influence students to improve their speaking skills.

### ***The Students***

The results of this study can inspire the student to improve students' ability in speaking. Students can use the result of this research as appropriate reading material. In addition, students can also adapt similar habits to improve their speaking skill.

### ***The Future Researcher***

Other researchers can use the findings of this study as a guide for conducting research with similar issues. This study is intended to enable other researchers to work on their research in addition to using it as a source. This study can also be used in libraries as a complement to archives.

## **The Organization of the Chapter**

In chapter one, the researcher puts the foundation and reasons why the researcher is interested in choosing the topic at the background of the study, identifies problems that are found and related to the research topic, the delimitation of the research, the research questions, the research objectives, the significance of the research, and the organization of the chapter.

In chapter two, the researcher explains literature review related to this study. There are extensive learning / extensive viewing, habits, types of habits related to English language learning, review of related studies, and conceptual framework.

In chapter three, the researcher presents information on the methodology used. This chapter also discusses how to conduct research and collect data. Seven sub-sections that will be discussed in this chapter are research design, research setting, research participants, research instruments, data collection method, data collection procedure, and data analysis. In this chapter, literature, and theories that support the methods are also provided.

In chapter four, the researcher presents the results of the study. This chapter consists of findings and discussions. The researcher presents the results of the study in the form of a description that has been well organized and discussion of the results of analysis.

In chapter five, the researcher explains topics and problems raised in the study, explanations of the findings of the study results, and recommendations submitted in accordance with the results of the study, and suggestions.