The Behaviorism Perspectives on English Learning: Its Theorical and Implications for Foreign English Learner in Online Learning Era

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ABSTRACT

The successful of teaching learning process not only focus on the technique and the materials. Especially to learn English Subject the lecturer should attend in linguistic perspective especially in this case discuss about behaviorism perspective. Behaviorism is one of the learning perspectives centered on instructors for a long time, as an education regulator, shaping every aspect of the curriculum and commands. This paper presents an explanation of the characteristics of behavior, its philosophical and basic theory and the application of behaviorist theory to teach foreign language learner in Campus 7 Poltekkes Kemenkes Semarang in Environmental Health Department in online era. which has connection with theory which under pines the widely used Audio lingual Method by lecturers. In line, behaviorism perspective also has a close relationship with the audio lingual method to give reinforcement and encouragement to the students. So the important application in this case is the psychological aspects of students in the online era learning and is supported by the appropriate learning method.

Keywords: *behaviorism perspectives; English subject; audio lingual method*

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INTRODUCTION

The world today has made many changes, this is due to the Covid-19 pandemic, which in the end all sectors of life have to adapt to new habits. Starting from the economic sector, factories, machine systems, education and many more. In this case the researcher will discuss the field of education. With this pandemic, it looks like lecturers and instructors around the world must have impromptu learning curricula. Based on this, the researcher views the importance of the instructor's role to pay attention to the psychological side of students in adjusting to these new habits. Researchers in the scope of education have started examining the characteristics of online classroom technology can encourage the existence of an online classroom system that is equivalent to a face-to-face class in terms of pedagogic quality. That the development of online learning has transformed traditional learning classes by writing subjects matter on the blackboard or teaching face-to-face into teaching in cyberspace and using different media. This changing environment is causing educators to take a closer look at how students learn best in the 21st century. Behaviorism is a theory that is starting to be used and immediately applied by lecturers and instructors in the online learning process where educators not only do traditional learning, but begin to make new habits in themselves and their students. The educator's view of applied linguistics as popularized by Pavlov, Skinner, Watson, and Thorndike advocates of behaviorism, studies how learning can be affected by changing environments and trying to prove that behavior is predictable and controlled (Skinner, 1974). Behavior believes that "only outside behavior is observable, measurable, worthy of scientific investigation" (Bush, 2006, p. 100). Therefore, their focus is learning as it is affected by behavioral changes. They concluded that given the influence of the right environment, all learners gained an identical understanding and that all students could learn (Weggar, 2012).

Therefore, the researcher conducted this research to know (a) Does behaviorism perspectives appropriate with learning process in today's online era?, (b) What are techniques of Audio Lingual Method that often use in teaching learning process?

Theory of behaviorism

Behavioral theory refers to the study of excessive behavior that can be observed and measured. This assumes that the mind as a "black box" in the sense that the response to stimulus can be observed quantitatively, and ignores the possibility that cognitive processes

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can occur in the mind. (Fauziati Endang, 2009). In addition, behaviorism also called Behavioral Psychology. This approach relates only to observable stimulus response behavior and describes all behaviors studied with interactions with the environment. There are four experts in behaviorist theory:

1. Pavlov

   Stimulus and response work together.

   His experiment was conducted by stimulating a dog to salivate when stomping on a fork. The salivation is the response The stomping fork (food) is the stimulus.

2. Watson

   Watson (1913) believed that with the conditioning process, it can build a series of stimulus - response connections, and more diverse behaviors learned by building a series of responses. The example of this condition; One baby named Jensen who previously liked and attempted to caress a black rat was then conditioned by Watson when it came to fear. This is done by producing a loud clinking sound whenever the rat is brought towards Jensen

   Because Watson repeatedly stimulated Jensen to feel scared when the rat came

3. Thorndike

   Thorndike Learning is the process of forming associations or responsibilities, which he defines as "the relationship of certain actions to a particular situation pleasure " (1898). In this case, Thorndike classified into three laws of learning:

   a. Law of Readiness when human beings are prepared to do some work, the actions performed are satisfactory, but when human beings do not want to work, the results are unsatisfactory.

   b. Law of Exercise means the connection is strengthened by exercise and weakened when the exercise is stopped.

   c. Law of Effect means that when pleasant or satisfying consequences follow response and will be repeated. However, when painful consequences attend that response tends to be ignored.
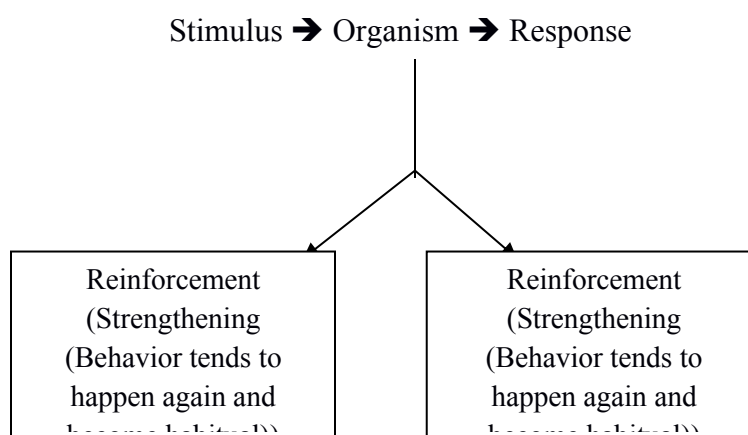
4. Skinner

   The theory of Skinner called operant conditioning behaviors. These are manipulated when they are followed by positive or negative reinforcement. Skinner said that positive reinforcement improves desired behavior by following them with rewards. For example, if a mouse's food is thrown away every time the rat pushes the pedal, it

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will repeatedly push the same pedal to get a more edible treat. The action of pushing the pedal, is the desired behavior, then reinforced with food. Therefore, negative reinforcement improves desired behavior by giving subjects the opportunity to escape punishment through their efforts.

An example of this condition is, if a mouse receives a painful electric shock that will not stop unless it presses the pedal, the mouse will begin to press it quickly following each initial jolt to relieve its pain. The act of pushing the pedal, the desired behavior, has been re-amplified, albeit by a different method than before.

Learning is the result of external factors that operate and shape the behavior of organisms. Given the proper reinforcement, behavior will change. Learners are responsible for stimulus, and the response must be active.

Stimulus ➔ Organism ➔ Response

Reinforcement (Strengthening (Behavior tends to happen again and	Reinforcement (Strengthening (Behavior tends to happen again and

The application of behaviorist theory in foreign languages learning

The simplicity and engagement of learning this theory is a mechanical habit and is the result of the frequent reinforcement of the sequence of stimulus and response that has a major impact on language teaching. This provides a theory of learning, which underlies the Audio-Lingual Method (ALM) used in the 1950s and 1960s.

There are 2 concepts in ALM:

1. The Behaviorist stimulus-response
2. The assumption that second language learning should reflect and mimic the perceived process of learning mother tongue. There are three crucial elements in learning: stimulus, response and reinforcement. Stimulus, which serves to bring up behavior; response triggered by stimulus; and reinforcement that serves to show an appropriate response and encourage repetition of future responses. Therefore,

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learning can be described as formation of a relationship between stimuli and responses. (Skinner,1957; Brown,1980)

The Basic Assumption of ALM

- ALM is an oral-based approach.
- A student drill approach in the use of grammar sentence patterns.
- Based on behavioral psychology (Skinner).
- Conditioning to respond correctly to stimuli through formation and reinforcement.
- Habit-formation

Principles of the ALM

- Native languages and target languages have separate linguistic systems. They must be kept in order for the student's native language to interfere as thoroughly as possible with the student's efforts to acquire the target language.

- One of the main roles of language instructors is the target language model. Instructors should give students a model like native speakers. By listening to how it should sound, students should be able to imitate the model.

- Language learning is the process of habit formation. The more students repeat the language, the stronger the habit and the greater the chance of being able to use the language.

- The main purpose of language students should be to learn to respond to verbal and nonverbal stimuli (Instructors use verbal cues and image cues).

- Each language has a limited number of patterns. Pattern exercises help students to form habits that allow students to use patterns.

- The main purpose of language teaching is for students to acquire structural patterns. New vocabulary is introduced through dialogue lines; because vocabulary is limited.

- It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the instructor.

- Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the instructor's responsibilities is to present information about that culture.

- It is important to prevent learners from making mistakes. Mistakes lead to the formation of bad habits. When student makes mistakes, the instructor must help correct it immediately.

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- Language is inseparable from culture. Culture is not only literature and art, but also the everyday behavior of people who use the target language. Then instructors should also be able to explain the language and cultural

There are some techniques of the Audio-lingual method according to Brook (1964, 156-61) as follows:

a. Dialogue Memorization

Students memorize the dialogue given through imitate, then student take a role of one person in the dialogue to the instructor

b. Backward Build-up (Expansion) Drill

This exercise is used when long dialogue makes it difficult for students. The instructor divides the lines into sections. Students repeat part of a sentence, usually the last sentence of a line. Then the instructor instructs students and students develop the sections they repeat by section so they can repeat the entire line.

c. Repetition Drill

Students asked to repeat the instructors model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

d. Chain Drill

Chain exercises get clues from chain conversations formed around the room as students, one by one, ask each other questions and answer each other's questions. The instructor starts the chain by greeting a specific student, or asking him or her a question. The student responds, then turns to the student sitting next to him. The first student greets or asks a question about the second student and the chain continues.

e. Single-slot Substitution Drill

The instructor says in line, after all, the instructor says a word or phrase called a cue. The students repeat the line the instructor gave them, replacing the cue into the line in the right place.

f. Multiple-slot Substitution Drill

For some Drill Substitution slots, instructors give cue phrases, one at a time, that match different slots in the dialog line.

g. Transformation Drill

The instructor gives students a certain kind of sentence pattern, students are asked to transform this sentence into negative of interrogative.

h. Question-and-answer Drill

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This drill gives students practice with answering questions. The students should answer the instructor's question very quickly.

i. Use of Minimal Pairs

The instructor work with pairs of different words in just one voice; for example fan/van, students are first asked to see the difference between two words and then students know how to pronounce them.

j. Complete the Dialogue

Select words are eliminated from a dialogue students have learned. Students complete the dialogue by filling the blank with the missing words.

k. Grammar Game

The game is like a supermarket alphabet game. It is designed to practice grammar points in context. The game starts with students in need of items starting with the letter "H". The student says 'I'm going to go to the supermarket, I need to buy a Towel' the next student says 'I'm going to go to the supermarket, she needs some towels, I need a toothbrush (or toothpaste you can replace with the letter 'P' at the beginning).the third student goes 'I'm going to the supermarket, she needs a towel, toothbrush and soap Continue until the last student.

Based on the example and exposure above it can conclude that method of Audio Lingual as in Situational Language Teaching, the instructor's role is central and active; it is a instructor-dominated method.

METHOD

In this paper, the researcher used descriptive method. Ali, Muhammad (1982, p.120) said that "descriptive research methods are used to solve as well as answer problems that occur in the present". This method would be done by taking the steps of collecting, classifying, and analyzing or processing data, making conclusions and reports with the main aim of making an objective description of a situation in a description. In this paper the researcher describes a new phenomenon that occurs in the education scope due to a pandemic, which makes some rules or learning components must change too.

Nasution (2003,p. 61) said that there are some characteristic of descriptive method as follows:

a) Focus on solutions to problems that exist in the present or actual problems

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b) The data collected is initially collated, described and then analyzed. Therefore this method is often called the method of analysis.

Based on the explanation above, this paper would be describe the suggestion in new habit era because of pandemy. (Margareta, Shinta:2013) As for the basis of researchers using descriptive methods, namely:

1. This paper reveals the up date problems that occur in the present.

2. With this method can present an explanation of the relationship between the implementation of the learning system and the coordination between the lecturer / instructor and the leader

3. This method can also be used as data collection, data preparation, data interpretation and data conclusions.

Technique for Collecting Data

- Observation

The researcher did the observation 3 times in A, B, and C class of Environmental Health Department in Campus 7 Poltekkes Kemenkes Semarang.

- Interview

In this study, the researcher conducted the interview with free or unguided interview. In this method, the interviewer used a set of questions and each question is developed to gain details information.

- Documentation

Arikunto (1998:135) stated, "In the execution of the documentation methods, researcher investigating the written items In this case the researcher took the documentation such as syllabus documents, regulations, meeting minutes, and diaries.

Data validity

Based on Sugiono (2015: 373-374) triangulation is divided into three types; there are triangulation of data source, technique, and time . Those three triangulation are explained below.

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- Triangulation of data source

Source triangulation is functioned to examine the data credibility through some resources that have been checked.

- Triangulation of technique

Triangulation technique is used to check the credibility of the data by checking the data to the same source with different techniques. Then after using different testing techniques, the researcher must carry out further discussion of the data sources to ensure that they are correct or not.

- Triangulation of time

Time affects data credibility; This means that researchers must conduct interviews at the appropriate time, so that the data obtained is valid. If the data is tested by different techniques, yielding different results, then the interview must be repeated to obtain data certainty.

Therefore in this case, the researcher used triangulation of technique to gain the valid data.

RESULT AND DISCUSSION

In this research, there are two problem statements that contain some explanations which are compared with theory. There were: (a) Does behaviorism perspectives appropriate with learning process in today's online era?, (b) What are techniques of Audio Lingual Method that often use in teaching learning process?

Behaviorism perspectives appropriate with learning process in today's era

The result of this research was supported by Watson (1913) believes that by the process of conditioning we can build a set of stimulus –response connections, and more complex behaviors are learned by building up series of responses. Based on the explanation and researchers' observations, why does the researcher want to use linguistic theory and connect it with the ALM method which adopts a lecturer / instructor center? Because sometimes students are only free to search for material freely either through cyberspace, books, or other media, but contrary with the goals, there are a lot of of materials just become

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a pile of files that they rarely open. For this reason, in this case, the author recommends teaching a instructor center because of the problems in this era, students must be tied to an institution, but because of the pandemic, they may even have never come to their campus / school.

Returning to the track of why it should be a instructor center, researcher think that students need and must know who the lecturers / instructors are. Then, by getting to know the small scope of the institution, especially the lecturers, they will get directions from the instructor / lecturer and the advantage is that there will be feedback that can be done from students to lecturers and vice verse. Although in the end there is no problem if students continue to explore their knowledge by reading articles , searching in the internet and many more. Watson (1913) believes that by the process of conditioning we can build a set of stimulus –response connections, and more complex behaviors are learned by building up series of responses. Reinforced by opinion of Thorndike, he said that Thorndike Learning is the process of forming association or bonds, which he defined as " the connection of a certain act with certain situation and resultant pleasure " (1898). In this case, Thorndike classified into three laws of learning ; Law of Readiness, Law of Exercise and Law of Effect

Based on the three classifications the researcher concluded that to create harmony between institutional objectives by teaching and learning in online classes, it must be done with a clear stimulus and response between students and lecturers.

Techniques of audio lingual method that often use in teaching learning process

1. Repetition Drill

   In this case, the lecturer asked to the students to repeat the instructor model as accurately and as quickly as possible with the game tongue twister game. The lecturer give the sentence, then give the example and asked the student to repeat and repeat quickly one by one with the time maximal 5 seconds.

2. Transformation Drill

   In this drill the lecturer gives students a certain kind of sentence pattern,therefore students are asked to transform the sentence into negative, positive or interrogative form.

3. Question-and-answer Drill

   This drill gives students practice with answering questions. This drill aims to find out if students understand the material that has been taught and asked to repeat it. From

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the data that the author can in the field, shows that when the lecturer asks and the student answers automatically there will be a challenge for students to remember the material and answer immediately. In other words students will practice what repetition is

4. Use of Minimal Pairs

In this technique the instructor work with pairs of different words in just one voice; for example fan/van, students are first asked to see the difference between two words and then students know how to pronounce them. On the other hand the lecturer explains what is minimal pairs first in order to make sure that the students connect with the commands and the rule of the technique.

5. Complete the Dialogue

Select words are eliminated from a dialogue students have learned. Students complete the dialogue by filling the blank with the appropriate form of grammar in the missing words. Therefore, based on data that researcher obtained, the lecturer give the exercise after explaining the material about one of tenses or more, then the lecturer try to give test with different sentence but still with the same tenses to fill with the correct pattern/tenses. Then, the lecturer also implement in TOEFL test also, because in TOEFL there are many parts of skill such as structure, reading, written expression, vocabulary and listening that need the skill of proper grammar to fill the blank.

CONCLUSION

In this paper, the researcher draws conclusion according the results of the data as follows:

1. A set of stimulus –response can build the connections, and more complex behaviors are learned by building up series of responses. In this case the behaviorism perspectives is matched with Audio-lingual Method to encourage foreign language teaching in Poltekkes Kemenkes Semarang especially in Covid 19 Pandemic era to make good connection and feedback between the lecturers and the students.

2. There are 5 techniques in Audio Lingual Methods that often use in teaching learning process that the researcher obtained in Campus 7 Poltekkes Kemenkes

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Semarang in Environmental Health Department such as : Repetition Drill; Transformation Drill ;Question-and-answer Drill; Use of Minimal Pairs; and Complete the Dialogue

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