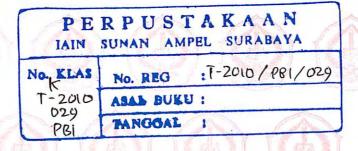# THE IMPLEMENTATION OF BEHAVIORISM THEORY OF LEARNING IN ENGLISH TEACHING AT SMAN 1 SIDOARJO

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in Teaching English

By :

HAFSATUS SHOLIHAH
D05206074

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL
SURABAYA
2010

APPROVAL

This is to certify the thesis of Hafsatus Sholihah has been approved by the Board of Examiners.

Acknowledged by

Faculty of Tarbiyah State Institute for Islamic Studies Sunan Ampel

Surabaya, 20 August 2010

Dean

Dr. H. Nur Hamim, M. Ag.
NIP.196203121991031002

Leader

Khoirun Ni'am, DR. Phil.
NIP.197007251996031004

Secretary

Fitriah, MA.
NIP.197610042009122001

Examiner I

M. Syaifudin, M.Ed.
NIP.197310131997031002

Examiner II

Wahju Kusumajanti, M.Hum.
NIP.197002051999032002

ii

LEGITIMATION

This is to certify that the thesis of:

Name   : Hafsatus Sholihah

Nim   : D05206074

Title   : "The Implementation of Behaviorism Theory of Learning in English

Teaching at SMAN I Sidoarjo"

Has been approved by the advisors for further approval by the Board of Examiners.

Surabaya, 24 July 2010

Advisor I

Khoirun Niam, Dr. Phil.
NIP. 197007251996031004

Advisor II

Ana Nurul Laila, S. Pd.
NIP. 198103232006042003

iii

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

HEREWITH, I:

Name   : Hafsatus Sholihah

Nim   : D05206074

Faculty   : Tarbiyah

Departement   : English Education Department

Address   : Pangpajung Modung Bangkalan Jawa Timur

DECLARE:

1. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person
2. If a later time it is found that this skripsi is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me

Surabaya, 24 July 2010

Hafsatus Sholihah
Nim: D05206074

iv

ABSTRACT

Sholihah, Hafsatus, NIM: D05206074, *"The Implementation of Behaviorism Theory of Learning in English Teaching at SMAN I Sidoarjo"*
Thesis Undergraduate, English Education Department of Tarbiyah Faculty of State Institute for Islamic Studies Sunan Ampel Surabaya, Advisor I: Khoirun Ni'am, DR.Phil and Advisor II: Ana Nurul Laila, S.Pd.

Key Word: Behaviorism Theory of Learning, English Teaching at SMANISDA, Characters, Elements.

This study proposes to know The Implementation of Behaviorism Theory of Learning in English Teaching of SMANISDA and find out the elements and characteristic of Behaviorism Theory was applied in English Learning of SMANISDA.

The researcher used the Descriptive Qualitative. It's mean to get data and to describe the implication of characteristic and components of Behaviorism theory of learning in English Teaching at SMANISDA. Researcher used data collection techniques by: observation, interview, documentation, library resource, and content analysis. Researcher used data analysis techniques by "Interactive Model" which including: data reduction, data display, and drawing conclusion and verifications. It was begun by collecting data, analysis data and then interpreted and giving conclusion.

The result of this study showed that:

1. Behaviorism theory stated that learning is mechanistic activities between Stimulus and response. The most important of this theory is *input* in the form of stimulus and *out put* in the form of response. Indeed exchange behavior is the result of learning.

2. Implementation of Behaviorism theory of learning at SMANISDA consist of:
   a) Characteristic: Connectionism, Classical Conditioning, Operant/Instrument Conditioning.
   b) Elements/components: Programmed-teaching (*linear program*), Task Analysis, procedure of behavioral development and modification (*reinforcement, punishment, shaping, modeling*), Mastery Learning, Instrumental Learning, and Instructional Objective.

3. Behaviorism theory of learning was applied in English teaching and learning process systematically, direct and directly. It was shown by in the teaching design including: planning and preparing teaching, process of learning in the classroom, and evaluation. It was proved in the form of teaching instrument such as: *Annual Program, Syllabus, Lesson Plan*, and so on. Indeed the implication of Behaviorism theory of learning occurred direct and directly. Direct meant is the elements or character of Behaviorism theory of learning occurred and conducted in the learning process-learning activities-in the class which consist of opening, presenting lesson material, teaching techniques *(Explanation, Role playing, etc)*,

digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id   digilib.uinsby.ac.id

viii

teaching media (*Reinforcement, modeling,* etc.) By which it dialed with English teacher and students directly. While indirect meant elements or characters of Behaviorism theory of learning was occurred and conducted in the system and program of education which stated in the teaching/ education instrument. Such as: *Curriculum, Syllabus. Lesson Plan, Evaluation, etc.* which concerned in the school teaching program.

LIST OF CONTENTS

Content   **Page**

LIST OF PICTURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This chapter provides general overview about the study which includes: 1) Background of the study, it discussed the basic understanding and reasons in conducting the study, 2). Problem of the study, it consisted of questions will be answered in this study, 3). Objective of the study, it explains the purpose of the study, 4). Significance of the study, it describes the usefulness of the result of the study, 4). Assumption of the study, it stated the writer's assumption in the study, 5). Scope and limitation of the study, it explains about where the data will be taken and what does the writer focuses on, 6). Definition of key terms, it presents the terms related with the study, and 7). Systematical discussion which explained the writing systematic and how the way the writer discuss the study.

A. Background of The Study

An American writer namely Henry Adams said: "They know enough who know how to learn". Indeed it related theory of learning. It argued that important to understand theory of learning. Learning theory is much more discussed in educational psychology. Educational psychology is a part of psychology which is specified to understand activities, and individual's behavior including teaching and learning process in educational field.[1]

---

[1] Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: ANDI Press, 2002), p.53

There are 2 main aims of educational psychology. Firstly, educators and teachers will have better understanding about educational situation. Secondly, teachers and educators can be able not only to plan but also to perform teaching and training the students well.

In the concept of education there are two important terms, namely *Practical Education* and *Theoretical Education.* Practical Education came from empirical experience while Theoretical Education is a point of view dealing with education which tries to see the meaning of education in the broader context.[2]

Both theoretical and practical education cannot be separated because they have related complement that interacts with one another. Practical Education can be conducted in the family life, in the school, and in the society. It becomes the source of arrangement of Theoretical Education. Theoretical Education also becomes guidance in conducting the practical education.[3]

However theory of learning becomes necessary in educational field. Educators, teachers, lectures, instructors, coaches, trainers need knowledge of psychology because it becomes good guidance for teacher to perform teaching duty in the classroom. In this case Samuel states:

---

[2] Burhanuddin salam, *Pengantar Pedagogik Dasar-dasar Ilmu Mendidik,* (Jakarta: PT. Rineka Cipta, 1997), p.11
[3] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya,* (Jakarta: PT. Rineka Cipta, 2003), p.15

"Every one who teaches or professes to teach has some sort of theory of learning. However teacher may be able to describe their theories in explicit term or they may not...thus, the important question is not whether a teacher has a theory of learning, but, rather, how tenable it".[4]

It goes with what Guining said that practice without theory is performed by crazy, while the theory without practice is performed by genius.[5] Therefore, it becomes necessary to study theoretical education such as educational psychology, teaching methodology, basics of education, administrative education, since it will help to know and understand what to do in the teaching-learning process related with education theories.[6]

The using of learning theories with formal education was limited in the institution of formal education, i.e. school. A perspective learning of certain expert determined how should "create" learning itself which called as teaching.[7] Indeed in this thesis perspective of learning is not separated with perspective of teaching.

In turn, a given theory of learning has implied a set off class room practice. Thus, the way in which educators build curriculums, select material, and choose instructional techniques the pens, to a large degree, upon how they define

---

[4]Morris L. Bigged and Samuel Shermis, *Learning theories for teacher*, (New York: Harper Collin publisher,1992), 5th Edison, p.3.
[5] Jamaluddin, *Problematika Pembelajaran Bahasa dan Sastra*, (Yogyakarta: ADICITA Karya Nusa, 2003), p.23
[6] Abdul Chaer, *Psikolinguistik Kajian teoritik*, (Jakarta: PT.Rineka Cipta, 2003), p.83
[7] Baharudin , *Psikologi Pendidikan,Refleksi Teoritis terhadap Fenomena*, (ARRUZ-Media, Yogyakarta, 2007), p. 24

"learning". Hence, theory of learning may function as an analytical tool, being used by its exponent to judge the quality of particular classroom situation.[8]

However there are a number of definitions of learning, both psychologist and educators defined it in various ways. Dealing with this discussion, the writer tends to agree with Hammacheck view that "learning is a process by which behavior is either modified or changed through experience or training". In this case learning refers not only to out come that is obviously observable but also to attitude, feeling, and intellectual process that may be not so obvious.

It goes with Behaviorism theory of learning. Behaviorism is a learning theory that only focuses on objectively observable behavior and discounts any independent activities of the mind. Behavior theorist defines learning as nothing more than the acquisition of new behavior based on environmental condition. This theory emphasized the external stimuli, i.e. environment as major or even the sole which shaped particular behavior.[9]

According to Hammacheck teacher's performance in the teaching and learning process becomes the most important implication of Behaviorism theory of learning. Teacher's ability in presenting lesson material, teacher's audibility, teacher's style or fashion, personality, and gesture all have stimulus potential in which caused student to respond in different ways and for various reason.[10]

---

[8] Morris L. Bigged and Samuel Shermis, *Learning theories for teacher* , op.cit., p. 110.

[9] Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved June 2nd, 2010 from http://www.learning-theories.com/behaviorism.html

[10] Don Hammacheck, *Psychology in Teaching, Learning, and Growth*, Allyn and Bacon (eds), (Michigan: State University, 1994), p. 26

Furthermore, Behaviorism theory of learning related to language learning. It is shown by Psycholinguistic in which discussed about language acquisition of human. Behaviorist theory claims that language is set of habit that can be acquired by means of conditioning, what was important for a behaviorist analysis of human behavior was not language acquisition so much as the interaction between language and overt behavior.[11]According to Skinner humans could construct linguistic stimuli that would the acquired control over their behavior in the same way that external stimuli could.[12]

Language is one of the important things in the daily life because language is used by human to express and show what ever exist in the heart and that the cause language placed the strategic position in daily life.

In every language there are two dominant elements namely knowledge of the language (linguistic) and skill of using the language (language competence).According to Benjamin Blame's taxonomy, the first element occurred in Cognitive field, while the second element is in affective and psychomotor field.[13]

In the Cognitive, consist of the theoretical of linguistic discourse, such as grammatical, syntactical of particular language. While in Psychomotor an in affective include the competence and performance of the Language, in

---

[11] Jos Daniel Parera, *Linguistik Edukasional*, (Jakarta: Erlangga, ?), 2nd edition, p.5
[12] Arthur L. Blumenthal, *Language and Psychology*, (N p: Harvard University Press, 1970), p. 72.
[12] Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved:15 June 2010
[13] Ali Mudhofir, Pendekatan Komunikasi Dalam Pembelajaran Bahsa Asing. Jurnal Nizamiah, Vol. III. No. 6, 2000, 68

understanding and expressing the ideas both written and spoken, Such as skill to hear (listening), to say (speaking), to read (reading), to write (writing).

With the spread of English as a world language, some perspectives are occurred toward English, such as English as Foreign Language (ESL) and English as First Language (TEFL). Thus, various approach, techniques, and methodology were elaborated to conduct English Language Teaching (ELT) practice around the world, not be exception in Indonesia. ELT is conducted in academic year such as: Kindergarten, Elementary School, Junior High School, Senior High School, and even in university level. Each has own English Curriculum. It becomes a subject in the school which was state in national curriculum and includes one of the subject was examined in the National Test.

Teaching foreign language, especially English in educational institution, both formal and informal in practicing, generally still not use the ideal system or method event though the curriculum and contend standard was stated clearly the goal and the aimed that the language learning is become tool of live communication in present, during and after the process of teaching learning. Curriculum 1994 for Senior High School stated the aim of teaching and learning English, the learner can able to have ability in reading, listening, speaking and writing in English.[14]

---

[14] Departemen Pendidikan dan Kebudayaan, GBPP Bahasa Inggris SMU, 1994, p. 1

Beside that, according to Susan English could be better taught in school. It would recognize English as subject- no more and no less- the subjects in which pupils learn to write Standard English correctly and thereby to speak it well.[15]

Considering all explanations above, the writer intended to conduct a study about theory of learning implied in teaching and learning process, particularly Behaviorism theory of learning related to language learning process.

Certainly, there are number of research concerning Behaviorism theory. Most of them describe how behaviorism theory applied in learning process, which consist of its component, namely reward and punishment which used by teacher in the classroom in such a way.

The special distinction of this study is the writer tries to discuss and analyzed how the implication of Behaviorism theory which include its characters and the components implemented in English language teaching, otherwise the previous research concerns to Arabic language. In this case, Arabic language learning related with Behaviorism theory.[16] The result of this research is that Behaviorism has a lot of influence to Arabic language learning process; consist of the characteristic of Behaviorism applied in the Arabic language.

The writer has ever been doing observation in SMAN I Sidoarjo (SMANISDA) both direct and directly. She performed *Teaching Practice* as an

---

[15] Susan Brindley (ed), *Teaching English*, (London: Roulledge in Asssosiation with The Open University,1994), p.246.

[16] Muh. Nasiruddin, " Pembelajaran Bahasa Arab di SMA Muhammadiyah 3 Yogyakarta di Tinjau dari Perspektiv Tori Behaviorisme", Skripsi Pendidikan bahasa (Digital Library: UIN Sunan Kalijaga Yogyakarta, 2010), Unpublished , p. 45

English teacher. It becomes inspiration and support for the writer to do research related whit what have explained above.

Something interested the writer personally in this case, because SMANISDA is one of the most favorite school and as superior school in Sidoarjo regency. It consists of conditions required being. It goes with Roman et.all said: "A school climate is conducive to learning-one that is free from disciplinary problem and that embodies high expectations for student achievement, the climate is orderly, purposeful, and free from the threat physical harm."[17]

Besides that, SMANISDA includes in the category of International Standard School. Consequently English fulfilled and "colored" the school environmental. Hence, in this case how English language learning process in this school is interesting to be studied thoroughly which is related with Behaviorism theory.

The writer was curios and motivated to do research in SMANISDA by mean to study and analyze thoroughly about the implementation of teaching learning viewed from perspective Behaviorism theory, especially in English subject. It is important and interesting to discuss about English learning viewed by theoretical and compared by practical. Therefore, the writer conducts the study under the title: "THE IMPLEMENTATION OF BEHAVIORISM THEORY OF LEARNING IN ENGLISH TEACHING AT SMAN I SIDOARJO".

---

[17] Moedjiarto, *Sekolah Unggul,* (N p: Duta Graha Pustaka, 2001), p. 14

B. Problem Of The Study

Based on the background of the study above, the problems of this study are:

1. What is Behaviorism theory perspective in teaching and learning process?

2. What are the components of Behaviorism characteristic in the English teaching at SMANISDA?

3. How Behaviorism Theory applied in English teaching at SMANISDA?

C. Objective of The Study

According to problem of the study above, the purposes of this study are:

1. To discuss the Behaviorism theory perspective in the process of teaching and learning.

2. To know the elements of Behaviorism characteristic in English teaching at SMANISDA.

3. To describe the implementation of Behaviorism theory in English teaching at SMANISDA.

D. Significance of The Study

1. Theoretical advantage

This research was expected to add information about theory of learning; particularly Behaviorism theory in educational application related to language teaching learning theory not only in Psycholinguistic but also in

Sociolinguistic by knowing the implication of Behaviorism theory of learning in conducting the teaching and learning process.

2.   Practical Advantage

The result of this study was expected:

a.   To add knowledge and information about models and strategies in teaching-learning process which is considered effective and able to improve potential talent of the learners.

b.   To motivate educators and teachers to do more innovation and creativity in selecting methods and strategies in teaching- learning process related to some educational theories.

c.   To give input to all elements who are concerned in English Language Teaching generally and especially teachers of SMANISDA to achieve the goals of English learning

d.   To add knowledge and experience for the researcher about English teaching and learning.

e. To enrich discourse and references for whoever intend to read the result of this study.

E. Assumptions of The Study

The research assumption is basic assumption about something was considered as belief its truth by researcher and it becomes guidance conducting the research.[18]Then researcher assumed that:

1. SMANISDA applied Behaviorism theory in the teaching learning process

2. Elements of Behaviorism characteristic are applied in English learning process at SMANISDA

F. Scope and Limitation of The Study

1. Scope

This study discuss about Behaviorism theory dealing with teaching and learning process. Researcher studied the implementation of Behaviorism theory of learning in the school dealing with English teaching in the SMANISDA. Researcher tries to analyze both internal-class aspect including classroom management, syllabus, material, method, approach in English learning and external class aspect including school environment, and school management.[19]

This study describes about the characteristic and components of Behaviorism theory and how these were applied in English teaching of SMANISDA as implication of Behaviorism theory of learning in educational field.

---

[18] IAIN Sunan Ampel, *Panduan penulisan Skripsi,* (Library: IAIN Sunan Ampel Surabaya, 1998), p. 9
[19] L. Good, et. all, *The Methodology of Educational research*, (New York: Pilleton Century Grofts. Inc., 1936), p. 404

In this case researcher analyzed not only the teaching instrument such as, Annual Program Term Program, syllabus, lesson plan, and task analysis but also English teaching process such as planning and preparing teaching, teaching and learning activity in the classroom and after teaching (evaluation).

2. Limitation

This study is limited in to the implication of Behaviorism theory of learning in educational field, and how application of behaviorism theory in the learning and teaching process in the formal education (school).Furthermore, researcher takes popular arguments of several Behaviorists in teaching and learning process theory, which concerning on association of Stimulus-response framework, such as: Connectionism by Thorndike, Classical Conditioning by Ivan Pavlov, and Operant Conditioning by B.F. Skinner.

G. Definition of Key Terms

1. **Implementation**: That is a process of perform idea, policy or innovation in some practical performance to give effect, in capability reform, or value or attitude.[20]

2. **Behaviorism:** The theory that all human behavior is learnt to fit in with external conditions, and is not influenced by people's thoughts and feelings.[21]

---

[20] E. Mulyasa, *KBK: Konsep, karakteristik dan implementasi*, (Bandung: Remaja Rosda Karya, 2002), p. 93
[21] A.S Homby, "Behaviour" *Oxford Advanced Learner's Dictionary*, Jonathan Crowther, et. all (eds.), 5th edition, (N p: Oxford University Press, 1995), p.96

Behaviorism is a worldview that operates on principle of "stimulus-response" The view that behaviors have to be explained through observable experiences.[22]

3. **Learning**: Knowledge obtained by study.[23]John Santrock argued that learning is the influence permanent relatively upon behavior, knowledge, cognitive skill gained through experience.[24] It is in the line with Howard as cited by Abu Ahmadi that learning is the process by which behavior (in the broader sense) is originated or changed through practice and training.[25]

4. **Teaching**: Is the creating the system of environment which probably conducting the process of learning. This environment system consist of related component, i.e: Instructional aims to be reach, material to be taught, teacher and student role in certain social interaction, steps of activities and instrument provide.[26]

5. **SMANISDA**: SMAN I Sidoarjo

6. **ELT**: English Language Teaching, but in this study the term learning and teaching not will be distinguished in the usage. Then the term "teaching" and "learning" is similar in meaning.

---

[22] John Santrock W., *Psikologi Pendidikan,*.Mc Graw- Hill Company, Inc., translated by Tri Wibowo B.S (Jakarta: Kencana, 2008), 2nd edition , p.5
[23] A. S. Homby, "Learning", *Oxford.*, op.cit., p. 671
[24] John Santrock W., *Psikologi Pendidikan,* op. cit., p.263
[25] Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2009), p.127
[26] Pupuh Fathurrohman and Sobry Suktino, *Strategy Belajar Mengajar*, (Bandung: Refika Aditama, 2009), p.8

H. Systematical Discussion

This study will be discussed by using chapters. The writer divides the thesis in to five chapters, as follows:

Chapter I: Introduction, it talks about the general review as whole of this study. It consists of: Background of the study, Problem of the study, Objective of the study, Significance of the study, Assumption of the study, Scope and limitation of the study, Definition of key terms, and Systematical discussion.

Chapter II: Review of related literature; this chapter consists of Theoretical and Operational framework which discusses learning theory Behaviorism and theory of English language teaching learning,

Chapter III: Research Methodology; it describes the design of the research, focus of the research, instruments and data of the research, data collection techniques and data analysis.

Chapter IV: Research finding: this chapter consists of data display, analysis and reports the result of research.

Chapter V: Conclusion and Suggestion: it contains the conclusion of the result of the research and also some suggestion related to the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic and prominent theories of the study. It consists of theoretical and operational framework. Theoretical framework is the literatures which are reviewed in order to get basic understanding to the study which include: 1) Behaviorism theory of learning and 2) English teaching learning. While operational framework is the literatures which are reviewed in order to sharpen theoretical frame work on the study and it is used to explain how the theoretical framework operated in the study. It becomes guidance to do analyses of the study which consists of: 1) Educational application of Behaviorism theory and its elements, 2) Learning types of Behaviorism theory of learning, 3) Analysis of Behaviorism theory of learning

A. THEORETICAL FRAMEWORK

1. Behaviorism Theory of Learning

It is intended to briefly overview the concept of Behaviorism theory which cannot be defined similarly for all contexts. It is in the line with Fraley statement: "Loosely speaking Behaviorism is an attitude strictly speaking, Behaviorism is a doctrine".[1] Behaviorism was originated by John B. Watson (1878-1958) an American psychologist. Behaviorism is theory of learning that operates on principle of Stimulus-Response (S-R).It goes with Watson primary

---

[1] Fraley, LF (2001). "Strategic interdisciplinary relations between a natural science community and a psychology community" (pdf). The Behavior Analyst Today 2 (4): 209–324. http://www.behavior-analyst-today.com/VOL-2/BAT-2-4.pdf. Retrieved 2008-01-10.

theory that human's behavior is the result of learning. all other behavior is established through stimulus-response associations through conditioning.[2]

Watson's view became basic for the next Behaviorism follower. Then this theory was developed by other Behaviorist by conducting researches and various experiments toward animals and generalized to human.

As early as the 1920's people began to find limitations in the behaviorist approach to understanding learning. Behaviorism is primarily associated with Pavlov (classical conditioning) in Russia and with Thorndike, Watson and particularly Skinner in the United States (operant conditioning).

Behaviorism as learning theory is rooted in the work of Ivan Pavlov, the famous scientist who discovered and documented the principles governing how animals (humans included) learn. Two basic kinds of learning or conditioning occur:

1. Classical conditioning happens when an animal learns to associate a neutral stimulus (signal) with a stimulus that has intrinsic meaning based on how closely in time the two stimuli are presented.

2. Instrumental conditioning happens when an animal learns to perform particular behaviors in order to obtain an intrinsically rewarding stimulus.[3]

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories

---

[2] http.//www.funderstanding.com/content/behaviorism, substantive revision retrieved: Mon Jul 30, 2007

[3] http://learningtheories.wikispaces.com/Group+3-+behaviorist+theory. Retritived: 6 Jun 2010 04:58:10 GMT

emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. A key element to this theory of learning is the rewarded response.[4]

However learning theory can be used to understand and predict how and under what circumstances most any animal will learn, including human beings. Because most behavior is learned according to the principles of instrumental conditioning, learning theory can be used to help people figure out how to change their behaviors.

Nowadays, Behaviorism is associated with the name of B.F. Skinner, who made his reputation by testing Watson's theories in the laboratory. Skinner ultimately rejected Watson's almost exclusive emphasis on reflexes and conditioning. Skinner believed that people respond to their environment, but they also operate on the environment to produce certain consequences. Skinner developed the theory of "operant conditioning," the idea that we behave the way we do because this kind of behavior has had certain consequences in the past.[5]

Much behaviorist's experimentation is undertaken with animals and generalized in educational settings, behaviorism implies the dominance of the teacher, as in behavior modification programmers. It can, however, be applied to

---

[4] Huitt, W., & Hummel, J. (1998). The Behavioral System. Retrieved via the World Wide Web, February 15, 2002. Available at: http://chiron.valdosta.edu/whuitt/col/behsys/behsys.html
[5] DeMar, G. (n.d.). Behaviorism.Retrieved September 19, 2003, from http://www.forerunner.com/forerunner/X0497_DeMar_-_Behaviorism.html

an understanding of unintended learning. Behaviorism is relevant mainly to skill development.[6]

2. Characteristic of Behaviorism Theory of Learning

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions.

The behaviorist theories all share some version of stimulus-response mechanisms for learning.[7]This theory is relatively simple to understand because it relies only on observable behavior and describes several universal laws of behavior.[8]

a. Connectionism

It was originated by Edward Lee Thorndike (1874-1949). The learning theory of Thorndike represents the original S-R framework of behavioral Psychology. Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of

---

[6] http://www.learningandteaching.info/learning/behaviour.htm. Retrieved: 3 Jun 201002:53:38GMT.
[7] Calvin S. Hall and Gardner Lindzey, *Teori-teori Sifat dan Behavioristik,* (Yogyakarta: PT. KANISUS, 2001), p.119
[8] http://www.learning-theories.com/behaviorism.html , retrieved: Jul 3rd 2006

connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states.[9]

His theory, Connectionism, stated that learning was the formation of a connection between stimulus and response. Thorndike's laws were based on the stimulus-response hypothesis.[10] He believed that a neural bond would be established between the stimulus and response when the response was positive. Thorndike's theory consists of 3 primary laws:

1) Law of effect; responses to a situation which are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation. The "law of effect" stated that when a connection between a stimulus and response is positively rewarded it will be strengthened and when it is negatively rewarded it will be weakened.

2) Law of readiness; a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and the "law of readiness" because of the structure of the nervous system, certain conduction units, in a given situation, are more predisposed to conduct than others.

3) Law of exercise; connections become strengthened with practice and weakened when practice is discontinued. A corollary of the law of effect

---

[9]http://webcache.googleusercontent.com/search?q=cache:Pz1rXkiqLg8J:www.learningandteaching.info/learning/behaviour.htm+behaviorism+theory&cd=20&hl=id&ct=clnk&gl=id Accessed: 15 June 2010 The Basics of Behaviorism

[10] Burhanuddin Salam, *Pengantar Pedagogik;Dasar- dasar teori mendidik,*(Jakarta: PT. Rineka Cipta, 1997), p.24

was that responses that reduce the likelihood of achieving a rewarding state (i.e., punishments, failures) will decrease in strength. The "law of exercise" held that the more an S-R (stimulus response) bond is practiced the stronger it will become.[11]

The theory suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. In later versions of the theory, the concept of "belongingness" was introduced; connections are more readily established if the person perceives that stimuli or responses go together (Gestalt principles).

Another concept introduced was "polarity" which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the "spread of effect" idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well.[12]

Connectionism was meant to be a general theory of learning for animals and humans. Thorndike was especially interested in the application of his theory to education including mathematics, spelling and reading, measurement of intelligence and adult learning.

---

[11] Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved June 2nd, 2010 from http://www.learning-theories.com/behaviorism.html
[12] http://medialab.mst.edu/rhall/educational_psychology/2001/vl1b/behavior_new.html, retrieved07-08-2008

Then Thorndike adds laws,[ ] as follows:

1) Law of Multiple Response: it states that individual is preceded by process of trial and error which shows variety of response before getting an appropriate response in solving problem faced.

2) Law of Attitude; it states that learning attitude of individual is determined not only by stimulus-response relationship as external aspect but also by cognitive, emotion, psychomotor as internal aspect.

3) Law of Prepotency Element; it states that individual in the learning process gives response to certain stimulus only suit with its perception toward the whole situation (selected response).

4) Law of Response by Analogy; it states that individual is responding to inexperienced situation because, certainly, it connects inexperienced situation with previous experience situation. Thus, it is transferring known elements to new situation. The more the same elements the easier it will be transferred.

5) Law of Associative Shifting; it states that transferring process from known situation to unknown situation is gradually by adding little by little new elements and deleting little by little old elements.

Connectionism theory also mentions transfer of training concept. It is competence which is gained in learning to solve other probability.

---

[13] http://www.the-shrink.info/Theory_Behaviorist.htm. retrieved on 15 May 2010 22:02:41 GMT.

Thorndike's approach concerning learning study was used as guidance by Educational psychology in the first of 20th century.[14]

b. **Classical Conditioning**

It was originated by Ivan Pavlov (1849-1936).Classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus.

1) The Classical Conditioning Model

Pavlov's experiment brought about the classical conditioning model.[15]In this model there are three steps as follows:

Step one: a Neutral Stimulus (NS) is given, step two: the NS is combined with an Unconditioned Stimulus (UCS) which results in an Unconditioned Response (UCR) and step three: a Conditioned Stimulus is created (CS) which results in a Conditioned Response (CR).

It is the process of reflex learning—investigated by Pavlov— through which an *Unconditioned Stimulus* (e.g. food) which produces an *Unconditioned Response* (salivation) is presented together with a *Conditioned Stimulus* (a bell), such that the salivation is eventually produced on the presentation of the conditioned stimulus alone, thus becoming a *Conditioned Response*.

---

[14] John W. Santrock, *Educational Psychology* 2nd edition.Mc Graw- Hill Company, Inc, translated by Tri Wibowo B.S..(Jakarta: Kencana, 2008), p. 263
[15] http://www.the-shrink.info/Theory_Behaviorist.htm. retrieved on 15 May 2010 22:02:41 GMT

Based on the experiment which was done by Pavlov toward a dog, as result laws of learning, which emphasize the existence of reinforcement:

a. Law of Respondent Conditioning: It is law of required conditioning. If two stimulus present simultaneously (in which one of them as reinforce), so the reflect and other stimulus will be increase.

b. Law of Respondent Extinction: It is law of require extinction. If reflex which was strengthened through respondent conditioning that occurred again without presenting reinforce, so the strength will be decrease.[16]

This classical conditioning model is applicable across many different organisms, it must be noted that it mainly works with lower level organisms, or at least works better. For human beings, classical conditioning can be used to explain fears and phobias that people develop. (Examples are: fear of the dark or loud noises in young children. Also fear of failure may be another example of classical conditioning.)[17]

2) Basic Concepts in Classical Conditioning

These elements are important in understanding the classical conditioning process. There are several principles that are associated with classical conditioning, some of these are:

---

[16] Irwanto, *Psikologi Umum*, (Jakarta: PT. Prenhallindo, 2002), p.112103, 105

[17] Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved June 2nd, 2010 from http://www.learning-theories.com/behaviorism.html

a. **Acquisition**: it is the initial stage of learning when a response is first established and gradually strengthened. It is the result of learning through process of connectionism of CS and US. It is called *"Acquisition of the conditioned response"*.[18]

b. **Reinforcement**; it is the existence of reinforcement, when the CS results CR by reinforce (US).

c. **Conditioning;** It refers to *higher order conditioning*; this is when a neutral stimulus can cause the *Conditioned Response Sense* if it had been associated with the *Conditioned Stimulus*. There are 3 kinds of conditioning[19] as follows:

   1) Delay Conditioning, when the reinforce (US) came after CS.

   2) Simultaneous Conditioning, when the reinforce (US) came together with CS.

   3) Trace Conditioning, when the reinforce (US) came before CS.

d. **Extinction;** that conditioned response will disappear over time when the conditioned stimulus is no longer presented. Extinction occurs when the occurrences of a conditioned response decrease or disappear. In classical conditioning, this happens when a conditioned stimulus is no longer paired with an unconditioned stimulus. In other word, it is the process of stopping the CR cause of stopping the US then CR will be extinct.

---

[18] Irwanto, *Psikologi Umum*, (Jakarta: PT. Prenhallindo, 2002), p.11
[19] W.A. Gerungan, *Psikologi Sosial*, (Bandung: PT. Refika Aditama, 2009), p.103

e. Spontaneous Recovery; it is the reappearance of the conditioned response after a rest period or period of lessened response. If the conditioned stimulus and unconditioned stimulus are no longer associated, extinction will occur very rapidly after a spontaneous recovery. Sometimes there is the weak appearance of a previously extinguished response. It happens where the CR comes anymore because extinction session is only once.[20]

f. **Generalization;** it's meant *Stimulus Generalization* namely the tendency for the conditioned stimulus to evoke similar responses after the response has been conditioned. It happens when organisms which have been conditioned in certain (CS) will give the same response (CR) in the same stimulus. This is when individuals respond in this same way to experience stimuli.

g. **Discrimination;** it is the ability to differentiate between a conditioned stimulus and other stimuli that have not been paired with an unconditioned stimulus. It is happen when organism able to distinguish the stimulus where it connects the CR with different CS. Organisms can learn to discriminate between various stimuli.[21]

c. **Operant /Instrumental Conditioning**

It was originated by Burchus Frederick Skinner (1904-1990).Like Pavlov, Watson and Thorndike, Skinner believed in the stimulus-response

---

[20] *Ibid.*, p. 207
[21] Irwanto, op.cit., p.110

pattern of conditioned behavior. His theory dealt with changes in observable behavior, ignoring the possibility of any processes occurring in the mind.

One of the distinctive aspects of Skinner's theory is that it attempted to provide behavioral explanations for a broad range of cognitive phenomena. For example, Skinner explained drive (motivation) in terms of deprivation and reinforcement schedules. Skinner tried to account for verbal learning and language within the operant conditioning paradigm, although this effort was strongly rejected by linguists and psycholinguists. Skinner deals with the issue of free will and social control.[22]

The theory of B.F. Skinner is based upon the idea that learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. A response produces a consequence such as defining a word, hitting a ball, or solving a math problem. When a particular Stimulus-Response (S-R) pattern is reinforced (rewarded), the individual is conditioned to respond. The distinctive characteristic of operant conditioning relative to previous forms of behaviorism (e.g., Thorndike, Hull) is that the organism can emit responses instead of only eliciting response due to an external stimulus. Skinner's work differs from that of his predecessors (classical conditioning),

---

[22]Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved June 2nd, 2010 from http://www.learning-theories.com/behaviorism.html

in that he studied operant behavior (voluntary behaviors used in operating on the environment).[23]

1) The Operant Conditioning Model

Reinforcement is the key element in Skinner's S-R theory. A reinforce is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforces -- any stimulus that results in the increased frequency of a response when it is withdrawn (different from aversive stimuli -- punishment -- which result in reduced responses).[24]

a. Positive Reinforcement or reward: responses that are rewarded are likely to be repeated. (Good grades reinforce careful study).

b. Negative Reinforcement: responses that allow escape from painful or undesirable situations are likely to be repeated. (Being excused from writing a final exam because of good team work).

c. Extinction or Non-Reinforcement: responses that are not reinforced are not likely to be repeated. (Ignoring student misbehavior should extinguish that behavior).

d. Punishment: Responses that bring painful or undesirable consequences will be suppressed, but may reappear if reinforcement contingencies

---

[23] Abu Ahmadi dan Widodo Supriyono, Psikologi Belajar, (Jakarta: Rineka Cipta, 2009), p. 125

[24] http://www.the-shrink.info/Theory_Behaviorist.htm. retrieved on 15 Mei 2010 22:02:41 GMT.

change. (Penalizing late students by withdrawing privileges should stop their lateness).

Skinner used the term reinforcer instead of reward to describe the consequence that increases the frequency of a behavior. A reinforcer is the stimulus that increases the frequency of a response it follows.[25]

Skinner stated the model which follows: a response followed by a reinforcer is strengthened and is therefore more likely to occur again, the reinforcer must follow the response, and the reinforcer must follow immediately. the reinforcer must be coupled with the response this means that the reinforcer must be appropriate and linked to the response.

2) Basic Principle of Operant Conditioning

Basic principle of operant conditioning is as follows:

a. Behavior that is positively reinforced will reoccur; intermittent reinforcement is particularly effective.

b. Information should be presented in small amounts so that responses can be reinforced ("shaping")

c. Reinforcements will generalize across similar stimuli ("stimulus generalization") producing secondary conditioning

3) Components of Operant Conditioning

a. Reinforcer; it is any event that strengthens or increases the behavior it follows. There are two kinds of reinforcers:

---

[25] Skinner, B.F. (16 April 1984). "The operational analysis of psychological terms". Behavioral and brain sciences(Print) 7 (4): 547–581. http://cat.inist.fr/?aModele=afficheN&cpsidt=9212556. Retrieved 2008-01-10.

1) Positive reinforcers are favorable events or outcomes that are presented after the behavior. In situations that reflect positive reinforcement, a response or behavior is strengthened by the addition of something, such as praise or a direct reward.

2) Negative reinforcers involve the removal of an unfavorable events or outcomes after the display of a behavior. In these situations, a response is strengthened by the removal of something considered unpleasant.

In both of these cases of reinforcement, the behavior increases.

b. Punishment; it is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. There are two kinds of punishment:

1) Positive punishment sometimes referred to as punishment by application, involves the presentation of an unfavorable event or outcome in order to weaken the response it follows.

2) Negative punishment, also known as punishment by removal, occurs when a favorable event or outcome is removed after a behavior occurs. In both of these cases of punishment, the behavior decrease.

4) Basic Concepts in Operant Conditioning

It refers to several terms associated with operant conditioning, includes:

a. **Baseline or free operant level;** it is the frequency of a response in the absence of reinforcements, thus the baseline level of responses.

b. **Terminal behavior;** it is the form and frequency of a desired response at the end of the reinforcement or instructional program.

c. **Extinction;** it occurs when the behavior or response fades out over time due to non-reinforcement.

d. **Superstitious behavior;** sometimes a behavior will be exhibited when it is paired with other reinforcers that are not the actual designed reinforcer. This happens when reinforcement is random and not contingent on any particular behavior.

e. **Shaping;** Sometimes a response is not visible or has not been demonstrated and thus cannot be reinforced. Skinner proposed the idea of shaping where successive approximations are reinforced until the desired behavior is fully exhibited.

f. **Chaining:** chaining is the learning of a sequence of responses through shaping.

3. Teaching and Learning English

a. Principles of Language Learning

Language learning principles are generally sorted into three sub-groupings: Cognitive Principles, Affective Principals and Linguistic Principles. [26] Principles are seen as theory derived from research, to which teachers need to match classroom practices. Here are some brief summaries of the principles that fall into each grouping:

---

[26] www.englishraven.com/methodology.html - Ted Power, English Language Learning and Teaching HOME – ENGLISH,retrieved on 2008-01-10.

1) Cognitive Principles

    a. Automaticity: subconscious processing of language with peripheral attention to language forms.

    b. Meaningful Learning; this can be contrasted to *Rote Learning*, and is thought to lead to better long term retention.

    c. Anticipation of Rewards; learners are driven to act by the anticipation of rewards, tangible or intangible.

    d. Intrinsic Motivation: the most potent learning "rewards" are intrinsically motivated within the learner.

    e. Strategic Investment: The time and learning strategies learners invest into the language learning process.

2) Affective Principles

    a. Language Ego: learning a new language involves developing a new mode of thinking - a new language "ego".

    b. Self-Confidence; success in learning something can be equated to the belief in learners that they can learn it.

    c. Risk-Taking; taking risks and experimenting "beyond" what is certain create better long-term retention.

    d. Language-Culture Connection; learning a language also involves learning about cultural values and thinking.

3) Linguistic Principles

   a. Native Language Effect; a learner's native language creates both facilitating and interfering effects on learning.

   b. Interlanguage; at least some of the learner's development in a new language can be seen as systematic.

   c. Communicative Competence: Fluency and use are just as important as accuracy and usage - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

   Therefore, it can be conclude basic principle in the language teaching that the language is meaningful, conventional, appropriate, interactive, and structural.[27]

b. **Methodology**

   The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological. Most often, methodology is understood to mean methods in a general sense, and in some cases it is even equated to specific teaching techniques. It does (or should) in fact mean and involve much more than that. [28]

   Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned

---

[27] Ali Mudhofir, Pendekatan Komunikasi dalam Pembelajaran Bahasa Asing, Journal Nizamia, Vol.III, no.6, 2000, p.72.

[28] Nunan, David. 1991. Language Teaching Methodology: A Textbook for Teachers. Prentice Hall. from http://ec.hku.hk/dcnunan/

with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Besides that method for Teaching English in an EFL and ESL classroom taught in training programs is generally either "PPP" or "ESA".[29] These will be described as follows:

1) "PPP" - means Presentation, Practice, and Production

a. "Presentation" is where the target language (the language to be taught to the students) is "presented" to the students generally through eliciting and cueing of the students (to see if they know it - generally someone knows some or all of it) and then providing the language if no one does.

The target language is usually put on the marker board either in structure (grammar-type) charts or in dialogs. Presentation features more "teacher talk" than the other stages of the lesson - generally as much as 65-90% of the time. This portion of the total lesson can take as much as 20-40% of the lesson time.

b. "Practice" is where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material).

---

[29] Susan Brindley (ed), *Teaching English*, (London: Roulledge in Asssosiation with The Open University,1994), p.23

These activities should include as much "student talk" as possible and not focus on written activities - though written activities can provide a structure for the verbal practices. Practice should have the "student talk time" range from 60-80 percent of the time - with teacher talk time being the balance of that time. This portion of the total lesson can take from 30-50% of the lesson time.

c. "Production" is the stage of the lesson where the students take the target language and use it in conversations that they structure (ideally) and use it to talk about themselves or their daily lives or situations. Practice should involve student talk at as much as 90% of the time - and this component of the lesson can/should take as much as 20-30% of the lesson time.

Another important feature of PPP (and other methods too) is the rapid reduction of teacher talk time and the increase in student talk time. One of the most common errors untrained teachers make is that they talk too much. EFL students get very little chance to actually use the language they learn and the EFL classroom must be structured to create that opportunity.

2) "ESA" - means Engage, Study, and Activate

We call these elements 'ESA', three elements which will be present in all –or almost all-classes.[30] They are:

---

[30] Jeremy Harmer, *How to Teach English*, (England: LONGMAN, 1998), p. 25

a. Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotion.

b. Study; study activities are those where the students are asked to focus in on language (or information) and how it is constructed.

c. Activate; this element describes exercise and activities which are designed to get students using language as freely and 'communicatively' as they can.

Roughly equivalent to PPP, ESA is slightly different in that it is designed to - and allows - movement back and forth between the stages. However, each stage is similar to the PPP stages in the same order.

c. **Approach**

Approach is theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Jeremy Harmer said that good teachers are care more about their student's learning than they do about their own teaching.[31]There are several issues have to considered by a teacher in managing teaching and learning. The way the teacher moves, how he/she stands, how physically demonstrative he/she is –all- these play their part in the effective management of class.[32] Teacher's performance in the teaching process determines the effectiveness of student's learning.

---

[31] *Ibid.*, p. 3
[32] Ibid., p.15

These are components which were considered important in the teaching process. An English teacher should pay attention to these components as follows:

1) Proximity; teachers should consider how close they want to be to the students they are working with.

2) Appropriacy; deciding how closely teacher should work with students is a matter of appropriacy. So is the general way in which teachers sit or stand in classrooms.

3) Movement; some teachers tend to spend most of their class time in one place –at the front of the class, for example, or to the side or in the middle. How much a teacher move around in the classroom, then, will depend on his/her personal style and where he/she feels most comfortable for the management of the classes.

4) Contact; in order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling.

5) Audibility; clearly, teachers need to be audible.

6) Variety; it is important for teachers to vary the quality of their voice –and the volume they speak at- depending on the type of lesson and the type of activity.

7) Conservation: teachers have to take great care of their voice. Conserving the voice is one thing teachers will want to take into account when planning a day's or a week's work.

d. Technique

Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.[33]

Diana Larsen mentions 8 methods in language teaching with variety techniques which the goal both learning about a language and learning to use a language.[34] The listing here is in summary form only, as follows:

1) Translation of a Literary Passage (Translating target language to native language).

2) Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).

3) Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words).

4) Cognates (Learning spelling/sound patterns that correspond between L1 and the target language).

5) Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples).

6) Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).

---

[33] Teaching Techniques - From www.eslabout.com ,retrieved September 19,2003
[34] Diana Larsen-Freman, *Techniques and Principles in Language Teaching,* (New York: Oxford University Press. Inc, 1985), p.3.

7) Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms).

8) Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words).

9) Composition (Students write about a topic using the target language).

e. Curriculum and Syllabus

Curriculum designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context. A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained.[35]

Therefore, teacher is one of the factors influence an effective learning. A teacher should have capability to design learning activity based on learning theory before applying in the classroom and to create condition which help students using the language as if in the real communication.[36]

f. Aims of Teaching and Learning English

The teaching English in Indonesia adopts meaningfulness approach, which is basically a slight adoption of the Communicative Language Teaching (CLT) approach. The curriculum and contend standard stated the goal and the aimed of language learning is become tool of live communication in present, during and

---

[35] http://iteslj.org/Articles/Rabbini-Syllabus.html, retrieved on 5, May 2002.
[36] Arum Zulian, "Efforts to Improve Student's Active Involvement in…",Skripsi Pendidikan Bahasa Inggris, (Library: IAIN Sunan Ampel Surabaya, 2009), KT-002 PBI, p. 43

after the process of teaching learning. The general aimed that the learner will have ability includes the competence and performance of the language, in understanding and expressing the ideas both written and spoken, such as skill to hear (listening), to say (speaking), to read (reading), to write (writing).

However, there are many types of learning associated with the CLT Approach.[37]Such as:

1) Interactive Learning

This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

2) Learner-centered Learning

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

3) Cooperative Learning

---

[37] Asher, James. 1977. Learning another Language through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sly Oaks Productions from http://www.tpr-world.com/.

This concept stresses the "team" like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help, and achieve their learning goals as a group.

4) Content-based Learning

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

5) Task-based Learning

This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes.

4. Behaviorism Theory of Language Learning

Language acquisition according to behaviorists depends on human role models, imitation, rewards and practice. Behaviorist theory of language acquisition (Skinner) is one of four dominant language acquisition theories. The

other three are innatist (Chomsky); cognitive (Piaget); and social interactions (Vygotsky).[38]

Innate Theory is opposed to Behaviorist Theory which claims that language is a set of habit that can be acquired by means of conditioning. According to some, this process that the behaviorists define is a very slow and gentle process to explain a phenomenon complicated as language learning. What was important for a behaviorist's analysis of human behavior was not language acquisition so much as the interaction between language and overt behavior.

In an essay republished in his 1969 book *Contingencies of Reinforcement* Skinner took the view that humans could construct linguistic stimuli that would then acquire control over their behavior in the same way that external stimuli could.[39]

Behaviorist theory of language acquisition asserts that a stimulus for language learning comes from the presence of humans. The rewards also come from the presence of humans. Humans who are present are imitated. Practice is with humans. Rewards are enhanced when humans, called role models, respond to language learning and acquisition attempts with praise and affection.[40]

Behaviorist argued the theoretical background to pattern drill. Robert O' Neill is the author of some of the best language laboratory drills that have ever been constructed. The quality of these practice exercises depends on a clear

---

[38] http://www.enotes.com/topic/Second_language_acquisition, retrieved: Jul 2rd 2006

[39] Learning Theories Knowledgebase (2010, June). Behaviorism at Learning-Theories.com. Retrieved June 2nd, 2010 from http://www.learning-theories.com/behaviorism.html

[40] Skinner, B.F. (16 April 1984). "The operational analysis of psychological terms". Behavioral and brain sciences(Print) 7 (4): 547–581. http://cat.inist.fr/?aModele=afficheN&cpsidt=9212556. Retrieved 2008-01-10

understanding of the purposes which can be served by various types of drills and sensitivity to situational context and naturalistic conditions in their presentation. Moreover, learners using these "meaningful drills" are required to make choices i.e. to display conceptual awareness and a grasp of meaning by discriminating between different responses.

B.F. Skinner with his "Verbal Behavior" assumes that behavior is the total of conditioned and associated responses. Learning depends on the frequency with which the responses are repeated, consistent reinforcement by suitably rewarding correct responses and on careful sequencing of Stimulus-Response bonds so as to minimize the chance of mistakes. Programming into easily assailable and minimal steps allows control and conditioning of responses and building them into a behavior pattern.

Associated with behaviorism and equally responsible for the kind of language syllabuses much in evidence in the 1960s is the theory of structural linguistics. Leonard Bloomfield in his book "Language" 1933 is preoccupied with form and not with meaning or function.

Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not.

These associations between stimuli, actions, and responses could explain virtually every aspect of human and animal behavior and interaction, but one

seemed particularly problematic for the behaviorist theory: language. In 1957, Skinner published his book, Verbal Behavior, in which he attempted to apply his form of operant conditioning to language learning.

A basic assumption of his was that all language, including private, internal discourse, was a behavior that developed in the same manner as other skills. He believed that a sentence is merely part of "a behavior chain, each element of which provides a conditional stimulus for the production of the succeeding element".[41] The probability of a verbal response was contingent on four things: reinforcement, stimulus control, deprivation, and aversive stimulation. The interaction of these things in a child's environment would lead to particular associations, the basis of all language.

Skinner proposed that language could be categorized by the way it was reinforced. He claimed that there were four general types of speech: echoic behavior, mand, tact, interverbals and autoclitic.

1) Echoic behavior is the primary form of verbal behavior of language learners. These verbalizations include repeated utterances.

2) Mands (short for deMANDS) are defined as utterances that are reinforced by the elevation of deprivation. Directives such as "Stop," "Go," and "Wait" also count as mands.

3) Utterances that are produced when the speaker is not deprived are called tact (short for conTACT). Tacts are verbalizations that the speaker produces to

---

[41] Fodor, JA; Bever, TG; & Garrett, MF. (1975) The Psychology of Language: An Introduction to Psycholinguistics and Generative Grammar. New York: McGraw-Hill. p25)

provide information instead of attending to states of deprivation. While on the surface, tacts and mands may seem similar, their underlying motivations (stimuli) and their reinforcements are different. When a mand is reinforced, the need is sated. When a tact is reinforced, there is no need to sate.

4) Interverbals these include such things as "Please" and "Thank you." These utterances are not necessary to provide information. Rather, they are used in discourse situation and pertain to the interactive nature of dialog.

5) Autoclitics, Skinner attempted to deal with internal speech, or thought. Autoclitics, by his account, are subject to the same effects of reinforcement as verbalized speech and that previously reinforced internal, or thought behaviors, will influence not only current and future thought but also current and future verbal behavior.

Whether the speech was internal or dialogic, reinforced positively or negatively, all language can be considered behavior that is conditioned and learned. When Skinner wrote Verbal Behavior he attempted to explain the most complex human behavior: communicatiosn. This included all forms of language comprehension, from dialog to thought.

B. OPERATIONAL FRAMEWORK

1. Educational Application of Behaviorism Theory of Learning

There are several implications of Operant Conditioning, Classical conditioning, and connectionism when these were applied in the teaching and

learning in the school. At least three educative notions can be attributed to Behaviorism principles. They are:

1) Instructional objectives or behavioral objectives

Instructional objectives are also known as behavioral objectives. A behavioral objective has three components. Firstly; the outcome is stated in terms of an observable and measurable behavior. Secondly; a behavioral objected specifies the conditions under which the behavior should be exhibited, and finally the objective includes a criterion or way of judging the acceptable performance of behavior.

Current criticism of instructional objectives is that they tend to focus on the lower level skills which can be demonstrated, and not on higher order skills.[42]

2) Programmed instruction and computer assisted instruction

Programmed instruction is instruction that is presented in discreet pieces called frames. Each frame builds on the previous frame. Intrinsic to programmed instruction is several concepts or principles, such as:

a. Terminal behavior; the goals of instruction or stated in a way that they can be observed or demonstrated.

b. Active responding; the student is required to make a response on each frame.

---

[42]Skinner, B.F. (16 April 1984). "The operational analysis of psychological terms". Behavioral and brain sciences(Print) 7 (4): 547–581. http://cat.inist.fr/?aModele=afficheN&cpsidt=9212556. Retrieved 2008-01-10.

    c. Shaping: instruction begins with previous knowledge, is broken into small pieces, and builds step by step.

    d. Immediate reinforcement; because instruction is in small bits and pieces, the likelihood of correct responses is increased. This is especially true with computer assisted instruction where the computer program gives audio or verbal feedback upon receiving the correct answer. Thus the student is immediately reinforced upon giving the correct answer

3) Mastery learning

Mastery learning is the idea that students learn one lesson very well before continuing on to the next lesson. Thus students can learn very complex behaviors. There are several principles on mastery learning, or components:

    b. Small discrete units.

    c. A logical sequence.

    d. Demonstration of mastery at the completion of each unit.

    e. A concrete observable criterion for mastery of each unit.

    f. Additional remedial activities are provided for students needing extra help or practice

2. Components of Behaviorism Theory of Learning

a. Behaviorist Pedagogy

Behaviorist pedagogy aims to promote and modify observable behavior. It considers learning to be a behavior that shows acquisition of knowledge or skills.

b. Procedure of behavioral development and behavioral modification

1) Emphasis on behavior: students should be active respondents to learning, and in the learning process. They should be given an opportunity to actually behave or demonstrate learning. Secondly students should be assessed by observing behavior; we can never assume that students are learning unless we can observe that behavior is changing.

2) Drill and practice: the repetition of stimulus response habits can strengthen those habits. For example, some believe that the best way to improve reading is to have students read more and more.

3) Breaking habits: in order to break habits, that teacher needs to lead an individual to make a new response to this same old stimulus.

4) Shaping: most of school taught complex behavior not only simple response. This complex behavior can be taught through process of shaping or successive approximation. This process begin with determining aim, then conducting task analyses, student's steps activities, and reinforcement of wanted response.[43]

5) Modeling; it happen when someone learns by imitating other's behavior as model human behavior. Modeling can happen through direct reinforcement and vicarious reinforcement. Bandura divided imative behavior into 3 such as:

---

[43] Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2009), p. 218

a) Inhibitory effect: strength or ... of behavior cause of undesirable experience.

b) Eliciting effect: It is supplement of some response owned in the past the rise the same response in the present.

c) Modeling effect: Development of new response toward observable behavior.

6) Environment: a number of behaviors can be controlled by changing of stimulus condition which influences behavior. For instance, if student annoyed by noisy outside classroom, knock of window can stop it. If a difficult task annoyed student, so teacher can replace by other easy task. If there was student gloomy, teacher can approach or sit closer with him/her.

Punishment can treat undesirable behavior instantly, therefore it should gather with reinforcement. Punishment show what should not do by student while reward shows what should be done by student. There are kinds of punishments, such as:

a) Giving uncomfortable stimulus, such as: insulting, humiliating, ridiculous, scream and threaten.

b) Canceling positive treatment. Post pone giving rice cause of failure.

c. **Programmed Teaching**

It applied operant conditioning principle for learning in the school. Then teaching include self teaching set which present some arranged topic

accurately to study and do by student. Teacher gave feedback to student's work immediately. Its program can be in the form of books, teaching machine, or computer assistant instruction.

In 1954s B.F. Skinner launched a paper under the title "The science of Learning and the Act of Reading". This paper consists of the result from experiments of Behaviorism modification both animal and human, operant conditioning principle and automatic Teaching Method. This paper gives basic theoretical and recommends the using of programmed-teaching.

Programmed-teaching try to develop learning by attention to:

1) Breakdown lesson material in to small unit.

2) Require student to react in the small unit.

3) Give result of learning (achievement) immediately.

4) Give chance to student to work by themselves.

Programmed-teaching was arranged in the form of units learning. with certain aims, material device, and techniques to achieve the goal of teaching. Every unit of teaching-learning begin with the aim of learning will be achieved by students and then learning activities. Learning activities consist of material device, test, question-answer, etc. If student complete the test well, they continuo learning to the next unit otherwise, if they fail, they will be given remedial test/learning.

There are kinds of Programmed-Teaching, such as:

1) **Linear program:**

It was developed by Skinner. The composer determines steps of student's activity for completing the program. Every part of the program consists of subsection of knowledge/skill in detail.

2) **Intrinsic or branching program**

It was developed by Croder. In this program the response of learner determines the route of their activities. Alternative route called "branches" which becomes problem predictor to repair the student's response.

d. **Task Analysis**

The important component of teaching according to Behaviorism is the necessity of:

1) Formulating the behavioral Learning or test.

2) Dividing task into subtask.

3) Determining connection and logic arrangement among subtasks.

4) Giving feedback in every complete subtasks or terminal purpose.

One of the important functions of teacher is to analyze task after determining the learning aim. Task analysis helps teacher to guide student learning. The composer of task analysis help to determine material lesson in teaching method, curriculum plan manage the arrangement of learning units.

Through pre testing and modification in task-analysis, teacher can develop teaching to be better.

c. Complete Learning Approach

Bloom mention that about to 90% student mastered what should taught by teacher to them. According to Bloom the strategy of complete learning, such as:

1) Lesson divided into small units for one or two week's lesson.

2) For each unit, instructional aims were formulated clearly and systematically.

3) Learning task in each unit taught group teaching regularly.

4) In every final learning units conduct diagnostic (Formative test) to measure and check that student have mastered learning unit or not.

5) To overcome learning weakness can use procedures, teamwork, group work, review and reread in certain part, use programmed-device and audiovisual aids, and adding learning time allocation, then remedial or retesting.

6) When units of learning were completed, final test (summative test) was conducted to determine score for student.

   a. Bloom state that programs of complete learning develop interesting, positive attitude toward lesson.

f. Teaching and learning perspective

Behaviorism also called the learning perspective (where any physical action is a behavior), is a philosophy of psychology based on the proposition that all things that organisms do — including acting, thinking and feeling — can and should be regarded as behaviors.[44]

According to this theory *to know something* means: Knowledge exists on its own outside the human mind and is a specific entity. With this in mind learning happens when knowledge is transmitted to and acquired by learners. Learners exhibit behaviors that are modified to a specific response.

While *to learn something* according to this theory means: Learning takes place as a result of external experiences or practices. Learning is the change in behavior due to the external experiences or practices. Learning can be modified by enforcements (positive or negative), and happens through directed drill and practice. The learner can give the predicted outcomes to a particular stimulus.[45]

Learning and teaching activities of behaviorism have characteristic, such as:

1) It has purpose to shape the student in particular developmental or progress.

2) It Include mechanism, procedures, steps, methods, and techniques which was planned and designed to reach the goal.

---

[44] http://www.learningandteaching.info/learning/behaviour.htm. Retrieved: 3 Jun 2010 02:53:38GMT
[45] APA Citation: Standridge, M.. (2002). Behaviorism. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <insert date>, from http://projects.coe.uga.edu/epltt/

3) It focuses on lesson material which clear, planned, and arranged well.

4) Student's activities become the prior condition of conducting activities of teaching.

5) Teacher acts selective and effective.

6) There was set of regulation should be obeyed by teacher and student in each proportional.

7) It has evaluation both process and products.[46]

    Principles of Behaviorism theories of learning:

1) Repetition

2) Small, concrete, progressively sequenced tasks

3) Positive and negative reinforcement

4) Consistency in the use of reinforces during the teaching-learning process

5) Habits and other undesirable responses can be broken by removing the positive reinforces connected with them.

6) Immediate, consistent, and positive reinforcement increases the speed of learning.

7) Once an item is learned, intermittent reinforcement will promote retention.

---

[46] Pupuh Fathurrohman and Sobry Suktino, *Strategy Belajar Mengajar*, (Bandung: Refika Aditama, 2009), p. 11

3. Learning Type of Behaviorism Theory of Learning

a. Insight Learning

It was originated by W. Kohler as follower of Gestalt theory. Behaviorists view that insight as result of association of Stimulus-Response (S-R).Character of learning by insight, such as:

1) Insight depends on basic competence

2) Insight depends on previous experience which is relevant.

3) Insight will appear if learning situation arranged in such a way, every important aspect cab be observed.

4) Learning by insight can be repeated.[47]

b. Discriminative learning

It meant as effort to select several stimulus and then become guidance in attitude (behavior) in the experiment subject is ordered to respond in different way toward various stimulus.

c. Instrumental Learning

In Instrumental learning the observable response learner followed by signals pointed weather learner will get reward, punishment, success or failure. Therefore the quick or low (frequency) of student's learning was managed by giving reinforcement based on the level of the needy, in this case one of instrumental learning, especially is "shaping of behavior". Individual will be given reward if he/she act suit with wanted behavior,

---

[47] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: PT. Rineka Cipta, 2003), p. 9

otherwise will be punished if he/she acted not suit with wanted behavior, and finally will be shaped certain behavior.[48]

d. Latent Learning

It happen when changing of behavior is observable it happen lately. It emphasizes the existence of reinforcement in learning.

e. Verbal Learning

It is study about verbal material through exercise and memory.[49]

4. Analysis of Behaviorism Theory of Learning

Behaviorism theory related with theory of learning is closer than theory of Personality in Psychology. Behaviorists explain how human interact with environment and how it influence the change of behavior which is called learning. Behaviorists do various experiments to show very much influence of environment toward human's behavior.[50]

Behaviorist approaches are different from most other perspectives because they view people as controlled by their environment and specifically that we are the result of what we have learned from our environment. The early philosophical base for this learning perspective of personality is English philosopher, John Locke (1632-1704) who viewed the new born baby as a blank

---

[48] Baharuddin and Esa Nur wahyuni, *Teori Belajar dan Pembelajaran*, (Yogyakarta: AR-RUZZ Media, 2009), p.115

[49] Slameto, *op.cit.*, p.8

[50] Alwisol, *Psikologi Kepribadian*, (Malang: UMM Press, 2004), p.8

slate - *tabula rasa* - on whom the experience of life would write a specific story.[51]

Experiments by behaviorists identify **conditioning** as a universal learning process. There are two different types of conditioning, each yielding a different behavioral pattern:

1. **Classic conditioning** occurs when a natural reflex responds to a stimulus. We are biologically "wired" so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning in the educational environment is in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking and general school phobia.

2. **Behavioral** or **operant conditioning** occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviorist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley.

Contrasting operant conditioning and classical conditioning:

1. Classical conditioning pairs the unconditional stimulus and the conditional stimulus. In operant conditioning a response is followed by a reinforcing stimulus. The nature of the response is different; it is involuntary in classical

---

[51]http://webcache.googleusercontent.com/search?q=cache:Pz1rXkiqLg8J:www.learningandteaching.info/learning/behaviour.htm+behaviorism+theory&cd=20&hl=id&ct=clnk&gl=id Accessed: 15 June 2010 The Basics of Behaviorism

conditioning being elicited by a stimulus. In operant conditioning it is voluntary because the response is emitted by the organism. Skinner's term operant reflects the idea that the organism actually operates, it can have an affect on the environment.

2. Operant conditioning involves cognition as well as behavior.

3. Operant and classical conditioning, taken together; do not completely determine the behaviors that an organism will exhibit on any given occasion.

4. Just as reinforcement increases the frequency of a response, punishment can be an effective means of decreasing a response.

a) **Application of Behaviorism Theory in the Classroom**

Learning and teaching are activities happen together, simultaneous, and focused a planned activities learning have aim permanently, i.e. the change of learner's behavior.

The change of student's behavior in the teaching context obviously is product and effort of teacher through teaching activity. It means teaching is special activity performed by teacher to help and guide students to gain change and development of skill, attitude, appreciation, and knowledge.[52]

Eventually, however, educators began to feel that although stimulus-response does explain many human behaviors and has a legitimate place in instruction, behaviorism alone was not sufficient to explain all the phenomena observed in learning situations.

---

[52] Hana Sudjana, *pembinaan dan Pengembangan Kurikulum di sekolah*, (Bandung: Sinar Baru Algensindo, 2008), p. 100

b) Plus and Minus of Behaviorism Learning Theory

Criticisms toward Behaviorism theory that learning activity which is centered to teacher, mechanic and only oriented to the measurable and observable result. This criticism is irrational because using Behaviorism theory need certain condition suit with characteristic appeared. Not every lesson can use this method. Then teacher's sensitivity and ability toward situation and condition of learning is important in applying behaviorism theory.[53]

This theory often cannot explain the complex situation of learning because still there are many variables and something related with education or learning itself in which cannot be changed as merely relationship of stimulus and response. This theory cannot explain reasons which is bothering relationship of stimulus and response and also cannot answer anything caused disorder relationship of stimulus and response. While plus of this theory inclined to instruct learners to think linear, convergent, not creative, and not productive. Behaviorism views learning as process of shaping. It lead learners to rich certain goal, then learners become not free to be creative and imaginative.

There have been many criticisms of behaviorism, including the following:

- Behaviorism does not account for all kinds of learning, since it disregards the activities of the mind.

---

[53] Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: ANDI Press, 2002), p.53

- Behaviorism does not explain some learning–such as the recognition of new language patterns by young children–for which there is no reinforcement mechanism.

- It is difficult to measure precisely complex learning outcomes, i.e. application of knowledge to real world situations, or construction of complex knowledge (e.g. as in project-oriented learning). "Limiting the working knowledge of a subject to a finite number of tasks or facts, however, seems misguided in many cases."[54]

---

[54]http://webcache.googleusercontent.com/search?q=cache:Pz1rXkiqLg8J:www.learningandteaching.info/learning/behaviour.htm+behaviorism+theory&cd=20&hl=id&ct=clnk&gl=id Accessed: 15 June 2010 The Basics of Behaviorism

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes: 1) Research Design, it describes how the way researcher conducts the study 2) Focus of the study which consist of setting and the subject of the study, it describes where does the data conducted and what does the researcher study on, 3) Instrument and data of the study, provides the tool used to conducted the study and what does being studied, 4) Data Collection Techniques and it describes how the way researcher collects data of the study, and 5) Data Analysis Techniques, it describes how researcher analyzes the study.

A. Research Design

This research was conducted qualitatively. Denzin and Lincoln as cited by Moeloeng stated that qualitative research is a research that used natural setting to interpreted a particular phenomenon and done using various methods.[1]According to Ary Qualitative researcher seeks to understand a phenomenon by focusing on the total picture rather than breaking it down in to variable.[2]

Researcher uses naturalistic observation approach.[3] The researcher seeks to make entirely unobtrusive observations of a setting without altering the

---

[1] Lexy J. Moeloeng, *Metodologi Penelitian Kualitatif,* (Bandung: PT. Rosda Karya, 2006), p. 5
[2] Ary Donalt, et. all., *Introduction to Research in Education,* (New York: Holt Rinehart Winston, 1985), p. 25
[3] *Ibid.,* p. 27

situation in anyway. The goal is to observe and study behavior as it normally occurs. Moreover, qualitative research design is in naturalistic inquiry, its mean researcher did not to manipulate setting of the research. Otherwise, researcher studied some phenomenon in the situation where it was occurred. Person, group, program, relationship can become focus of the research which is viewed in the natural context.[4]

Furthermore, this research is purposed to explore and to describe the phenomenon. Therefore it is in the form of descriptive qualitative.[5]

B. Focus of The Study

1) Setting of the Study

The researcher chooses SMANISDA as a setting of the research.[6]It is include as Pioneering of International Standard School. The researcher conducted the research when she performed teaching practice as English teacher. She observed in three classes of 10th grades. She studied about English Learning in X-3, X-4, and X-5 class of SMANISDA. The study took the 10 grades as subject of the study because of some reasons. Firstly, it was recommended by the English teacher since the researcher conducted Teaching Practice, secondly, Students of this grade have studied English in Junior High School, so it would be reveal their English skills both written and spoken, and finally, this grade is the basic of the next grade of Senior High School.

---

[4] Kristi Poerwandari, *Pendekatan Kualitatif untuk Penelitian Perilaku Manusia*, (Jakarta: LPSP3 Fakultas Psikologi UI, 2005), 3rd edition, p. 37

[5] *Ibid.*, p.65

[6]IAIN Sunan Ampel, *Pedoman Penulisan Skripsi*, (Surabaya: TIM PENYUSUN, 2008), revising edition, p.12

2) Subject of The Study

Spradeley as cited by Sugiyono stated that subject of the study in the qualitative research was called "social situation". It consists of 3 elements. They are: place, actors, and activity.[7]Therefore, researcher will analyzes *place* which include school environment of SMANISDA which consist of classroom as setting of the study, *Actors* which include English teacher, students in English class, and *Activity* which includes attitudes and certain behavior in English teaching learning process.

In order to determine subject of the study, the researcher used *purposive* sampling. It is used and selected based on the purpose and the problem of the study. It goes with Lincoln and Guba statement as cited by Sugiono: "Naturalistic sampling is, then, very different from conventional sampling. It is based on informational, not statistical, considerations. Its purpose is to maximize information, not to facilitate generalization".[8] Therefore, in the naturalistic research specific sample cannot be determined before.

However, the researcher chooses subject which give knowledge and information about phenomenon which is studied and also determined who will be the informant.[9] In this case, English teacher became the key informant and also anyone who give information as addition data for this study, such as: principle, staff, and student.

---

[7] Sugiono, *Metode Penelitian kuantitatif, Kualitatif, and R & D*, (Bandung: ALFABETA, 2008), p. 215
[8] *Ibid.*, p.219
[9] Iskandar, *Metode Penelitian Kualitatif*, (Jakarta: GP Press, 2009), p. 114

C. Instrument and Data of The Study

1) Instruments

This study used the instruments as follows:

a. The researcher

In qualitative research, the researcher is the key instrument.[10] Researcher as human instrument determines focus of the study, selects subject of the study, collects data resource, analyze data, interprets data and makes conclusion as result of the research.

b. Observation Check List

It is used in collecting data through observation. It was done in the classroom. The researcher used checklist which is related to the problem. Check list is in the form of columns which consist of descriptions object observation, answers, and note, then check sign (ᵛ) is given in the answer columns based on the condition that really happened during the observation.

It was chose to collect data and some information connected with were going on in the process of teaching and learning English class, the aspects being analyzed, including: teacher's activity, student's activity in English. Researcher used two models of observation checklist, (see appendix 2a and 2b).

c. Interview Guide

It is used in collecting data through structured interview or may in unstructured interview. A guide interview will help the researcher in

---

[10]Sugiono, op. cit., p. 222

collecting the data by asking a number of questions to the informant namely English teacher and also the others if it was needed. The guidance of interview dialed with English teaching and learning process, and activities of both teacher and students which related with problem of the study, (see appendix 1)

d. Library resource

It is used in analyzing data through literature, text book, academicals books magazine, newspaper, bulletin, or other form of resources.

2) Data Resource

There are 2 kinds of data in this study as qualitative resource. They are:

a. Primary Data

This data gives information to the researcher directly. According to Lofland as cited by Iskandar, the primary resource in qualitative research is in the form of verbal, activities (action), and document.[11]In this study, the researcher gained this data from the result of observation, interview, and library resource.

b. Secondary Data

Secondary data provides information to the researcher indirectly. It is used to support primary data.[12] It is gained by reading, writing, and listening. It is in the form of: **Documentation:** It supported primary data which was gained by seeing, listening, and asking. It is written text form,

---

[11] Iskandar, op.cit., p.118.
[12] Joko Subagyo, *Metode Penelitian dalam teori dan Praktek,* (Jakarta: PT. Rineka, 2004), p.88.

such as: tape, recording, cast disk, cassette, etc. **Visual** such as: Photo, animation, billboard, etc. **Statistic** such as: data in the form of tables, graphic, schemes, etc. **Combination of text, audio, and visual** such as film, video, etc.[13]

D. Data Collection Technique

In collecting the data of the study, researcher used various techniques, including:

1) Observation

Its purpose is to describe setting of the research, activities which is conducted, participants who involve in. It goes with Marshal's statement as cited by Sugiono: "Through observation the researcher learns about behavior and the meaning attached to those behaviors".[14]

The researcher used *Participant Observation.* In participant observation, the researcher observes what people do, listens what they say, and participates in their activities.[15]

Furthermore, the researcher uses moderate participant. She maintains a balance between being insider and being outsider.[16] Then the researcher acts as participant observer, she participates in several activities to collect data in the observation.

---

[13] Iskandar, op. cit., p. 117
[14] Sugiono, op. cit., p.226
[15] *Ibid.*, p.227
[16] Kristi Poerwandari, op. cit., p. 127

2) Interviews

Interview was intended to obtain information to support the data gained through observation. Its purposes are to get much more information about the focus of the study. Researcher used both structured and unstructured interviews.

a. Structured interview

The researcher interviewed informant structurally used guidance list of interview dealing with problem of the study.[17]

b. Unstructured interview

This interview is like usual conversation which follows and suit with the situation and condition of the informants.[18] It is included in in-depth interview.[19] It is in informal setting. Process of interview based on development of question and answer spontaneously in natural style.[20]

The researcher interviews the English teacher and the students, this interview will be aimed to collect information about responses, perspective, and behavior toward English teaching and learning.

3) Library Resource

The researcher also collected data by studying and analyzing some literature, text book, academicals books magazine, news paper, bulletin, or other form of resources, it is done to find the whole theories, concept, and formula of the research's object.

---

[17] *Ibid,.*p. 27
[18] Iskandar, op.cit., p. 132
[19] Sugiono, op. cit., p. 233
[20] Kristi Poerwandari, op.cit., p. 128

4) Content Analysis

It focused on analyzing and interpreting recorded material within its own context. The material may be public records, textbook, letters, reports and so on.[21] In this research, the researcher analyzes the teaching instrument such as: academicals calendar, Annual Program, Term Program, Syllabus, Lesson Plan, Analysis Task and other administrative sheet.

5) Documentation

It is purposed to support the result of observation and interview. Researcher analyzes references and data dealt with focus of the study in the form of documents.

E. Data Analysis Techniques

The researcher analyzed the data descriptively. The researcher organized and categorized the large mass of data, so they can be describe and interpreted.[22] Furthermore, dealing with qualitative research, the researcher used *interactive model* which is called Miles & Huberman Analysis Model.[23] The researcher analyzes the data by steps as follows:

1) Data Reduction

The researcher managed the mass of data by selecting important and relevant data, categorizing data in certain way, making its theme (coding), ignoring useless data. Its mean, the researcher selected the primary and

---

[21] Ary Donalt, et. all., op. cit., p. 28
[22] *Ibid.*, p.30
[23] Iskandar, op.cit., p. 59

secondary data which is relevant with the problem of the study and considered can answer the research problem.

2) Data Display

The researcher displays data in the form of narrative text.[24] It is arranged systematically. Then it can explain and answer the problem of the study.[25] The statement of research problem will be analyzed by using several theories as references. However among those theories are used as the basic theories in the process of analyzing.

3) Conclusion and Verification

The researcher makes conclusion. It is temporary, its mean it can be tested anymore. The researcher tries to discuss and to interpret the finding in term of research problem. In this case the researcher used Inductive method; it meant to take specific from the general.

---

[24] Sugiono, op. cit., p. 249
[25] Iskandar, op.cit., p. 142

CHAPTER IV

RESEARCH FINDING

This chapter presents the result of this study. The data obtained from the observation, interview, documentation, and also library resource with process of analyzing to answer the research problem which was mentioned in chapter I. Therefore it includes:1) Data Display which consist of general description of object research and 2) Research Finding which consist of Application of behaviorism characteristic in English learning of SMANISDA, 2) Elements of Behaviorism theory in English learning of SMANISDA

A. DISPLAY DATA

1. General Description of Research Object

a) Location of Object Research

It is located on jl. Jenggolo No. 1 Sidoarjo East Java. It is very easy to go to this school because it's located in the center of Sidoarjo regency.

b) Historical Development of SMANISDA

Sidoarjo as Geographically, it took place in Delta-Brantas which is rich with various potential, its means it is strategic place in political, economic, social, and cultural aspect. Moreover spontaneous solidarity of the society competitively is active easily for establishment importance. Moreover connect with citizen importance directly and monumentally.

Based on these condition leaders of Sidoarjo have idea and opinion when since long time wane to build a senior high school which is representative both construction and quality. It is expected to facilitate graduated student of junior high school in Sidoarjo city which is about to since 1960's forced to continue their study in to Surabaya city and others. These condition loads on parent's student. It becomes burdens of student's parent.

Furthermore this constructive idea has to be actualized by instructing several people to do negotiations. It is begun with consultation official government including MUSPIDA and legislative staff. It gained a nice response. Next step is to accommodate a several businessmen to be active participant. They are: H. Moh. Ihsan, H. Moh Syakir, Goo Hong Ling, Maksum Achmadi, etc. They proposed opinion as excellent input. Exactly they agreed with this program, consequently they will give donation as support.

And the next approach, as a final steps. This program is proposed to educators, leader, and scientific including principle of Junior high school and Vocational school both private and state in Sidoarjo city. Fortunately, this idea has been expected since for long time. Indeed they will help totally and ready to be teacher by "loyalty work" system.

From the result of 3 previous steps, then it makes evaluation in detail and inventories of problems to be solve as a foundation by forming the committee, it is expected to accommodate, to manage, and to actualize these inspirations in concrete and efficiency.

By blessing of God the One and willingness of every side, then the committee of SMANISDA is formed in the house of Mr. Chudhory Amir at street Diponegoro No. 137 Sidoarjo. As a result, M. Ghufron Na'am as chief, Hermaini Isa as secretary, and H. Moh. Iksan as treasurer. The complete arrangements of the committee have been saved as an authentic document. Proximately, from the number of committee member, only a half who still in fit condition, while others have passed way. They leaved a precious memory as heritage for the next generation in the future.

The founder of SMANISDA did not accommodate in the particular group, otherwise, they emphasize collectivity of each complement in the society professionally. First of all, the committee must consist of strong personality; have high dedication, willingness, honesty, and sincerity because these criteria become required condition to be accepted by society. Finally, it receives response.

And then in the second discussion, the committee decides several work programs as a global such as: 1).Donation resource excavation 2).Teacher staff recruitment 3).Devise and facilities construction, and 3).Administrative management.

Firstly it is conducted in simple, and then it was developed boarder, moreover the committee try to make status of this school as "state" school. By various efforts and struggle in the end of 1062s this school was in "state" status.

Shortly, and then in the 1962s year, the duty of this committee was shifted to new school leadership in which Mr. Satmoko becomes the first principle as s "generator" of the founder's ambition to present SMANISDA which was expected to be reliable and superior school to form the notion's next generation. I t is a life monument with be existed and survived.

Most of Sidoarjo society might be proud with the existence of SMANISDA as a result not from "given" but form "struggle" as predicated of Sidoarjo as a "struggle city". Indeed struggle of committee was succeed, but it through long process and full of struggle, not far from obstacles, disturbance, harmful, and challenge. However these encourage of committee achievement, "slow but sure".

In short, the committee of SMANISDA was dispersing safely by satisfaction and proud. Now, SMANISDA go ahead suit with establishment mobility. In the 29th anniversary, there are number of SMANISDA graduated students spread throughout the country become figure and leader of society, official personnel, staff government, economist, scientist, and others.

2. Vision, Mission, and objective of SMANISDA

a) School Vision

"SMANISDA" is superior in religion, IT, and peacefulness.

The Indicators as follows:

1) Superior in religious behavior and planted of noble character.

2) Superior in improving Quality of school membership.

3) Superior in the program of learning based on school curriculum striving for SNBI (National school in standard of international school.)

4) Superior of graduated whose good quality and capability, ready toward national and international university in the global era competition.

5) Superior in educational service of society.

b) School Mission

1) Develop religious behavior in the school environment, and then it grows wisdom of behavior.

2) Perform integrated moral education in every lesson material comprehensively and continuous for existence of etiquette relationship politely and discipline.

3) Improving education quality based on school curriculum which orientated skill life suit with citizen requirement and scientific technology development. Then school membership able to compete in global era.

4) Developing school of Moving lass model by using teaching learning based on school curriculum. Then teachers and students create learning atmosphere which is active, creative, joyful, and brilliance.

5) Produce school graduated whose motivation, commitment, life skill, creativity for independent, social sensible, and leadership.

6) Increase school membership interest to create creativity, and innovation in educational field.

7) Apply participative management in various field primary in make decision as efforts to increase MPMPBS (Quality Development based on School Management).

c) School Objective

Based on vision and mission of the school can be formulated the purpose of SMANISDA as follows:

1) School memberships have strong faith of God the One for the existence of wisdom in behave.

2) Learner nave noble character, it makes etiquette association politely and high discipline.

3) Educational personnel have qualification suit oriented program International Standard School.

4) Create school membership who's creative, innovative, in each field; especially encourage education of global competition.

5) Fulfill facility and device of learning which is suit the technology development.

6) Relate association with National and International University related institution and society as efforts of development school program.

7) Facilitate life skill provision for graduated school or students who disable to continuo in to university by giving vocational skill in the form of computer and foreign language skill.

8) Applied participative management as effort in developing of MPMPBS (Quality Development Based on School management).

3. English Learning Effectiveness

English learning effectiveness Of SMANISDA, including:

a. Teacher

There are English teacher in SMANISDA, most of them are graduated of English Educational Major in various university. A few of them did not graduate of English major but they have English Education Certificate.

The competence of English teacher in SMANISDA including: the ability to explain the teaching material well, the ability to use appropriate teaching media, the ability to make the student's interesting and responsiveness to learn English, the ability to use appropriate teaching techniques to achieve the goals, the ability to master the teaching material, and the ability to evaluate **the student's achievement.**

In order to increase teaching ability of English teacher, they used various efforts such as: training, group discussion, study comparison, and look for references and so on. To improve English language skill, in the teaching learning process in the classroom teacher must used English language (full English).

b. Environment

The teaching media used by teacher in SMANISDA is very good and functionally because the teaching media helps to place English language not

only as communication tool but also as subject that should be mastered independently .They can practice English when they are not only in the classroom but also outside the classroom. They accustomed to use English when they meet someone who can use English wherever. In other word, the materials support the students not only how to tell about something but also how to do something with English language. Its mean English language teaching in SMANISDA enables students not only to tell about English language but also how to use English language in the reality (daily life).
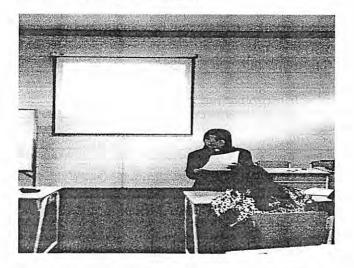
To Increase English communication ability every student does several ways, such as: use English in the daily conversation as long as in the school environment, joint speech contest program in certain day to exercise student in English speech, participate actively in extra curricular *Language Development Program* which consists of "debate" and "conversation".

c. Teaching media

Teaching media such as: white board, spidol, etc. are common media used in the school, but teacher can give other teaching media which more interesting, like: game, tape, cassette, power point, LCD.

.Most of English teacher of SMANISDA used tool or media of learning. For example in Listening they used tape recorder and TV in the English laboratory. And also in the classroom often use OHP or LCD projector to present the lesson.

Picture I: Using Teaching Media

Beside that, English teacher of SMANISDA used textbook as the teaching material.

In this case, teacher did not like to use just one book. The material is derived from many books. They combined it from many books suit with the implementation of curriculum, such as: Developing English Competence, Look a Head, etc.

d. Method, Approach, and Teaching Techniques

In the teaching and learning activities, teaching method is important for English teacher, beside that effective method support teacher successfully in educate the student, in this case, English teacher have to understand the situation and condition of the student.

English language teaching in SMANISDA based on National Education Department. In the GPPP 1994 mentions that in the English Language teaching used meaningful approach.

SMANISDA used meaningful approach combined with techniques. The teaching techniques which are used by English teacher at SMANISDA including:

a) Explanation

The teacher used explanation technique in teaching Grammar and Reading. It is used by teacher to explain about the content of the text, the difficult word and content of the text through finding the main idea.

b) The Question-Answer

Teacher usually uses this technique n teaching listening and speaking. It was done in order to check student understanding through oral comprehension question.

c) Group Work

It was used by teacher to teach speaking and writing. Teacher usually asks students s in group work to make conversation in dialogue form.
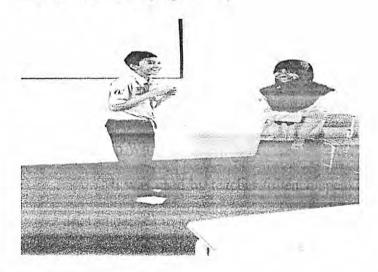
Picture II: Group work Activity

d) Role Playing

It is usually used in teaching speaking. The teacher asked student to express the character based on the chosen topic. Then, the teacher gave explanation and correction about students' performance in front of class. It can make student more interesting about the lesson and they would be motivated to study English.
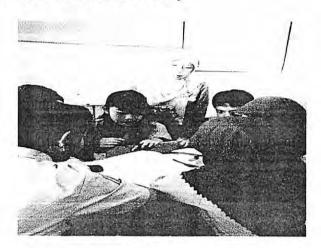
Picture III: Role Playing Activity

e) Discussion

Teacher gave instruction to describe or discuss some topic given by the teacher, then the teacher just commented the students if there were mistaken dealing with: grammatical and pronunciation. Finally the teacher announced the result of their discussion.

Picture IV: Discussion activity

B. RESEARCH FINDING

1. **Applications of Behaviorism Characteristic in English Teaching and Learning of SMANISDA**

Behaviorists explain that learning is process of behavior exchange which reinforcement and punishment became stimulus of learner behavior. Educators who still use Behaviorism frame, generally planed curriculum by arranging knowledge contents in small parts which is encoded with particular competence. Then these parts were arranged hierarchic from simple to complex. The Behaviorism theory was implemented in English Teaching of SMANISDA which consists of its characteristic as follows:

a) **Operant/Instrument Conditioning**

Learning which based on Behaviorism theory views that knowledge is objective, definite, and constant. Knowledge was structured orderly.. Indeed,

learning is acquisition of knowledge while teaching is transfer of knowledge to the learner.

It was dominant application in English teaching of SMANISDA in which learning process was based on certain instrument of teaching such as: aims of learning, instructional teaching, standard competence, basic competence, indicators, and so on. Beside that lesson material used module system. And lesson material was delivered comprehensively. Its meant teacher planed and developed the curriculum by arranging knowledge (skill) in the form of units which is encode with particular competence and in the particular indicators. These parts were arranged hierarchically. It was proved in English learning in SMANISDA dealing with planning and preparation of teaching.

English teacher planed and prepared teaching before they performed teaching in the classroom (*pre teaching*). Teacher must prepare the teaching instruments by means of curriculum program, including:

1) Educational Calendar

It consists of time explanation in an academic year dealing with performing education. It was made by *DEPDIKNAS* and then became the guidance for the institution (the school) in order to determine its educational calendar (*Curriculum based on School Management*). See appendix 3.

2) Effective week plan

It consists of time allocation provided to a particular subject (lesson) times to the number of effective week conducted. It based on the school calendar. Time allocation for English learning is 5 hours lesson each week which an hour consist of 45 minutes. (See appendix 4a and 4b).

3) Annual program

It is a part of teaching program which consist of time allocation including unit lesson in one academic year (1st and 2nd) semester. It became guidance to make unit teaching (lesson plan), syllabus, and learning activity by mean efficiency using time learning provided. It became guidance to make Term Program. It is in the form of columns which describes the Standard of Competence, Based Competence, Assessment Objective, Main Material, Time Allocation, and Note.

4) Term Program

It is a part of teaching program which consist of time allocation including unit lesson in one academic year (1st and 2nd) semester. Semester Program is used to calculate weeks, days, effective, and ineffective hours, so teachers have particular time project to do teaching and learning process.

It became guidance to make unit teaching (lesson plan) and syllabus. It details time of one semester in each month. It is also in the form of columns which consists of standard of competence & basic

competence of Standard, time allocation for each unit, and the name of months occurred in the semester.

5) Mapping

It consists of unit lesson material in each semester. It was categorized based on standard competence and basic competence which was determined by the *MGMP* and developed by the curriculum based on Content Standard. (See appendix 5a and 5b).

6) Syllabus and Lesson Plan

A syllabus is an expression of opinion on the language ad learning, it acts as guide for both teacher and learner by providing goals to be attained. Syllabus consists of unit lesson topic to be presented and provided to student. It was done by *MGMP*. The syllabus consists of competence standard, basic competence, lesson material, process, indicators, evaluation, time allocation, and resource. Syllabus was arranged in detail form of Lesson Plan.

Therefore, Lesson Plan consist of the learning scenario which include learning goals, the media for teaching the goals, learning steps, and authentic assessment. . Most of English teacher of SMANISDA made lesson plan based on GBPP 1994 and then syllabus.[1] Every beginning of semester English teacher must submit device or instrument teaching and lesson plan to vice curriculum which is a teaching staff. Then, the lesson

---

[11] Interview result with English teacher on July 19 2010, 09.30

plan is applied by each English teacher at SMANISDA with the authority to improve it based on their creativity. It was made by teacher for each meeting as guidance to perform learning and teaching process in the classroom. (See appendix 6).

b) Conncctionism

As sequence of this theory, teacher who uses Behaviorism Paradigm will arrange material device in the ready form. Thus aim of learning will be delivered comprehensively. Teacher did no talk much, but they give simple instruction which is followed by model and example through simulation individually or by material device was arranged hierarchic from the simple to the complex.

However it is used to emphasize the result of learning through mechanism of Stimulus-Responses procedure, its mean behavior shaping through exercise and drill. It was shown in teaching and learning process in the classroom and also in presenting of lesson material in the classroom, such as: using appropriate techniques, using media of teaching, and supported by school environment which accustomed English in daily life.

In order to conduct teaching and learning process, teacher used steps, firstly, *pre instructional* step this is done in the beginning of learning process including opening and addressing. Secondly, *Instructional steps*, it is done by presenting lesson with certain techniques, method and approach which is effective and appropriate dialed with learning activities and then giving

reinforcement, and finally, *Feedback*, It is aimed to know and measure the achievements of the instructional steps. It can be done by asking question dealing with material that have been taught, reviewing previous lesson material, and giving material resume. It is used to check student's understanding about lesson materials that have been presented.

Connectionism by which is the association of Stimulus-response occurred in the English teaching and learning at SMANISDA. It is described as follows:

1) Opening

Teacher uses components in the opening of the learning activity including:

a. Giving attention to the student; it was done by giving behavioral example, an effective teaching style which consists of position of teacher in the classroom, mimic, body language and others.

b. Promoting motivation; teacher attracts student interest and curiosity, such as: showing picture which engaged student's mind set, taking care of something which engaged student attention toward some event, giving information which increase student intelligence, and giving support to student.

c. Giving orientation; teacher mentions the purpose of the lesson material gives task limitation, gives clear instruction about activities procedures, and derives direction.

d. Connectionism and Association; teacher connects previous lesson with the next lesson, associates lesson with fact in the field, derives question suit with lesson.

2) Presenting Lesson Material

English learning methodology in SMANISDA is integrated and meaningful; it meant English language learning was presented integrated and correlated. For example, in the Reading lesson will be associated with Grammar and Pronunciation.

English teacher of SMANISDA have skill in presenting the lesson material. It is important skill including explanation and detail about lesson material will be taught. There are several components in order to explain the material lesson, such as:

a. Orientation; teacher gave orientation to student or lead student in to topic discussion or lesson, used simple communication, language can be understood by student easily.

b. Example; both *Inductive* namely by giving example before taking conclusion, and *Deductive* namely by presenting lesson before giving example.

c. Variation; teacher used variety to overcome boredom. Students would have fun in learning English. It can be done by using various methods and technique appropriately. Variety consists of certain component, namely:

1) Variation in teaching style, it includes teacher's voice should be audible, teacher engaged student' attention, teacher's mimic, face expression, hand gesture, and position in the classroom.

2) Variation in the model interaction of student activity.

In the process of teaching and learning, teacher conduct democratic atmosphere. It meant teacher and student interacted each other without any pressure. Teacher and students make close and friendly relationship.

In the process of learning teacher acted as facilitator and motivator who help students to develop language skill. However students not only as subject but also as object. Therefore, character and learning style have to be realized and have to be considered in every decision dealing with teaching and learning. Students are involved in every activities of meaningful learning.

3) Vary in using teaching media; such as Visual: using OHP, map, film, radio, TV, picture, Audio: Intonation, voice, recording. Motorist: using concrete tool.

c) **Classical Conditioning**

In which learning required both practice and reward (laws of effect/exercise). Indeed, it gives priority to measurement because it is important to see and to know exchange of behavior was either occur or not occur. It shown in English learning process of SMANISDA by which teacher

use evaluations to measure student's achievement i.e, the wanted behavior. These are described as follows:

1. Evaluation

Evaluation is very important to check student ability. English teacher of SMANISDA conducted evaluation after they finished learning process. It became measurement. It is purposed to know the learning achievement after learning process, and also to know the effectiveness of method used.

English teacher of SMANISDA used some techniques of evaluation. There are 3 component of evaluation, they are:

a. Form of evaluation: portfolios, performance, worksheet, game, question, and essay.

b. Type of evaluation

1) Formative test: it is measurement to know the level of student mastering lesson materials which have been learned. The test (question) based on the lesson material presented. It was given immediately in the end of learning process. Formative test was done by English teacher of SMANISDA to measure the student's acquisition in each competence has been discussed and presented to the student. Evaluating is variety among teacher, it depend on teacher creativity. For example, in the form of questions, doing exercise, and task in the book, homework and so on. For example see appendix 7.

2) Summative Test: it was done to measure student ability in mastering lesson materials which have been learned in periodical time of learning process. The school usually handles it in the last semester (*Midterm-Test* and *Final-Test*).

c. Kind of Evaluation

1) Oral test

It is including: memorize vocabulary in the text book, explain text have been discussed, read text and translated it, retell, dialogue and monologue.

2) Written test

It is including: do question (test) or exercise in the book, daily test (objective and subjective), answer question, matching, gap filling, dictation, write sentence the write board, and make an essay (compose).

2. **Minimum Completeness Criteria (MCC)**

MCC is standard mastering learning consist of score that must be reach by the students. If a student get more score from standard teacher will give material enrichment to them. On the contrary, if a student gets fewer score from MCC, teacher must give a remedial measure to the student.

3. Test Analysis and Achievement Analysis

It was conducted to measure the students' ability after learning process. It is in the form of *test blue print*, unit lesson material, subject, time allocation, a number of questions (test), type of test, general aim, and topic and subtopic discussion. It was designed in such a way in the programmed-computer systematically and accounted automatically.[2] (see appendix 8a and 8b).

4. Curriculum Assessment Analysis

Assessments consist of three aspects i.e.: Cognitive, Affective, and Psychomotor. Cognitive is taken from text score, such as; task/assignment, daily task, etc. Affective is taken from student behavior, while Psychomotor taken from individual creativity. Assessment was definite by student's achievements including intelligence, fluency, accuracy and others dialed with work or task. It distinguishes the level of competence which stated in the form of scores/mark, e.g.: 7, 5 or B. In other word, it is a score/mark which is stated in the work sheet or achievement report (*rapport* book), and for an example see appendix 9.

2. The Elements of Behaviorism Theory in English Teaching of SMANISDA

a. **Programmed-Teaching**; in which English learning of SMANISDA adopted *linear program* which consist of Instructional Objective; in which learning is the exchange of wanted behavior. Learning activity based on several things,

---

[2] Interview result with English teacher on 24 July: 10.00

such as aim of learning, standard competence, Basic Competence, Indicators, and so on. It was shown in the form of *Annual program, Term Program, Mapping, Syllabus, and Lesson Plan.*

b. **Task-Analysis Approaches**; in which English learning of SMANISDA gives priority in measurement in the form of evaluation and assessment. The result of learning achieved is appearing of wanted behavior. It shown in conducting task analysis, Curriculum Analysis, Testing (Summative and Formative), and repots of student's achievement (report book).

c. **Procedure of Behavioral Development and Modification**; in which most of learning activities was related with discipline maintenance, it is including: reinforcement and punishment, extinction, shaping, and modeling. I t was shown in the learning process of SMANISDA dialed with learning activity in the class, stating regulation both in the class and in the school. It was appeared in the *Lesson Plan* and" *regulation of the School*".

d. **Mastery Learning**: It was approved by the MCC in the English Language learning of SMANISDA. It consists of Cognitive, Affective, and Psychomotor.

3. **The Application of Behaviorism in English Teaching at SMANISDA**

a) Directly implementation

It meant the elements and characteristic of Behaviorism theory of learning occurred and conducted in the learning process-learning activities-in the class which consist of opening, presenting lesson material, teaching techniques

(Explanation, Role playing, etc), teaching media (*Reinforcement, modeling,* etc.) By which it dialed with English teacher and students directly.

b) Indirectly implementation

Indirect meant elements and characteristic of Behaviorism theory of learning was occurred and conducted in the system and program of Education which stated in the teaching/ education Instrument. Such as: *Curriculum, Syllabus. Lesson Plan, MCC, etc.* by which it Concerned in the school teaching program.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as summary of the result of this study and to highlight the research finding. And the suggestion presents several advice dealing with this study especially and English Learning generally.

A. CONCLUSIONS

Based on the previous discussion (chapter II and finding of the research), researcher can draw several points. The following parts present the conclusion and verification drawn from this study:

1. According to Behaviorism theory learning is the change of behavior as reaction of stimulus and response. And learning is an effort to shape wanted behavior by providing suitable environments to conduct relationship between environment and learner's behavior.

2. The Application of Behaviorism theory in learning activities depend on several things, such as: aim of learning, feature of the lesson material, characteristic of learner and instrumental device of teaching and learning.

3. Teachers who draw from behaviorist theory tend towards active learning (or "learning by doing"). The teacher determines all of the skills needed to achieve the desired behavior and students learn them in a step-by-step manner. Teachers may

93

employ frequent drill-and-practice style exercises; provide positive reinforcement, and state clear learning objectives with measurable indicators of success.

4. Behaviorism is theory which uses stimulus response relationship and considers learner as passive individual. This theory gives priority to measurement because it is important thing to see and to know exchange of behavior is either happen or not happen.

5. The Behaviorism theory was implemented in English learning of SMANISDA, which is including:

a. The characteristic of Behaviorism theory which consist of:

1) **Connectionism;** in which to emphasize the result of learning through mechanism of Stimulus-Responses procedure, its mean behavior shaping through exercise and drill. It was shown in presenting of lesson material in the classroom, such as: using appropriate techniques (Explanation, group work, discussion, etc.), using media of teaching, and supported by school environment which accustomed English in daily life.

2) **Classical Conditioning;** in which learning required both practice and reward (laws of effect/exercise). In which gives priority to measurement because it is important to see and to know exchange of behavior was either occur or not occur. It shown in English learning process of SMANISDA by which teacher use evaluations to measure student's achievement, i. e, the wanted behavior. It was done by giving feed back in the end of learning process, evaluating lesson

material by conducting tests (Formative and Summative test), MCC, assessing student's work in the form of scores in the achievement report (report book).

3) **Operant/instrument conditioning;** It was dominant application in English teaching of SMANISDA in which learning process was based on certain instrument of teaching such as: aims of learning, instructional teaching, standard competence, basic competence, indicators, and so on. Beside that lesson material used module system. And lesson material was delivered comprehensively. Its meant teacher planed and developed the curriculum by arranging knowledge (skill) in the form of units which is encode with particular competence and in the particular indicators. These parts were arranged hierarchically. It was proved in English learning in SMANISDA dealing with planning and preparation of teaching which consist of: *Annual program, Term Program, Mapping, Syllabus, and Lesson Plan.*

b. The Element of Behaviorism Theory which consists of:

1) Programmed-Teaching: in which English learning of SMANISDA adopted *linear program* which consist of Instructional Objective: in which learning is the exchange of wanted behavior. Learning activity based on several things, such as aim of learning, standard competence, Basic Competence, Indicators, and so on. It was shown in the form of *Annual program, Term Program, Mapping, Syllabus, and Lesson Plan.*

2) Task-Analysis Approaches; in which English learning of SMANISDA gives priority in measurement in the form of evaluation and assessment. The result of learning achieved is appearing of wanted behavior. It shown in conducting task analysis, Curriculum Analysis, Testing (Summative and Formative), and repots of student's achievement (report book).

3) Procedure of Behavioral Development and Modification; in which most of learning activities was related with discipline maintenance, it is including: reinforcement and punishment, extinction, shaping, and modeling. I t was shown in the learning process of SMANISDA dialed with learning activity in the class, stating regulation both in the class and in the school. It was appeared in the *Lesson Plan*, *"Regulation of the school"*.

4) Mastery Learning: It was approved by the MCC in the English Language learning of SMANISDA. It consists of Cognitive, Affective, and Psychomotor.

2. Behaviorism theory of learning was applied in English teaching and learning process systematically, direct and directly. It was shown by in the teaching design including: planning and preparing teaching, process of learning in the classroom, and evaluation. It was proved in the form of Teaching Instrument such as: *Annual Program, Syllabus, Lesson Plan,* and so on. Indeed the implication of Behaviorism theory of learning occurred direct and directly. Direct meant is the elements or character of Behaviorism theory of learning occurred and conducted in the learning process-learning activities-in the class

which consist of opening, presenting lesson material, teaching techniques *(Explanation, Role playing,* etc), teaching media *(Reinforcement, modeling,* etc.) By which it dialed with English teacher and students directly. While indirect meant elements or characters of Behaviorism theory of learning was occurred and conducted in the system and program of Education which stated in the teaching/ education Instrument. Such as: *Curriculum, Syllabus. Lesson Plan Evaluation, etc.* which concerned in the school teaching program.

B. SUGGESTIONS

Because learning and teaching process is important thing in developing learner's ability so there are several notes which need to be considered by everyone who concerns in education to get it better.

1. Need the existence of teaching training comprehensively in education field.

2. Teacher need teaching training before knowing school environment where the learning conducted. then they has description and readiness before starting the teaching process.

3. 1001 learning style will be success if gathered with 1001 teaching strategy.

4. A teacher as educator must have responsibility to enrich learner's knowledge. because teacher is changer of parent in the school. Then teacher must guides and train the learner to reach the goal achievement in

learning. And student ought to obey the teacher's instruction and do the duty as learners, which is study and learn for achieving the goals.

5. For all English teacher, especially at SMANISDA, from this study, the writer suggest they should have the capability to present material, the material must be presented as interestingly as possible, so that the students fell comfortable and enjoy full during English learning and teaching process. It means that the English teacher should create a conducive class atmosphere in which the students are actively involved in every learning activity.

6. Teacher ought to know and understand learning theory, so they will be able to conduct the teaching leaning process effectively, especially in English lesson.

7. For further researcher.

    The researcher hopes that the next researcher can develop this research by continuing this observation in implementation of behaviorism theory in English learning with the same problem of the study but in different object and level of school comparison and in the different approach and analysis.

BIBLIOGRAPHIES

- **BOOKS**

Ahmadi, Abu and Widodo Supriyono. 2009. *Psikologi Belajar*, Jakarta: Rineka Cipta

Alexander, L.G. N. y. *Practice and Progress*, Longman: KANISUS

Alwisol. 2004. *Psikologi Kepribadian*, Malang: UMM Press

Arthur L, Blumenthal. 1970.*Language and Psychology*. Harvard University.

Ary, Donald et.all.,N.Y.*Introduction to Research in Education*. New York, Holt Rinehart.

Baharudin. 2007. *Psikologi Pendidikan.Refleksi Teoritis terhadap Fenomena*. Yogyakarta: AR-RUZ Media

Baharuddin and Esa Nur wahyuni. 2009. *Teori Belajar dan Pembelajaran*, Yogyakarta: AR-RUZZ Media

Baum. W. M. 2005. *Understanding behaviorism: Behavior. Culture and Evolution*. Blackwell

Bigged .Morris L and Samuel Shermis. 1992 . *Learning theories for teacher*. (New York: Harper Collin publisher,), 5th Edison,

Bode. Hendry Cs.1963. How we Learn, (Boston: D.C. Health & Company)

Brown. H. Douglas.1994.*Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall.

Carspecken, Phil Francis.1996. *Critical Ethnography in Educational Research*. London: Rouutledge

Chaer. Abdul. 2003. *Psikolinguistik;Kajian Teoritik*. Jakarta: PT. Rineka Cipta.

Crain. William. N. Y. *Theories of Development, Concept& Application 3rd* ed, New Jersey Prentice Hall, Englewood Cliffs

C.V.Good, A.S. Barr and D.E. 1936.Scates, *The Methodology of Educational Research*. New York : A Pletton Century GRofts. Inc.

Fathurrohman, Pupuh and Sobry Suktino. 2009. *Strategy Belajar Mengajar*, Bandung: Refika Aditama

Fodor, JA; Bever, TG; & Garrett, MF.1975. *The Psychology of Language: An Introduction to Psycholinguistics and Generative Grammar.* New York: McGraw-Hill.

Freman , Diana Larsen. 1985. *Techniques and Principles in Language Teaching,* New York: Oxford University Press. Inc

Fudyartanto. 2002. *Psikilogi Pendidikan dengan Pendekatan Baru*, Universitas Michigan: Global Pustaka Utama.

Gerungan, W.A. 2009. *PSikologi Sosial*, Bandung: PT. Refika Aditama

Hadi, Sutrisno. 1980 . *Metodologi Research.* Yogyakarta: ANDI OFFSET.

Hall, Calvin S. and Gardner Lindzey. 2001. *Teori-teori Sifat dan Behavioristik.* Yogyakarta: PT.KANISUS.

Harmer, Jeremy. 1998. *How to Teach English*, England: LONGMAN

Hasibuan, JJ and Mudjiono.2008. *Proses Belajar Mengajar.*Bandung: PT. Remaja Rosda Karya

Homby, A. S,. 1995. *Oxford Advanced Learner's Dictionary*, Jonathan Crowther, et. all (eds.), 5[th]edition, N p: Oxford University Press

Hubbard, Peter. 1983. *Course for TEFL.oxford English*, oxford University Press

Indriati, Etty. 2003.*Menulis Karya Ilmiah*. Jakarta: PT.Gramedia Pustaka Utama.

Irwanto. 2002. Psikologi *Umum*, Jakarta: PT. Prenhallindo

Iskandar.2009. *Metode Penelitian Kualitatif.* Jakarta: GP Press

Jamaluddin.2003. *Problematik Pembelajaran Baahasa & Sastra.*Yogyakarta:ADICITA Karya Nusa

L. Good, et. All. 1936. *The Methodology of Educational research*, New York: Pilleton Century Grofts. Inc.,

Mackey, William F.1967. *Language Teaching Analysys,* Bloomongton: Indiana University Press

Marshall, Cathern and Gretchen B Rossmen. 1986. *Designing Qualitative Research*, 2nd edision Landon: Internal Inc. and Professional Publisher.

Mills, John A. 2000. *Control: A History of Behavioral Psychology*, Paperback Edition, NewYork: University Press

Mulyana, Deddy. 2002. *Metode Penelitian Kualitatif.* Bandung: PT. Remaja Rosda Karya

Mulyasa, E. 2002 . *KBK: Konsep, karakteristik dan implementasi*, Bandung: Remaja Rosda Karya.

Moedjianto. 2001. *Sekolah Unggul*. N.p: CV. Duta Graha Pustaka

Moeloeng , Lexy J. 2006. *Metodologi Penelitian Kualitatif*, Bandung: PT. Rosda Karya.

Nasoetion, Noehi. 1999. *Evaluasi Pengajaran*, Jakarta: Universitas Terbuka

Salam, Burhanuddin.1997. *Pengantar Pedagogik:Dasar- dasar teori mendidik.* Jakarta: PT. Rineka Cipta.

Santoso, Yudi. 2007. *Teori Perkembangan:Konsep & Aplikasi.* Yogyakarta: Pustaka Pelajar.

Santrock, John W. 2008. *Educational Psychology* 2nd edition.Mc Graw- Hill Company, Inc. translated by Tri Wibowo B.S. Jakarta: Kencana.

Sa'ud, Udin Syaifudin, Abin Syamsuddin M. 2005. *Perencanaan Pendidikan: Suatu Pendekatan Komprehensif.* Bandung: PT. Remaja Rosda Karya

Subagyo, Joko. 2004. *Metode Penelitian dalam teori dan Praktek.* Jakarta: PT. Rineka

Sudjana, Hana. 2008. *pembinaan dan Pengembangan Kurikulum di sekolah*, Bandung: Sinar Baru Algensindo

Sugiono. 2008. *Metode Penelitian kuantitatif, Kualitatif, and R & D*, Bandung: ALFABETA

Sukamadinata, Nana Syaoodih. 2005. *Landasan Psikologi Proses Pendidikan*, Bandung: PT. Remaja Rosda Karya, 3rd edition

Sumardi, M. 1974. *Pengajaran Bahasa Asing: Sebuah Tinjauan dari Segi Metodologi.*Jakarta: PT.Bulan Bintang.

Sunan Ampel, IAIN. 1998 *Panduan penulisan Skripsi,* Library: IAIN Sunan Ampel Surabaya.

--------------.2008. *Pedoman Penulisan Skripsi,* Surabaya: TIM PENYUSUN. revising edition

Skinner, B. F.1969. *Contingencies of reinforcement: a theoretical analysis.* New York: Appleton-Century

---------- 1957. *Verbal behavior.* Englewood Cliffs, NJ: Prentice-Hall.

Slameto. 2003. *Belajar dan Faktor-faktor yang Mempengaruhunya,*Jakarta: PT.Rineka Cipta

Silbermen , Melvin L,. 2009. *Active Learning: 1001 Cara Belajar Siswa Aktif,* Revision edition translated by Raisul Muttaqin, Bandung: Nusa Media

Silverman, David (Ed).2009. *Qualitative Research.* 2nd edision, London: AGE Publication

Sobur, Alex. 2003. *Psikologi Umum dalam Lintasan Sejarah,* Bandung: Pustaka

Phillips, D.C. & Jonas F. Soltis. N. Y.*Perspectives on Learning,* Chapter 3. Teachers College Press.

Poerwandari, Kristi. 2005. *Pendekatan Kualitatif untuk Penelitian Perilaku Manusia,* 3rd edition. Jakarta: LPSP3 Fakultas Psikologi UI.

Rachlin, H. 1991. *Introduction to modern behaviorism.* (3rd edition.) New York: Freeman.

Ralph W. Fasold. 2006. *An Introduction to language and Linguistics.* Cambridge University Press.

Walgito, Bimo . 2002. *Pengantar Psikologi Umum.* Yogyakarta: ANDI Press

Wiliam, Wierrsma. 1986. *Research methods in Education: An Introduction,* 4thedision, Landon: Allyn and Bacon Inc.,

Yule, George. 2006. *The Study of Language 3th edition.* Cambridge University Press.

Zuriff, G. E.1985. *Behaviorism: A Conceptual Reconstruction,* Columbia University Press.

- **OTHERS**

Arum Zulian, "Efforts to Improve Student's Active Involvement in...",Skripsi Pendidikan Bahasa Inggris, (Library: IAIN Sunan Ampel Surabaya, 2009), KT-002 PBI, Unpublished.

Ali Mudhofir, Pendekatan Komunikasi dalam Pembelajaran Bahasa Asing, Journal Nizamia, Vol.III, no.6, 2000

Dina Amliyah Musthoza "A case study of 'CTL' Approach implementation..." Skripsi Pendidikan Bahasa Inggris (Library: IAIN Sunan Ampel Surabaya, 2009), PBI KT-2009-026, Unpublished

Hafsatus Sholihah, "Laporan PPL di SMAN I Sidorjo", (Surabaya: 2009, Unpublished

Umumu Rohmatin "study Tentang Efektifitas Pengajaran Bhs. Inggris" Skripsi PAI (Library: IAIN Sunan Ampel Surabaya, 2001), KT-2001 137 PAI, Unpublished

Masithah, "Konstruktivisme dalam Pengajaran Bahasa Arab 'Study Kasus SD Islamiyah Warung Boto Yogyakarta", Skripsi Pendidikan Bahasa (Digital Lybrary: UIN Sunan Kalijaga Yogyakarta, 2010), Unpublished.

Muh. Nasiruddin, " Pembelajaran Bahasa Arab di SMA Muhammadiyah 3 Yogyakarta di Tinjau dari Perspektiv Tori Behav'iorisme", Skripsi Pendidikan bahasa (Digital Library: UIN Sunan Kalijaga Yogyakarta, 2010),Unpublished.

Sani Nala Kuriyawan, "Problematika Pelaksanaan Pembelajaran Bahasa Inggris di...". Skripsi Pendidikan Agama Islam, (Library: IAIN Sunan Ampel Surabaya, 2009). KT-035 PAI

- **WEBSITES**

APA Citation: Standridge. M.. (2002). Behaviorism. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <insert date>, from http://projects.coe.uga.edu/epltt/

DeMar. G. (n.d.). Behaviorism.Retrieved September 19, 2003, from http:_www.forerunner.com/forerunner/X0497DeMar-Behaviorism.html

Commons. ML (2001). "A short history of the Society for the Quantitative Analysis of Behavior" (pdf). Behavior Analyst Today 2 (3): 275–279.

http://www.learning-theories.com/behaviorism.html.

http://www.behavior-analyst-today.com/VOL-2/BAT-2-   3.pdf.   Retrieved
    2008-01-10.

http:/en. wikipedia. org/wiki/Behaviorism.

http:// akhmad Sudrajat. Wordpress.com/ 2008/07/08/ Behaviorisme.

http: // bbc.Learning English.com

http://webcache.googleusercontent.com/search?q=cache:Pz1rXkiqLg8J:www.lear
    ningandteaching.info/learning/behaviour.htm+behaviorism+theory&cd=20
    &hl=id&ct=clnk&gl=id Accessed: 15 June   2010   The   Basics   of
    Behaviorism

http://www.englishraven.com/methodology.html - Ted Power, English Language
    Learning and Teaching HOME ENGLISH www.eslabout.com Teaching
    Techniques

APA Citation: Standridge, M.. (2002). Behaviorism. In M. Orey (Ed.), Emerging
    perspectives on learning, teaching, and technology. Retrieved <insert date>,
    from http://projects.coe.uga.edu/epltt/

Baum, W.M. (2003). "The molar view of behavior and its usefulness in behavior
    analysis". Behavior Analyst   Today   4:   78–81.
    http://www.doaj.org/doaj?func=abstract&id=206927. Retrieved 2008-   01-
    10.

Commons, ML (2001). "A short history of the Society for the Quantitative
    Analysis of Behavior" (pdf).   Behavior Analyst Today 2 (3): 275–279.

DeMar, G. (n.d.). Behaviorism.Retrieved September 19, 2003, from
    http://www.forerunner.com/forerunner/X0497DeMar-Behaviorism.html

Dennett, DC. "The Message is: There is no Medium". Tufts University.
    http://ase.tufts.edu/cogstud/papers/msgisno.htm. Retrieved 2008-01-10.

Fantino, E.; Stolarz-fantino, S.; Navarro, A. (2003). "Logical fallacies: A behavioral approach to reasoning". The Behavior Analyst Today 4: 109–17. http://www.doaj.org/doaj?func=abstract&id=207433. Retrieved 2008-01-10.

Skinner, B.F. (16 April 1984). "The operational analysis of psychological terms". Behavioral and brain sciences(Print) 7 (4): 547–581. http://cat.inist.fr/?aModele=afficheN&cpsidt=9212556. Retrieved 2008-01-10.

Moxley, RA (2004). "Pragmatic selectionism: The philosophy of behavior analysis" (pdf). The Behavior Analyst Today 5 (1): 108–125. http://www.behavior-analyst-today.com/VOL-5/BAT-5-1.pdf. Retrieved 2008-01-10..