

THE EFFECT OF BEHAVIORISM LEARNING MODEL ON STUDENTS' SPEAKING SKILLS

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ABSTRAK

Penelitian ini bertujuan untuk menjawab dua permasalahan yaitu: 1) bagaimana peningkatan kemampuan berbicara mahasiswa menggunakan metode Behaviorisme di asrama mahasiswa program Khusus Kelas Internasional IAIN Salatiga; 2) seberapa penting penggunaan model belajar Behaviorisme dalam meningkatkan kemampuan berbicara mahasiswa di asrama program Khusus Kelas Internasional IAIN Salatiga. Dengan menggunakan pendekatan kuantitatif dan model pre-experimen, penelitian ini memperoleh angka peningkatan kemampuan berbicara mahasiswa dan juga mendapatkan tingkat keberartian peningkatan tersebut. Secara umum, mahasiswa angkatan 2018 meningkat sebanyak 11.37 poin sedangkan mahasiswa angkatan 2019 mendapatkan 24.30 poin peningkatan. Berdasarkan perhitungan nilai N-Gain, mahasiswa angkatan 2018 berada dalam angka 0.36 dan mahasiswa angkatan 2019 berada dalam angka 0.49 dimana kedua angka tersebut masuk dalam kategori kelas menengah dalam rentang $0.3 \leq g \leq 0.7$. Artinya, penggunaan metode Behaviorisme ini cukup efektif dalam meningkatkan kemampuan berbicara mahasiswa. Hasil penelitian ini kemudian menjadi tambahan data kuantitatif terhadap penelitian terdahulu yang menjelaskan secara kualitatif tentang penggunaan metode Behaviorisme di asrama siswa sebagai salah satu model pembelajaran bahasa.

Kata kunci: Behaviorisme, kemampuan berbicara, model belajar bahasa

ABSTRACT

This research aims to answer two issues: 1) How is the improvement of students' speaking skills using Behaviourism method in the boarding house of International Class Program IAIN Salatiga; 2) how significant is the implementation of behaviourism learning model in improving students' speaking skills in the boarding house of International Class Program IAIN Salatiga. By incorporating quantitative approach and pre-experimental model, this research acquires the number of improvement of students' speaking skills and respectively finds the level of significance of the improvement. In average, students of batch 2018 reach 11.37 points of improvement on their speaking skills, whilst students of batch 2019 achieve 24.30 points of improvement. Based on the table of N-Gain criteria, the score of N-Gain 0.36 for batch 2018 and 0.49 for batch 2019 belong to medium category of $0.3 \leq g \leq 0.7$. In conclusion, the implementation

of behaviourism learning model is relatively effective in improving students' speaking skills. The result of this research becomes additional quantitative data to the previous research that qualitatively explain the use of behaviourism method in students' boarding house as one of language learning model.

Keywords: Behaviourism, speaking skills, language learning model

INTRODUCTION

Productive skills of language including writing and speaking becomes indispensable needs in communication of global network. The skills in articulating thoughts into written form normally apply in indirect or asynchronous communication. Such communication possesses time gap and discrepancy, so the message senders can have ample time to prepare the content for the writing before they finally decide to send the message.

Different from oral communication, the brain should accelerate and be precise to interpretate thoughts directly and automatically in the form of utterance, confirmation, respond towards questions and answers to get reciprocal understanding from the senders and receivers. If the communication does not fulfil such requirements, it will be halted and stuck into one way communication.

Regarding the language concept of 'language is a matter of habit', language is closely correlated to habit that it is actually on the basis of how people develop certain language activities into regular activities. Eventually, the language activities become something in common and automatic both in the brain and articulation. In terms of English as foreign language in Indonesia, the people with speaking proficiency envision to automatically switch from their mother language into the target language without any significant hesitation.

Independent learning is the key to intensify the effort in creating new habits or personal culture starting from the process of oppression, into habit and culture. In the case of language learning, the one who is successful in creating language habit will feel comfortable using English in daily basis. For that reason, the system of self-regulated learning per se independent learning, finding

information, doing the tasks using technology or other resources is literally important. The system itself is actually the process of personal structuring in which learners transform their mental and physical abilities into certain skills related to the task (Zimmerman, 2001). To gain such learning skills, learners need to recognize the scale of needs and options (Winnie & Hadwin, 2010).

Peer teaching or group work can also be an alternative to accelerate learning output in which learners interchange and discuss information and learning materials with other better learners. In Indonesia, this option of peer teaching seems to dominate because students can learn from their classmates (Febianti: 2014) with better understanding toward the materials without any reluctant and discomfort. Recently, this method becomes a trend since it creates positive learning environment for students.

In practice, the implementation sample of peer teaching and group work can be reflected from Kampung Inggris Pare Kediri which has been launched 44 years ago in 1976 (Media, 2012). It

started from a group of students who learned English intensively from the teacher in the class and their classmates, the people outside of the class. Started from a house, it now capitalises the accommodation in the village and transforms it into classes. The learning concept in this village is relatively typical by intensively maintaining students living in one accommodation, and the students learn together in classes. Moreover, they do daily chores and activities using English as communication tools. By so doing, the participants of the course can skyrocket their self-confidence and speaking proficiency during the time of their course because they get exposure inside and outside of the classes. It means the learning design, rules and management in the accommodation has succeeded in transforming the students into a new language habit including speaking skills. It can be the visual about the importance of creating supportive language environment, so students can get more exposure inside and outside of the classes in daily basis through receptive and productive activities.

The learning model in Kampung Pare is in line with behaviourism theories that learner's attitude is affected by the existence of stimulus and respond (Fauziati, 2016). In fact, this model also important in the process of foreign language learning (Budiman, 2017). Fauziati (2016) explains that several methods that adopt behaviourism learning model include: Grammar Translation Method (GTM), Audiolingual Method (ADL), Situational Language Teaching (SLT), dan Direct Method (DM). Those methods implement the form of habituation in learning in certain learning environment which has been designed to master language naturally.

Theoretically, the concept of behaviourism is the order of structuring certain behaviour through three stages including stimulus, response, and reinforcement. In this sense, Demirezen (1988) explained on the importance of verbal skill development through the stages of stimulus and response. As the result, there is a new behaviour as the effect of reinforcement and reward or compliment (Wilga Rivers, 1968, p.

73).The purpose of giving stimulus is to invite the expected response. If the response is different from the expectation, the process of giving stimulus requires interruption of reinforcement stage to reorient the behaviour for the expected response.

Literally, behaviourism is a popular research program or methodological commitment on the approximately second decade to the mid-decade of the 20th century, or at least until the beginning of cognitive knowledge revolution (Bechtel, Abrahamsen, dan Graham, 1998, p 15–17). Beside Ryle and Wittgenstein, philosophers who are concerned with behaviourism include Carnap (1932-33), Hempel (1949), and Quine (1960). Quine, for instance, applies behaviourism in learning language and claims that the ideas of psychological or mental activities have no place in the scientific record about the origin or the meaning of utterance. Discussing the meaning of utterance scientifically is talking about stimulus for that utterance, or literally called as "stimulus meaning". Moreover, Hempel (1949) states that all psychological utterances with

meaning can be translated into utterances that exclude psychological concept of physical activities.

The learning method of behaviourism seem promising, but some challenges entail. Behaviourism method is literally implemented in the environment of first language where the language posits as the mother tongue or native language for the society. The theory of behaviorism itself comes from psychology science founded by J.B. Watson, and this theory is mainly intended for native speakers (Demirezen, 1988). The advent of this method is as the resistant reaction toward the previous learning model that has been widely implemented in language learning i.e. Traditional Grammar.

Referring to the statement of Wilga Rivers (1968, p. 73), behaviourism theory applies the patterns of stimulus and response, conditioning, and formation of habit as the result of reward and punishment. The sample of this theory is the language development of infants that understand their first language by repeating the responses and receiving the correction repetitively from the people

surrounding. From that process, they are capable to produce sound, grouping sounds, and composing sentences based on the context and natural expression. Such circumstance becomes a complex process in which the infants are willing to deal with making mistakes in producing the language. The input of stimulus from surrounding and response from the infants are the sample of basic principle of behaviourism theory.

From the perspective of Skinner (1953), behaviour cannot be taken into account if it totally lives in an animal. Therefore, we have to move from operating inside of organism into outer of organism except there is weak point in the chain of cause and effect. So that, the second connection of neurologist is not defined by the stimulus of first environment, or the third by the second, the first and the third connection should be formally connected.

In this case, Skinner is not the pioneer in neuro science. For Skinner, neuro science assists him to identify the physical process or organism as the basis of animal and environment interaction. In this sense, he uses the

evidence or epistemic arguments on the previous description on radical behaviourism of interaction. Organism is not empty, and it should not be applied as a black box. Current actions will affect the next organism behaviour. Neuroscience depicts the mechanism of the box that allow recent scale-up stimulus to affect the future. Similarly, the box of nerves is not empty, but it cannot detach from the previous behaviour. It cannot operate the independent authority or non-environment on behaviour.

For the critics of behaviourism, it is obvious that occurrence and mainly human character behaviour do not depend on reinforcement of individual history. In fact, environment or learning history is represented by an individual and how it is represented. The fact that an environment that represented has limited or informed the functional connection between me and the environment and possibly from the perspective of anti-behaviourism as I detach my behaviour form the pre designed condition and reinforcement history. Regardless the effort and repetition to eat ice cream, it will not

be meaningful if I do not see the ice cream or visualise into my brain.

Also, many critics of behaviourism as the representative between environment and behaviour emerges, it indicates that Skinner (1953) is too restrictive or limited on the response toward brain mechanism role in producing and controlling behaviour. Our brain does not only play as passive memory bank of behaviour or environment interaction (Roediger dan Goff, 1998). The central neuro system, supporting the reinforcement, contains a system or sub system nerve computation that implements or decode the content representing anything from environment. It is also an active interpretation machine or semantic machinery which is often being sensitive in controlling behaviour and not affected by environment. The discussion on representation and interpretation become a perspective of the origin of behaviourism.

One of the aspirations from traditional behaviourism is that it tries to undo psychology to theories on how animal and human represent their environment. Historically, this effort is important because the

connection of behaviour and environment is seemingly visible and manageable experimentally. Unfortunately, for behaviourism, it is difficult to tight rules in psychology compared to the rules that prohibit the hypothesis on storage and representation process. Stich (1998, p. 649) for example complain to Skinner that the experimental collection data shows that information processing mechanism should occur inside the organism.

The second reason to reject behaviourism is that several mentality features possess phenomenal characteristic and quality (qualia phenomenal). During the pain, it does not only create certain behaviour but also the feeling of pain. The pure creature of zombie may involve in the behaviour of pain, but it actually does not feel anything to differentiate the quality of pain.

A psychologist and philosopher, Place (2000, p.191) argues that qualia phenomenal cannot be analysed in terms of behaviourism although he is concerned with the implementation of ideas of behaviourism. He claims that qualia are not behaviour or disposition to

behave. They are instant features from the process and occurrence of disposition simultaneously from time to time. It is actually intriguing to theorise mentality quality aspect that affect the elements of non-qualitative of internal process.

The third reason to refuse behaviourism comes from Noam Chomsky. He becomes one of persistent critics on behaviourism. Chomsky (1959) accuses that the language learning model of behaviourism cannot explain the fact about language mastery such as rapid language acquisition on children. Their linguistic ability is defined by their verbal attitude and expression. During their age of 4 or 5 years old, they have unlimited capacity to understand and produce sentences event they have not hear it previously. Chomsky disagrees that language learning depends on reinforcement. A non-English native child who is in front of the house repeat the word 'house' and the parents try to reinforce the word. Such language system actually is learnt explicitly and in detail. Whereas, behaviourism does not have explanation for such circumstance. Chomsky speculates

that the psychology reality as the basis of language development involves abstract and innate rules and principles of linguistic behaviour. It also applies to all human languages and as part of natural psychological support as human.

The issues that Chomsky discusses are as the matters of behavioural competency, so the performance of beyond the learning history of an individual is more than the issue of linguistic behaviour on children. It seemingly becomes fundamental fact that human behaviour and their capacity often surpass the history of learning reinforcement. The record cannot explain what we have done and how we did it. Thus, many learnings tend to require representation structure that has been existed previously or the standard principles in which the learning occurs (Brewer, 1974)

However, behaviourism has not vanished because its prominent elements are maintained in behaviour therapy or animal learning theory in laboratory. In the perspective of metaphysic, the theme of behaviourism is found in the approach of mind of so-called

functionalism. It defines the condition of mind as a condition that plays a role of certain cause-functional in animal or a system in which they occur. Churchland (1984, p.36) wrote about functionalism as in the following "the essential and main characters of mental condition types are the unity of cause-effect connection that upholds with ...body behaviour ". The idea of functionalism is typical to the idea of behaviourism in terms of behaviour and the connection of stimulus and response as united entity into basically any structure about the meaning of behaviour creatures or become subjects, into analytic or logical behaviouristic scheme to attribute in the mental.

The main and the most complex reason to affect the influence of behaviourism is in the commitment toward the thesis that behaviour can be explains without referring to non-behavioural mental activities including cognitive, representational, or interpretative. A behaviour can be explicated by only using the basis of the connection of functional or co-variation in the environment and the history of animal environment

interaction. The condition of neurophysiologist and neurobiologist upholds or implements this functional connection.

METHODOLOGY

This research applies quantitative approach that involve population and samples and numerical analysis (Sugiono, 2016; Creswell, 2016). The result of this study will provide that statistic on the improvement and the significance of the use of Behaviourism learning model toward speaking skills. Meanwhile, the design of this study is experimental research involving a group of population. The type experimental method in this research is pre-experimental design. In this sense, one or more group will be observed after the treatment that is expected will affect to the development of the group (Salkind: 2010). In this research, only a group of population will be the subject of observation, so it occupies the method of pre-experimental design (Salahudin, 2017)

Furthermore, the type of test used in this pre-experimental design is pre-test-post-test one group design.

The researchers conduct pre-test to the students to find out the preliminary proficiency of speaking skills. After that, they will get the treatment of the implementation of behaviourism learning model in their boarding house. After the treatment, they will get post-test to recognise the final proficiency of their speaking skills.

This research is conducted in the boarding house of International Class Program (ICP) IAIN Salatiga for approximately 6 months of data population during the even semester of the academic year of 2019-2020. The population involves all students of ICP with 71 students in total from batch 2016-2019. However, the samples will only include the students from batch 2018-2019 with 39 students. The reason is that the sample is part of the population and selected based on certain technique that represents specific characteristics, distinct, complete and also represent the population as a whole (Arifin, 2008). In this case, the research applies purposive sampling to define the samples of the research. This technique is taken because it requires samples with typical

preliminary proficiency between two groups such as the new comer students of batch 2019 with the senior of batch 2018.

All the data in this research will belong to primary data. It means that the data are populated personally and directly by the researcher (Sugiono, 2009). In this case, the primary data are derived from pre and post-test during the treatment.

Having populated the data, they are organized and analyzed to find out the answer the research questions and test the hypothesis. The technique to analyze the data from the experiment is pre-test and post-test one group design to find out the effectiveness of behaviorism learning model in improving speaking skills of ICP students. The researchers apply N-Gain test to examine the effectiveness of pre-test dan post-test data from the studens. N-Gain shows the improvement of students' speaking skills following the formula below

$$g = \frac{\text{posttest score} - \text{pretest score}}{\text{Maximum score} - \text{pretest score}}$$

(Hake, 1999)
Description:

G: normalization of gain score nilai gain ternormalisasi

The normalization of gain score is interpreted into the following criteria of table 1. The criteria of N-Gain

Average	Criteria
$G > 0.7$	High
$0.3 \leq g \leq 0.7$	Moderate
$0 \leq g \leq 0.3$	Low
$G \leq 0$	Fail

RESULT

In this study, the data are populated from the pre and post-test to the research subjects of ICP students of IAIN Salatiga batch 2018 and 2019 who live in the university boarding house. In the period of 6 months of even semester in the academic year 2019/2020, the data shows result as follows

1. The result of pre-test and post-test of ICP students' speaking skills batch 2018 on table 2

No	Name	Pre-test score	Post-test score	Improvement
1	FR	70	81	11.00
2	KK	60	73	13.00
3	OLE	65	80	15.00
4	DQN	79	90	11.00
5	ENF	74	85	11.00
6	MW	77	95	18.00
7	FS	74	88	14.00
8	YI	75	92	17.00
9	NI	68	81	13.00
10	LN	61	73	12.00
11	AKA	57	73	16.00
12	IWA	73	75	2.00
13	AF	73	76	3.00
14	SN	81	72	-9.00
15	MII	81	92	11.00
16	MAA	66	80	14.00
17	SM	53	80	27.00
18	MU	65	74	9.00
19	NM	57	65	8.00
	Average	68.89	80.26	11.37

2. The result of pre-test and post-test of ICP students' speaking skills of batch 2019 on table 3

No	Name	Pre-test score	Post-test score	Improvement
1	MZ	75	96	21.00
2	NM	60	72	12.00
3	RNF	52	80	28.00
4	SANK	60	100	40.00
5	AKU	48	80	32.00
6	AAN	56	68	12.00
7	AK	54	78	24.00
8	NI	56	84	28.00
9	TNS	30	75	45.00
10	IMR	38	72	34.00
11	SLTD	34	92	58.00
12	PA	38	60	22.00
13	ILNS	48	72	24.00
14	PNN	64	95	31.00
15	DSW	60	90	30.00
16	MYAD	40	40	0.00
17	STW	84	72	-12.00
18	NZ	54	68	14.00
19	AH	60	80	20.00
20	DA	44	67	23.00
	Average	52.75	77.05	24.30

3. The score of N-gain for pre-test and post-test of ICP students' speaking skills of batch 2018

By using data analysis of N-gain formula, the result is presented as in the following table 4

$$nGain = \frac{\text{posttest score} - \text{pretest score}}{\text{pretest maximal score} - \text{pretest score}}$$

$$nGain = \frac{\text{posttest score} - \text{pretest score}}{100 - \text{pretest score}}$$

No	Name	Pre-	Post-	N-Gain
1	FR	70	81	0.37
2	KK	60	73	0.33
3	OLE	65	80	0.43
4	DQN	79	90	0.52
5	ENF	74	85	0.42
6	MW	77	95	0.78
7	FS	74	88	0.54
8	YI	75	92	0.68
9	NI	68	81	0.41
10	LN	61	73	0.31
11	AKA	57	73	0.37
12	IWA	73	75	0.07
13	AF	73	76	0.11
14	SN	81	72	-0.47
15	MII	81	92	0.58
16	MAA	66	80	0.41
17	SM	53	80	0.57
18	MU	65	74	0.26
19	NM	57	65	0.19
	Average	68.89	80.26	0.36

4. The score of N-gain for pre-test and post-test of ICP students' speaking skills of batch 2019

By using data analysis of N-gain formula, the result is presented as in the following table 5

No	Name	Pre-test score	Post-test score	N-Gain
1	MZ	75	96	0.84
2	NM	60	72	0.30
3	RNF	52	80	0.58
4	SANK	60	100	1.00
5	AKU	48	80	0.62
6	AAN	56	68	0.27
7	AK	54	78	0.52
8	NI	56	84	0.64
9	TNS	30	75	0.64
10	IMR	38	72	0.55
11	SLTD	34	92	0.88
12	PA	38	60	0.35
13	ILNS	48	72	0.46
14	PNN	64	95	0.86
15	DSW	60	90	0.75
16	MYAD	40	40	0.00
17	STW	84	72	-0.75
18	NZ	54	68	0.30
19	AH	60	80	0.50
20	DA	44	67	0.41
	Average	52.75	77.05	0.49

DISCUSSION

1. The improvement of students' speaking skills using behaviourism method

In general, there is improvement of students' speaking skills who live in university boarding house of IAIN Salatiga using behaviourism method. The improvement applies in almost all subjects of the research of batch 2018 and 2019.

Referring to table 2 on the result test of ICP students' speaking skills of batch 2018, we get understanding that generally there is improvement of their speaking skills based on the positive discrepancy of

pre-test and post-test score. Although there is 1 respondent number 14 with initial SN with declining score of minus 9, it does not affect the general score of improvement of ICP students' speaking skills of batch 2018. Overall performance is in the range of positive on the improvement of 11.37 points.

Table 3 is also typical by showing the similar result. It shows the result test of ICP students' speaking skills of batch 2019, and there is positive discrepancy between pre-test and post-test score. In batch 2019, one subject on number 18 with STW initial also has declining performance of 12 points. However, it does not influence the general performance of ICP students' speaking skills of batch 2019. Their average performance remains positive of 24.30point improvement.

Thus, this research concludes that behaviourism method implemented in the university boarding house for ICP students can improve their speaking skills. The evidence can be seen in table 2 and table 3 above.

This is in accordance with the opinion of Ningsih Fadhilah (2016)

that in the application of behavioristic tutoring strategies, teachers must pay attention to the principles of behavioristic learning, including: (1) Reinforcement and Punishment; (2) Primary and Secondary Strengthening; (3) Strengthening Schedule; (4) Contingency Management; (5) Stimulus Control in Operant Learning; (6) Deletion of Responses

2. The effectiveness of the implementation of behaviourism learning model in the university boarding house for ICP students to improve speaking skills

By comparing the score of N-Gain in table 4(0.36) for batch 2018 and table 5 (0.49) for batch 2019 with table 1 of the criteria of N-Gain score, the improvement of students' speaking skills belongs to moderate criteria ($0.3 \leq g \leq 0.7$). It means the implementation of behaviourism learning model in the university boarding house of ICP student is relatively effective to improve students' speaking skills.

Having reviewed table 4 on the score of N-gain of ICP students' speaking skills of batch 2018, we find the statistic of positive improvement

of students' speaking skills from the positive improvement of N-Gain score. The individual decline of the score of students' speaking skill on the subject number 14 with SNinitial will only affect to individual N-Gain score. One subject with negative N-Gain literally does not affect the general improvement of N-Gain score of ICP students of batch 2018. Therefore, average N-Gain score of ICP students' speaking skills of batch 2018 remains stay in the positive range of improvement as 0.36 points. By comparing that score with table 1 of criteria of N-Gain score, the improvement of ICP students' speaking skill of batch 2018 is in the criteria of moderate ($0.3 \leq g \leq 0.7$).

Likewise, the N-Gain score of ICP students' speaking skills improvement of batch 2019 achieve the similar improvement. Generally, N-Gain score of batch 2019 is in positive improvement although there is one subject possessing N-Gain negative performance due the declining score of speaking skills during the treatment stage. However, it does not affect toward overall score of N-Gain of batch 2019 that they remain in the range of 0.49 score of

improvement. By comparing the score of N-Gain with table 1 of criteria of N-Gain score, it can be concluded that the improvement of ICP students' speaking skill of batch 2019 is in the criteria of moderate ($0.3 \leq g \leq 0.7$).

Thus, from table 4 and 5 we can conclude that the implementation of behaviourism learning model in the university boarding house of IAIN Salatiga for ICP students is relatively effective based on the criteria of moderate toward the improvement of students' speaking skills.

The result of this research becomes additional quantitative data to the previous researches that qualitatively explain the use of behaviourism method in students' boarding house as one of language learning model. To name of few, Damanhuri et al. (2013) state that one of the successful aspects in the innovation of Al Karimiyah Islamic boarding house (pesantren) management in facing the globalisation era is by adopting the systems of discipline, organisation for students' activities, and language development from modern pesantren of Gontor. The system of language

development Gontor itself applies language week in which all people in the boarding school will use English or Arabic in two-week time interchangeably. In addition, students will get 3 new vocabulary to make sentence every day. They will also find saying, proverb, and wise words on the school properties as the labels. They are forced to speak in English and Arabic, and memorise vocabulary.

Likewise, the result of Risdianto (2016) research on the model of English language learning in PonpesTa'mirul Islam Surakarta gives the details of the practice of language learning model in that boarding school. He said that the language learning applies behaviourism learning model by habituating students to use English in daily life. The students who can accomplish the tasks in using English will get salutation as the reward. Meanwhile, the students who cannot perform well will be punished as part of the effort to force them in learning although the students said that they do not care about the punishment. Teacher-centred approach is the strategy in the process of teaching and

learning. With the support of significant facilities, the learning model works well in supporting the development of speaking and writing skills in English.

The explanation above can be the evidence that behaviourism method remains relevant to be incorporated in the realm of language learning following the concept of behaviourism that the advent of connection between stimulus and response of behaviour is the tool to achieve learning values (Bacanli, 2012). In my context, reinforcement is relatively capable to change any behaviour. Any behaviour moderately can be changed by giving interruption of gradual reinforcement, and it also applies in language learning.

To bear in our mind, behaviourism method is literally implemented in the environment of first language where the language posits as the mother tongue or native language for the society as the theory of Demirezen (1988). Thus, it is understandable that the application of behaviourism method in Indonesia especially in my context does not gain the maximal improvement score. It is due to English as foreign language in

Indonesia and the lack of supportive condition and requirements which are contrastive from English native countries to support language development naturally.

However, this result of this research should be considered by school, educational institution, and boarding school that focus on the development of speaking skills as Behaviourism method contribute relatively significant improvement of students' speaking skills on the moderate criteria. Further, the institution that has implemented behaviourism learning method need to consider other methods such as constructivism, cognitivism etc and also the supportive conditions in order to gain higher improvement of students' speaking skills.

CONCLUSION

In general, there is improvement of students' speaking skills who live in university boarding house of IAIN Salatiga using behaviourism learning method. The improvement applies in almost all subjects of the research of batch 2018 and 2019. The students of batch 2018 reach 11.37 points of improvement on

their speaking skills, whilst students of batch 2019 achieve 24.30 points of improvement.

By comparing the score of N-Gain in table 5 (0.36) for batch 2018 and table 6 (0.49) for batch 2019 with table 2 of the criteria of N-Gain score, the improvement of students' speaking skills belongs to moderate criteria ($0.3 \leq g \leq 0.7$).

Simply put, the implementation of behaviourism learning model is relatively effective in improving students' speaking skills. The result of this research becomes additional quantitative data to the previous researches that qualitatively explain the use of behaviourism method in students' boarding house as one of language learning model.

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