
THE MEMORIZE-SPEAK UP-HABITUATION METHOD AS AN EFFORT TO IMPROVE THE MASTERY OF FOREIGN LANGUAGE SKILLS

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Abstract:

This study aimed to analyze and examine the MSH (Memorize-Speak Up-Habituatation) method on foreign language mastery skills, especially English. This research used a descriptive qualitative approach with case study research at the LIPs (Language Intensive Program of Boarding Junior High School of Nurul Jadid) Paiton, Probolinggo. The instruments used were observation, in-depth interviews, and documentation to support the completeness of the data. The data analysis technique was carried out through the stages of data collection, data reduction, data presentation, and conclusion of research results. The findings indicated that the MSH method was applied with the stages of Memorizing new vocabulary and pronunciation, Speak Up, or integrating the use of new vocabulary in speaking activities, and habituation of foreign language activities. This study shows the implication that with the MSH method, LIPs members can master 4 English skills (listening, writing, reading, and speaking) correctly even though it requires high discipline.

Abstrak:

Penelitian ini bertujuan untuk menganalisis serta mengkaji penggunaan metode MSH (*Memorize-Speak Up-Habituatation*) terhadap keterampilan penguasaan berbahasa asing, khususnya bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian studi kasus di lembaga LIPs (*Language Intensive Program of SMP Nurul Jadid*) Paiton, Probolinggo. Instrumen dalam penelitian ini menggunakan observasi dan wawancara mendalam serta dokumentasi untuk mendukung kelengkapan data. Teknik analisis data pada penelitian ini dilakukan dengan tahap pengumpulan data, reduksi data, penyajian data, dan penyimpulan hasil penelitian. Hasil penelitian menunjukkan bahwa metode MSH diterapkan dengan tahapan *Memorize* (mengingat) kosakata baru serta pelafalannya; *Speak Up* (berbicara) atau mengintegrasikan penggunaan kosakata baru dalam kegiatan *speaking* (berbicara); dan *Habituatation* (pembiasaan) kegiatan berbahasa asing. Penelitian ini menunjukkan implikasi bahwa dengan metode MSH, anggota LIPs dapat menguasai 4 kompetensi bahasa Inggris (*listening, writing, reading, speaking*) dengan tepat walau membutuhkan kedisiplinan tinggi.

Keywords:

Memorize-Speak Up-Habituatation Method, Foreign Language Skills

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INTRODUCTION

Education has a vital role in one's life. Through education, a person who initially does not know becomes known. For this reason, Indonesia has firmly established Law number 2 of 1989, which states that national education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and are devoted to Almighty God and have a noble character, knowledge and skills, physical and spiritual health, a solid and independent personality, a sense of belonging, and social and national responsibility (Sujana, 2019). Meanwhile, Islamic education experts have agreed that education must facilitate growth in all aspects, both spiritual, intellectual, imagination, physical, scientific, and language, both individually and in the broader group (Rohman & Hairudin, 2018).

In line with these educational goals, mastery of foreign languages is one of the things that should be taught in education. Knowledge of foreign languages, especially English as an international language (Tilfarlioğlu, 2020), has become crucial as the primary communication faces competition in the industrial revolution 4.0 to win the global match (Sujarwo & Akhiruddin, 2020). Not only that, students who master English in this competitive era will get high appreciation if their foreign language skills are practiced in the world of work (Yuwono et al., 2020). That way, learning in the world of education can teach students to master English language skills.

Learning to master English language skills must be intensive but effective and efficient (Jumrah, 2019), considering that English is not the mother tongue in Indonesia. Therefore, a quality method is needed by the needs in the classroom to provide high and quality learning outcomes (Nasution, 2017). On the other hand, English with verbal characteristics requires material organization strategies, message delivery strategies, and learning management strategies (Subiyantoro & Mulyani, 2017).

Nurul Jadid Islamic boarding school has innovative efforts, establishing the Language Intensive Program of Junior high school of Nurul Jadid institution (LIPs). This linguistic institution of Nurul Jadid aims to prepare and print students to compete in the international world who are reliable and of high quality in English. As an institution under the auspices of *pesantren* (Islamic boarding school), the English learning method refers to a hadith narrated by Abu Daud (Al-Khottobi, 2010) as follow:

مُرُوا الصِّبْيَا الصَّلَاةَ إِذَا بَلَغَ سَبْعَ عَشْرَ سِنِينَ وَإِذَا بَلَغَ عَشْرَ سِنِينَ فَضُرِبُوا عَلَيْهَا

Tell the children to pray when they are seven years old, and when they are ten years old, then beat them when they leave the prayer.

From this hadith, LIPs try to apply the habituation method. The hadith contains the main message about habituation education explicitly (Amrullah, 2016). In this context, each LIPs member is required to communicate in English at all times. Besides, an effective method for learning a language is through habituation (Arianti, Nurnaningsih, & Pratiwi, 2020).

Ironically, the facts on the ground show that LIPs members communicate in English but use wrong structure sentences. It was found when LIPs members translated sentences in Bahasa into English directly. As a result, there is often the omission of an element that should appear in the correct form of speech or called *omission* (Sari & Putri, 2016). The phenomenon of *omission* can occur because speakers equate certain things between the first language (Bahasa/Indonesian) and the second language (English) so that interference occurs from one language element to another (Diani, Yunita, & Syafrudin, 2019). It is necessary to develop learning methods and make habits as contained in the hadith narrated by Abu Daud to overcome this problem. One of the method developments carried out is by using the Memorize-Speak Up-Habituation method. Thus, before students are accustomed to communicating in English, students are first introduced to English terms with similar meanings to terms in Indonesian. Students are introduced to basic level vocabulary, new sentences, and utterances ready to be practiced with the other person as a receive speaking (A, 2019). Furthermore, students can memorize and practice the various forms of ready-to-use language with other students (*speak up*). After that, students can get used to using the new variety in everyday conversation (*Habituation*).

The advantage obtained through the Memorize-Speak Up-Habituation (MSH) method is that students can have a new vocabulary through English language culture. In addition, the concept of speak up and habituation can be a medium of self-expression to improve speaking skills (Wulandari & Mandasari, 2021). Meanwhile, the habituation of dialogue in English with the correct ready-to-use variety can trigger the memorization reflex to save brain performance, as in behavioristic learning theory (Faizin, 2020). Thus, the MSH method becomes a unified stage of interrelated learning methods to hone foreign language skills.

To produce a detailed analysis, the researcher conducts a preliminary study of other studies relevant to studying the reviewed material. In one of the previous studies conducted by (Arsyad, 2019), It is stated that for learners to improve their foreign language skills, communicative approaches such as direct, conversation, silent, and natural methods are very effective. Meanwhile, another research conducted by Irnanda dan Windartono (2020) states that improving English skills can be pursued by applying the C4.5 classification: Reading (C1), Practice (C2), Pronunciation (C3), Environment (C4), and Technology Utilization (C5) with attribute C2 (practice) as the variable that most influential. In addition, Tantowie (2019) states that improving English speaking skills can be achieved by using the role-playing method to practice communicating with their environment, understanding the target language, and speaking in an acceptable and grammatically correct pronunciation.

Meanwhile, this study discusses the study of the MSH (Memorize-Speak Up-Habituation) method as an alternative solution for mastering English and minimizing interference when applying the language in daily conversation. Ways to mitigate interference are also essential to study because interference often occurs when someone

learns English as a foreign language or EFL (English as Foreign Language) (Fontiveros-Malana, 2018). It is the point of difference and novelty of the study with previous studies.

LIPs Nurul Jadid Islamic Boarding School is the only linguistic institution under the auspices of a *pesantren* in the Probolinggo district to produce students who can compete internationally through mastery of foreign language skills, namely English. In addition, LIPs seek to apply the MSH (Memorize-Speak Up-Habituation) method to develop the habituation method contained in the hadith narrated by Abu Daud. It has become its peculiarity and interest to be researched and an update that distinguishes it from previous studies in improving foreign language mastery skills. Thus, the uniqueness of this research lies in the research location, which is located in LIPs, and the habituation method applied to hone English language skills.

This research is crucial to be carried out to reduce and eliminate the occurrence of language interference, such as omissions that damage English grammar. Because, as Byram (in Zulianti et al., 2016), there is a reciprocal relationship between students who study foreign cultures and students who study foreign languages. Thus, the focus of research on the Memorize-Speak Up-Habituation (MSH) method is a novel alternative solution to hone English skills and overcome interference in mastering English itself.

RESEARCH METHOD

The approach used in this study was a qualitative descriptive approach to obtain data and information using the Memorize-Speak Up-Habituation (MSH) method for mastering foreign language skills. The type of research used was case studies to explore a particular case in greater depth by collecting various sources of information (Raco, 2018). Through this approach and type of research, the researcher sought to describe the portrait of conditions in a context (Farida, 2014). In addition, a descriptive study was chosen to represent the research findings. The research site was located in the Language Intensive Program of Nurul Jadid Junior high school (LIPs) in Az-Zainiyah. This Islamic boarding school is located in Paiton sub-district, Probolinggo Regency.

The subjects of this study were the head of the dormitory, two tutors, and three members of LIPs. They become the primary data source in this study. The head of the LIPs dormitory, as an informant, is the coordinator of all divisions of language institutions in LIPs. Meanwhile, LIPs tutors teach staff where each tutor focuses on teaching four English language competencies (listening, writing, reading, and speaking) to LIPs members every day. Information from LIPs members was needed to know their daily activities in the LIPs dormitory at Nurul Jadid Islamic Boarding School.

In this study, the researchers analyzed the Memorize-Speak Up-Habituation (MSH) method on the mastery of foreign language skills, especially English. The presence of researchers was necessary because the researchers themselves were the primary data collection tool or critical instrument in qualitative research. Their position as an instrument or research tool is very appropriate because they play everything in the research process. At the same time, the data collection instrument in this study also used observation, in-depth interviews, and documentation to support the completeness of the

data. To get a detailed analysis, the researcher used data analysis techniques with the stages of data collection, data reduction, data presentation, and conclusion of research results (Miles, Huberman, & Saldana, 2013). The data reduction, selection, simplification, and summary of rough data were carried out from written notes in the field. Furthermore, the reduction results were presented in the form of structured information that was coherent and easy to understand so that conclusions could then be drawn from the data studied. Meanwhile, to check the validity of the data, the basis of credibility, transferability, dependence, and certainty were used so that accurate and reliable data was obtained.

In qualitative research, credibility is also called internal validity to equate the research report with what happened to the object of study through extended observations. Furthermore, transferability, this basis is used so that readers or other people get a clear understanding to apply the research results to relevant social contexts and situations (Mekarisce, 2020). At the same time, the dependency basis is used as evidence that the researcher has carried out a series of research processes. In this case, it has a track record in the form of documentation and interview results. The basis of certainty or confirmability is used to provide other parties or the public with opportunities to assess the research findings (Sawaluddin & Siddiq, 2020).

RESULTS AND DISCUSSION

In the learning process, English as a language learning must achieve competence (Alek, 2014). The target competence in question is producing correct expressions, expressive spoken language, and a good display of language structure (Surahman & Sofyan, 2021). While more specifically, students must achieve four English language competencies, namely listening, reading, speaking, and writing (Mustopa, Wekke, & Hasyim, 2019).

This research focuses on the mastery of foreign language skills by reviewing case studies at the LIPs of Nurul Jadid Islamic Boarding School in Az-Zainiyah. This institution, which consists of 12 students, requires each member to speak in English all the time. If he/she does not speak English, that member will be penalized by the tutors. It aims to familiarize LIPs members to talk in English.

As a linguistic institution, LIPs also refer to the four competencies of English. The four competencies are honed by applying the habituation method as contained in the hadith narrated by Abu Dawud. The implementation of the four English competencies in LIPs uses the habituation method as follows:

Four Foreign Language Mastery Competencies

a. Listening

According to Yefridelti in Sobron et al. (2020), the listening ability is the ability to receive what is said by the speaker to understand, interpret, and evaluate what is heard. Listening ability is an essential ability in language learning. By listening, students can get various linguistic inputs that become the foundation for further language skills, namely speaking, reading, and writing (Uzer, 2019). The facts on the ground show that in learning a foreign language, the tutor gave English vocabulary

to be listened to by the students. Therefore, listening skill plays a vital role in mastering a foreign language (Djabborova, 2020). As for the habituation of listening skills applied in LIPs, they are sure to hold listening time. During the listening time, LIPs members listen to short English dialogues, listen to English songs to understand the meaning of the songs and make quizzes related to song lyrics and watch short videos/films with English conversation.

b. *Writing*

Writing skill includes the system of writing language symbols, symbolizing language sounds, syllables, or words, with various mechanisms such as capitalization, spelling and punctuation, word forms, and word functions (Durga & Rao, 2018). In practice, the essence of writing ability is to understand how to express oneself freely in writing and to use appropriate and harmonious forms in written expression (Lindawati, Asriyani, & Anggayana, 2018). Writing ability requires carefulness of English structure to produce systematic writing. Several exercises were carried out in LIPs, namely making sentences according to tenses or commonly called grammar time, making short functional texts (command, announcement, prohibition, greeting card, letter), compose, and making articles.

c. *Reading*

Pang in Karmiani (2018) stated that reading ability is understanding written texts through two processes, namely decommmodification of symbols and understanding. Thus, the primary purpose of reading is to capture meaning (Syam, Indah, Sauri, & Ruqayah, 2020). The implementation of reading in foreign language learning is not only to understand the content of the text. More than that, reading trains students to receive and feel the contents of the text, provide comments, responses, suggestions, and solutions to solve problems in the text (Okasha, 2020). In applying the reading habituation method, the exercises carried out by LIPs include news reading and translation. By reading, students can gain a lot of new vocabulary and knowledge (Ahmmed, 2016). It is undoubtedly very useful in mastering foreign languages.

d. *Speaking*

Speaking ability is the most critical ability. It is said so because the purpose of language learning is communication (Syakur, Sugirin, Margana, Junining, & Sabat, 2020). Brown and Yuke (in Srinivas, 2019) also stated that speaking is the ability that will have the most influence in real life. In addition, speaking skills require a more significant portion of practice than the other three abilities (Patiung, 2016). The application and development of speaking skills in LIPs have become a dominating activity. The speaking habit activities include speeches, storytelling, advertisements (LIPs members promote something to other friends), discussions, morning talks, and debates.

LIPs of Nurul Jadid Boarding schools schedule activities for developing students' English skills. The schedule presents as follow:

Table 1. Schedule of habituation activities in LIPs

Day	Afternoon	Evening
Sunday	Making Article (<i>writing</i>)	Story Telling (<i>speaking</i>)
Monday	Translate (<i>reading</i>)	Listening time (<i>listening</i>)
Tuesday	Compose (<i>writing</i>)	Conversation (<i>speaking</i>)
Wednesday	Grammar time (<i>writing</i>)	Speech (<i>speaking</i>)
Thursday	Discussion (<i>speaking</i>)	Advertisement (<i>speaking</i>)
Friday	Morning talk (<i>speaking</i>)	News Reading (<i>reading</i>)
Saturday	Debate (<i>speaking</i>)	Grammar time (<i>writing</i>)

Table 1 shows the speaking habit activities (orange column) dominate all English language skill development activities at the LIPs of Nurul Jadid Islamic Boarding School. As previously explained, speaking ability is the most critical skill in learning a language. It is also defined by the head of the LIPs dormitory (Ni'mah, 2021) as coordinator of all divisions of language institutions.

"The ability to speak is the main thing that is most developed in the MSH method because of the use of LIPs members knowing English grammar correctly but not using it orally. In fact, without the ability to speak, a person will not be considered able to master the language well."

In line with this concept, LIPs has also made speaking habituation more significant than other activities. Seven of fourteen activities are speaking development. At the same time, the remaining seven activities are used to develop listening, writing, and reading. Unfortunately, some members of LIPs still often make mistakes in speaking. It is not uncommon for LIPs members to use Indonesian expressions in English (interference). The following are some examples of interference by LIPs members.

Table 2. Examples of Interference Findings

Wrong	Right	Indonesian term
<i>I'm lack of money.</i>	<i>I don't have enough money.</i>	Uang saya kurang.
<i>Spirit!</i>	<i>Never give up!</i>	Semangat!
<i>Is the food delicious?</i>	<i>Is the food good?/How's the food?</i>	Apakah makanannya enak?
<i>Happy wedding</i>	<i>Best wishes/congratulations</i>	Selamat menikah
<i>Join with us</i>	<i>Join us</i>	Bergabunglah dengan kami

Memorize-Speak Up-Habituation Method for Mastering Foreign Language Skills

The habituation method applied in the LIPs shows that other efforts are still needed to minimize interference. One step that can be done is to apply the Memorize-Speak Up-

Habituation method. This method develops the habituation method by providing practical knowledge at the beginning of learning before being used.

The stages of implementing Memorize-Speak Up-Habituation towards mastery of foreign language skills in LIPs are as follows;

First, memorization stage; according to Rauf in Susianti (2016), memorizing is a process of repeating something either by reading or listening. In learning English as a foreign language, memorizing is the stage of memorizing vocabulary, both in nouns, verbs, adjectives, adverbs, and English terms with similarities. Meaning in Indonesian terms (receive speaking). The most effective memorization stage in learning English is by listening to native speakers. Because memorizing by listening to native speakers can improve accuracy and fluency in expressing language (Weiwei, Na, & Shiyu, 2020).

Reviewing the effectiveness of this method, LIPs Nurul Jadid Islamic Boarding School also strives to bring native speakers to its members. It is what underlies the existence of native days every Wednesday and Saturday. According to two LIPs tutors (Khalifatunnisa' & Fioni, 2021), the native day program is also expected that LIPs members can eliminate their regional accent when speaking English. During the native day, tutors for LIPs members will provide listening and watching materials to LIPs members. Listening material is usually in short dialogues, news broadcasts, and English songs obtained from the internet. At the same time, the material for watching is showing video speeches, storytelling, and films in English.

After listening or watching is carried out, the tutor will instruct LIPs members to record the new vocabulary they get. Usually, in one activity, LIPs members can acquire about ten new vocabulary words. Then, the tutor will give the LIPs members time to memorize the vocabulary.



Figure 1. Listening Time

The second, the speaking-up stage; after LIPs members hear and see native speaker shows, the next step is to speak up. Speak-up in terminology does have the meaning of being honest. However, in the MSH method, the speak-up stage is where LIPs members must recite the new vocabulary they have learned and apply it in speaking habituation activities (see table 1).

At this stage, after LIPs members hear and see native speaker broadcasts, they will pronounce each new vocabulary together and do it repeatedly. If there are still pronunciation errors, the tutor will help correct them or even repeat the recordings or videos shown. Thus, LIPs members can pronounce the vocabulary correctly and precisely like native speakers. This simultaneous and repeated pronunciation stage can strengthen the memorization stages they have done before.

Then, LIPs members must use the new vocabulary in speaking habits, especially on Wednesday (conversation) and Saturday (debate). Implementing discussions and debates with predetermined materials can build students' confidence in speaking English (Agustina, 2019). It is the essence of the speak-up stage, which builds LIPs members' confidence in English speaking. In addition, conversation and debate can improve the ability to argue and speak (Sukkaew & Whanchit, 2020). Thus, the speak-up stage is suitable for honing speaking skills and mentally training of the students (Nur, 2017).



Figure 2. Conversation

Third, the habituation stage is the entirety of LIPs activities as seen from the existing schedule (table 1) and the obligation to speak English throughout the day with fellow LIPs members and tutors. The knowledge from native days is applied in routine activities, which are the final stage after memorizing and speaking up steps. The routines used as habits can make LIPs members learn more naturally through pronunciation or speaking. It is based on the theory "experience is the best teacher." A person can master a language, not because of learning but because he/she is accustomed to speaking the language, which is the habituation method's *power* (Maulana & Amalia, 2018).

With the LIPs habituation activity schedule (table 1), the obligation to speak English throughout the day, and the existence of native days, interference can be minimized. In addition, the entire series of LIPs activities is a manifestation of the unified Memorize-Speak Up-Habituation method as a way to hone foreign language mastery skills, especially English.



Figure 3. Story Telling and Discussion

By applying the MSH (Memorize-Speak Up-Habituation) method conducted by LIPs, the following learning outcomes were obtained:

First, LIPs members can master four foreign language competencies (listening, writing, reading, and speaking). Before LIPs members participated in habituation activities, most LIPs members admitted they only understood English at the yes/no question-level or the beginner level. However, after LIPs members got used to the various activities included in the MSH method, their English skills skyrocketed, whether in listening, writing, reading, and speaking.

Habituation activities at LIPs such as making articles, conversations, debates, news reading, and other activities have made LIPs members have lots of new vocabulary and opportunities to hone their listening, writing, reading, and speaking skills. In addition, LIPs tutors always carry out evaluations every week. With the review, both tutors and LIPs members can measure and find out the extent to which learning outcomes can be achieved. If LIPs members whose English skills are not yet qualified, the tutor will provide additional assignments or direct guidance. LIPs tutors will also give prizes to LIPs members who have the best scores in evaluating four competencies. Meanwhile, LIPs members who fail to reach the qualification standard will be punished. The punishments given include memorizing vocabulary, writing new articles, or displaying the talents and interests of LIPs members, such as speech and storytelling.

The success of LIPs in honing the 4 English skills of LIPs members is due to variations in habituation activities. According to King in Tuncay (2014), Various practical activities can be a refreshing learning experience for students who need a break from assignments and endless memorization of English vocabulary. Meanwhile, the award is an award for students who can increase their motivation in learning English (Rahimi & Karkami, 2015). The punishment imposed by LIPs is included in the sentence with pedagogical purposes (educating), so it is good to do (Hand, 2020).

Second, LIPs members can communicate fluently in English at all times. For new LIPs members, they are certainly not able to communicate fluently in English all the time. However, by applying the MSH method, LIPs members can speak English all the time in just two weeks, as explained by LIPs members as follow.

"When I first joined LIPs, I was not fluent in English. In fact, in the LIPs dormitory regulations, we have to speak English all the time. However, new members of the LIPs

are given two weeks to get used to it. So, my new friends and I spoke English with an Indonesian interlude. For example, 'don't forget to study together later!'. Or we show the real thing like a dipper when we don't know the English. We do this while adding a lot of new vocabulary from LIPs activities or asking our seniors directly (Rosita, 2021)."

This success is due to many activities involving speaking, such as conversation, discussion, and morning talk. Meanwhile, they can master new vocabulary in grammar, listening, news reading, or asking the tutor directly when doing speaking activities. The ability to communicate in English will not be honed without practice. The demand for speaking English makes LIPs members ignore the fear of making mistakes when speaking. Such an attitude of daring to be false supports applying English (Canceran & Malenab-Temporal, 2018). In addition, the MSH method has effectiveness in honing the communication skills of LIPs members. Various speaking habits can train students to make effective communication by integrating every competency in speaking, such as grammar, pronunciation, vocabulary, and understanding the topic of conversation (Pratiwi, Suryani, & Suarnajaya, 2020). However, the LIPs dormitory environment with the MSH method and various habituation activities is the most influential thing. Because learning English, which requires a process of practice and habituation, needs a conducive environment (Kusnarti & Supeno, 2019).

Third, LIPs members can make presentations in front of the class using English spontaneously. Debate, news reading, speech, storytelling, and advertising activities as a manifestation of the Speak Up and Habituation stages train LIPs members to get used to convey ideas in front of other LIPs members. The following are the expressions of LIPs members regarding the Speak Up and Habituation stages.

"When we schedule debates and news readings, we must always be ready with topics determined by the tutor. Our tutors convey topics that we must cover during the training. After that, we will be given approximately 30-45 minutes to prepare topics in our notebooks while discussing with friends. Sometimes we can only convey a few relevant ideas to the topic, but our tutors always appreciate our efforts, so we never give up even when facing difficulties (M. Aulia, 2021)."

As shown in table 1, LIPs members take turns performing in front of their friends according to the routine activities' schedule. For example, during a debate activity, each group will immediately conduct a brief discussion to present their arguments according to the predetermined topic. It is not accessible if LIPs members do not understand the issue, have vocabulary mastery, and express opinions (speak up). Several students show anxiety, pressure, and anxiety when speaking English in public (Boonmoh, 2019). However, with the habit of speaking in front of friends, this anxiety can be eliminated (Asrida, 2017). In this context, fear when speaking English can be overcome by planned and systematic activities (Özenç, Karsak, & Özenç, 2021) as implemented in LIPs.

Fourth, LIPs members can communicate in English with a proper British accent. Before the native day activities were carried out, LIPs members still displayed in English

with a Madurese accent, their mother tongue, as stated by one of the LIPs members as follow:

"Usually, we speak English with a thick regional accent. For those from Madura, the Madurese accent is thick; for Javanese, English emphasizes certain letters such as j, d, and g. But since there is a native day program, we are accustomed to imitating native speakers so that our English accent is no longer like our various native accents (Khudsi, 2021)."

Various accent results in unclear pronunciation of English to the inaccuracy of articulation. For example, LIPs members pronounce the word farewell with "farewel". The word should be read "faerwel". However, after the native day was held, LIPs members got used to the proper English accent. Of course, this happens because LIPs members are listened to and given video shows by native speakers to remember and imitate it correctly (memorizing and speaking up stages).

The accuracy of pronunciation and accent in English is essential to note because it will determine the success of oral interaction (Wahyuningsih & Afandi, 2020). With the correct pronunciation and articulation, the meaning of the utterance can be understood correctly as well. In addition, the accuracy of the accent will also affect the perception of credibility, intelligence, compatibility, and grammar of the speaker (Ito, 2019). That means, if someone's English accent is good, it means that their English skills are also good.

Fifth, LIPs members can use English terms which have equivalent meanings to Indonesian. The ability to use correct English terms is closely related to interference. Before the MSH method was applied, LIPs members still often did a direct translation of Indonesian sentences into English (see table 2). When dealing with native speakers or other people from different cultures, it will undoubtedly confuse listeners. Because grammatically, interference can obscure the meaning of a sentence. However, with the MSH method, LIPs members get many vocabularies and various ready-to-use languages (receive speaking) to minimize interference.

Speaking ability mainly refers to fluency and accuracy of speaking. According to Yuan and Ellis in Wang (2014), speaking accuracy indicates the extent to which the resulting language can conform to the norms of the target language. The performance of speaking accuracy can be measured by the self-improvement of mistakes that have been made before (Pishkar, Moinzadeh, & Dabaghi, 2017). Through the MSH method, especially in native day activities, LIPs members have the opportunity to pay attention to native speakers in expressing certain expressions that have the equivalent meaning of Indonesian expressions. It is effective because paying attention to native speakers can positively impact the accuracy of the language of students (Navidinia, Mobarak, & Malekzadeh, 2019).

CONCLUSION

The Language Intensive Program of Nurul Jadid (LIPs) is the only linguistic institution under the auspices of *pesantren* in the Probolinggo district. LIPs make

innovations in learning foreign languages, especially English, by applying the Memorize-Speak Up-Habituation (MSH) method. This method is used to hone foreign language mastery skills as well as to minimize interference. LIPs members can master four foreign language competencies (listening, writing, reading, and speaking), be brave and fluent in English using its structure, and no longer interfere.

The implication of the MSH (Memorize-Speak Up-Habituation) method in LIPs is that mastery of a foreign language requires practice. Therefore, foreign language learning must be well planned and systemized so that the ongoing process can be effective but still fun. Educators in learning foreign languages are also expected to do varied learning activities without feeling pressured and bored in class.

However, applying the MSH method in LIPs is not always practical for all linguistic institutions. The effectiveness of a plan must also be adjusted to the psychological conditions of students and the learning environment. Thus, other researchers still have opportunities to examine other learning methods that are more relevant to the psychological needs of students and the existing learning environment.

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