

Implementation of Behavioristic Learning Theory in Language Learning

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Abstract

This research is a literature study using a qualitative approach. This study aims to describe behavioristic learning theory and its implementation in learning Indonesian. The data in this study were collected as analytic descriptive data. The author collects information from various references in the form of books and other written sources that are relevant to the problems studied. Behavioristic learning theory is oriented towards measurable and observable results. Repetition and training are used so that these behaviors can become habits in behavior. The expected result of the application of behavioristic learning theory is the formation of a highly desirable behavior. The behavior that gets positive reinforcement and inappropriate behavior gets negative rewards and the evaluation or final result is based on a behavior that is seen or shown.

Keywords: Implementation, Behavioristic Learning Theory, Indonesian Language Learning.

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INTRODUCTION

Learning theory is an attempt to describe how humans learn, thereby helping teachers understand the complex processes of learning. The teacher's task is not only to convey information to students, but the teacher is also a facilitator whose job is to provide convenience in student learning. Teachers are required to be able to prepare the learning process properly to become a motivator, and teachers must make an optimal effort to prepare learning designs that are in accordance with the characteristics of students, to achieve learning objectives.

Learning theory was raised by educational psychologists after they had difficulty explaining the learning process as a whole. Psychologists smooth out this difficulty with the term: clarify understanding and the learning process (Zaini, 2017) Learning is a process by which a person goes from not knowing to knowing. This learning process begins when humans are babies throughout their lives. The human capacity to learn is an important characteristic that distinguishes humans from other living things.

Behavioristic learning theory is a change in behavior that can be observed, this change occurs through stimuli (stimuli) that give rise to reactive behavior (response) based on mechanistic laws. Stimulus is anything that is given by the teacher to students in the language learning process, while the response is in the form of student reactions or responses to the stimulus given by the teacher. A student is considered to have learned something if the student can show changes in his behavior. According to this theory, the important learning activities are the



input in the form of a stimulus or whatever has been given by the teacher to students and the output in the form of a response or student reaction to the stimulus given by the teacher.

Gage and Berliner stated that according to behavioristic theory learning is a change in behavior as a result of experience (Abidin, 2022). In essence, this behavioristic theory emphasizes measurement, because measurement is an important thing to see whether or not there is a change in behavior that appears as a result of learning.

The implementation of behavioristic theory in language learning activities includes several things such as learning objectives, learning materials, student characteristics, media and learning facilities in schools in general. Learning that is guided by this behavioristic theory views that knowledge is objective, certain, fixed, and unchanging. Knowledge has been neatly arranged, so that learning is the acquisition of knowledge, while teaching is transferring knowledge to the learner or student. "Students are expected to have the same understanding of the knowledge being taught. That is, what is understood by the teacher is what students must understand" (Asfar et al., 2019)

Habit and discipline become a guide in learning, so that learning is more associated with the learning process. Failure in knowledge is categorized as a mistake that needs to be punished and success in learning is categorized as a form of behavior that deserves a reward. Without language someone will not be able to communicate with others. Communication between teachers and students can be well established using language so it is not surprising that language is considered as an indicator of a student's success. Before he learns other knowledges, he needs to use language in order to understand them well.

Based on the description above, the authors are interested in examining more deeply the Implementation of Behavioristic Learning Theory in Language Learning. This research is a conceptual study using a descriptive-qualitative method. This study aims to describe Behavioristic learning theory, and its implementation in Language Learning.

METHOD

The type of research used in this study is library research or library research that is of a literary nature, or a study carried out to solve a problem with relevant library materials (Yulianti et al., 2021). The data in this study were collected as analytic descriptive data. This study uses a descriptive qualitative research approach. as a research procedure that produces descriptive data in the form of written words that are observed (Yulianti, 2020). The author collects information from various references in the form of books and other written sources that are relevant to the problem under study. By collecting literature and expert opinions, including those found in books and other writings related to this research, the authors reveal the concept of behavioristic learning theory so that it can be implemented in language learning.

RESULTS AND DISCUSSION

1. Behavioristic Learning Theory

Behavioristic learning theory is a change in behavior as a result of

experience (Maman Rachman, 2012). Learning is the result of the interaction between stimulus and response (Iswadi, 1904). Someone is considered to have learned something if he can show changes in his behavior. According to this theory in learning what is important is the input in the form of a stimulus and the output in the form of a response. stimulus is whatever is given by the teacher to students, while the response is in the form of student reactions or responses to the stimulus given by the teacher. The process that occurs between stimulus and response is not important to note because it cannot be observed and cannot be measured. What can be observed is stimulus and response, therefore what is given by the teacher (stimulus) and what is received by students (response) must be observable and measurable. This theory prioritizes measurement, because measurement is an important thing to see whether or not a change in behavior occurs.

The factors that are considered important by the behavioristic school are reinforcement and punishment factors. The amplifier consists of a positive amplifier and a negative amplifier. In positive reinforcement, the expected behavior is formed because it is followed by a pleasant stimulus. For example: positive comments from the teacher (fun stimulus) will encourage students to learn language. Negative reinforcers shape the expected behavior because students want to avoid unpleasant stimuli. For example: Mother does not give pocket money (unpleasant stimulus) if the child does not want to help his mother. The difference between positive reinforcers and negative reinforcers. In positive reinforcers, students behave positively to get a pleasant stimulus, while in negative reinforcers students behave to avoid unpleasant stimuli. The difference between negative reinforcement and punishment is that negative reinforcement develops the desired behavior, while punishment eliminates the desired behavior.

The view from behavioristic theory, a child from birth does not have a linguistic structure, where children are born without being equipped with language. In this context, children are considered to have no ability or capacity for language. Children are present or born on this earth like an empty barrel that has not been filled with water, then parents, education and the environment play a role in shaping children's behavior. It was also explained that children's knowledge and skills in language were obtained through experience. (Sudarti, 2019) suggests that behavioristic theory examines human behavior which is the real action of several stimuli. This theory became known as the Stimulus-Response-Reinforcement Theory.

2. Views of Behavioristic Learning Theory on the Language Learning Process.

Learning is a behavioral process that is observed in a relatively long time as a result of an experience in the environment. Meanwhile, according to (Nasution & Casmini, 2020), the behavioristic approach develops by conducting trials or experiments, both set on humans and on animals. There are four main philosophical principles in the development of this theory, namely: (1) Humans are highly developed animals and humans learn in the same way as other animals do; (2) Education is a process of changing behavior; (3) The teacher's role is to create an effective learning environment, efficiency, economy, accuracy; (4)

Objectivity is the main concern in education.

Learning is understood as a stage of change from all individual behavior that is relatively sedentary as a result of experience and interaction in the environment which involves behavioral processes that arise as a result of physical maturity processes, drunkenness, fatigue and boredom cannot be seen as a learning process (Asfar et al., 2019). Learning Process Is the interaction that occurs between stimulus and response. Someone is considered to have done learning if he can show changes from what he is doing.

3. Implementation of Behavioristic Learning Theory in Language Learning.

(Arisnaini, 2022) Says that language learning takes place in five stages, (1) Trial and error; (2) Remembering; (3) Mimicking, (4) Associating; and (5) Make an analogy. From these five steps it can be concluded that language learning is a habitual process that we do. In Behaviorist learning theory, all behavior from humans is a language behavior that becomes a manifestation of a stimulus and response that is carried out repeatedly which will become a habit.

Activities in the implementation of behavioristic learning theory in language learning that can be developed are: (1) Introduction to listening and speaking skills as a prelude to learning before reading and writing skills; (2) Active and continuous practice and use of language so that students have language skills and form the habit of using language; (3) Creating a conducive language environment so as to support the language habituation process effectively. As for one of the factors that determine a success in the language learning process is the environment. The aim of creating a language environment is to get used to using language communicatively, by practicing conversations, discussions, seminars, lectures, and expression through writing. (4) The use of learning media that allows students to think about and interact with native speakers; and (5) Motivating language teachers to speak properly and correctly, so that they can become good role models for students in language learning.

From the explanation above, it can be concluded that there are three main things that are the main focus in language learning based on behavioristic learning theory, namely: (1) Repeated practice so that it becomes a habit; (2) Creating an active and conducive language environment; and (3) Encouraging balanced language activities between theory and practice. As for language learning, it must prioritize mastery of the rules of language or grammar. Therefore, language learning needs to be emphasized on knowledge of language structure which includes phonology, morphology, and syntax. Knowledge of sentence patterns, word patterns, and syllables is very important so students will be careful in constructing sentences, because they already understand the rules in the language.

Behavioristic Learning Theory has several principles including: (1) Language is an oral phenomenon and not a written phenomenon. (2) Every language is different. Each language has its own unique rules for expressing an idea that is different from other languages. Therefore, there are neither primitive nor modern languages; (3) Language is habitual behavior. Language is acquired through a process of imitation, repetition, and reinforcement of language elements and patterns; (4) Language is an oral expression used in everyday life, not patterns

or linguistic rules conveyed by linguists (linguists); (5) Language teachers should teach the language itself practically, not teach knowledge of the language. Language learning should be done by practicing the use of patterns and sentence structures, and not spending time on formal rules; (6) Staged in teaching patterns, elements, and language skills. Starting from the easiest and simplest, to the most difficult and complex; and (7) Language pattern exercises can be started from repeating, changing sentences, replacing words, filling in gap sentences, and answering questions.

Implementation of behavioristic theory in language learning, namely: (1) Practice repeating Indonesian utterances so that students are accustomed to using Indonesian; (2) Practice changing the types of sentences, so that students don't only understand one sentence form in Indonesian; (3) Exercises to expand sentence patterns, so that students do not only understand S+P sentence patterns, but also have more knowledge in language; and (4) linking exercises, students are expected to be able to understand the forms of cohesion and coherence in a sentence.

- (1) Latihan mengulang-ulang kalimat dalam bahasa Indonesia
 - a. The boy is collecting small stones
 - b. Even though he is already a gentleman, his style is still like that of a young man
 - c. The behavior of that person is still like a child
 - d. Even if you are already a mother, your clothing style is still cool and up to date
 - e. The younger brother was crying because there was a spider
 - f. The butterfly is really beautiful and charming
 - g. Zoya and her friends go to school by car
 - h. The plane was dimly visible in the sky
 - i. Andi and Lita are planning to go for a walk
 - j. The coconuts are big

- (2) Exercise Changing the type of sentence
 - a. Change the first person pronoun to third person
For example: Arganta: I will definitely beat the reigning champion in the chess tournament this time.
 - b. Changed into an indirect sentence: Arganta said that he would definitely beat the defending champion in the tournament this time. the first person pronoun "I" is changed to "He" or the third person's name.
For example: "I will continue to look for my sister until I find her" said Denis
the indirect sentence is: Denis said that he will continue to look for his sister until he finds her.
 - c. the first person pronoun "I" is changed to "He" or the third person's name.
For example: "I will continue to look for my sister until I find her" said Denis
the indirect sentence is: Denis said that he will continue to look for his sister until he finds her.

- d. The first person pronoun "we" is changed to "they" or the third person pronoun.
for example: The worker says, "We want to collect last month's unpaid wages."
changed to indirect speech: The workers said they wanted to collect last month's unpaid wages.

(3) Expansion of sentence patterns

- a. Father stated that today he would leave the company.
- b. Anto likes languages, while Dodo likes literature.
- c. When he arrived at his house, Anto immediately looked for his mother.
- d. In the corner there is a small cupboard to put operating tools.
- e. Leni likes Andi, while Andi loves Lina

(4) Exercises connecting sentences (Cohesion and Coherence)

Example of cohesion:

- a. Mr. Anton teaches Biology and Arts. This lesson is the subject that is most mastered by Mr. Anton. In addition, Mr. Anton also has good teaching skills.

Analysis:

There are the words "the lesson" which means that the lesson in question is biology and art. It can be said in the paragraph that there is a relationship and in accordance with the rules of cohesion.

- b. Sara's phone rang while the exam was in progress. This made the examiner angry.

Analysis:

In the example paragraph, there is the word that which means that the incident when Sara's phone rang was during an exam.

- c. Grandfather and grandmother went to the market together by motorcycle. They left early in the morning and when Kinan had not woken up.

Analysis:

In this example, there is the word they, which means that the word refers to grandparents.

Example of coherence:

- a. Work hard. You can collect as much money as possible.

In the example above, the first and second sentences are different sentences. However, it appears that the second sentence is a support for the first sentence.

- b. The chair looks old but still usable. Pak Ahsan is the owner, he is very diligent in taking care of his chair.

In the example above, it can be seen that the second sentence provides the support contained in the first sentence as the main idea

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Behavioristic learning theory is a change in behavior as a result of an

experience. Learning is also the result of the interaction between stimulus and response. Someone will be considered to have learned if he shows a change in behavior. According to this theory, the most important learning is the input, which is called the stimulus, and the output, which is called the response. Stimulus is a gift in any form by the teacher to students, while the response is in the form of a reaction or response from students to the stimulus given by the teacher. Therefore, whatever is given by the teacher in the form of a stimulus and whatever the student receives in the form of a response must be observable and measurable. This theory prioritizes measurement, because measurement is an important thing to see whether or not a change in behavior occurs.

The learning model applied in this lesson is: (1) Repeating sentences and conversations in Indonesian; (2) Practice changing the types of sentences; (3) sentence pattern expansion exercises; and (4) practice connecting sentences. According to the view of behavioristic learning theory, teachers and the environment play an important role in the achievement of a process of learning Indonesian as a second language, both in the formal environment (school) and in the informal environment (home/family).

B. Suggestion

The results of this study can be used as reference material in conducting better research on behavioristic learning theory and language in general. With the existence of research on the implementation of behavioristic learning theory in language learning, it is hoped that students, especially students of Indonesian language and literature, can be more creative and learn more about linguistics.

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