THE APPLICATION of CLASSICAL CONDITIONING USING THORNDIKE MODEL for ENGLISH LEARNING ACTIVITY

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Abstract

Learning activities have two aspects there are student and teacher. When both of them can collaborate in the class so it can be called as learning activities. The teacher will be called success in teaching, if they have to used an appropriate method to teach in the classroom activity. The teacher applied a classical conditioning using Thorndike model in learning activity. Classical conditioning is process of learning which is the learner will gives a response if they have a stimulus. Thorndike model is behavioral responses to specific stimuli are established through a process of trial and error that affects neural connections between the stimuli and the most satisfying responses. Whereas the learning activity is learning processes carried out by teachers in such a way as to create active students asking, questioning, and expressing ideas. The objectives of this research are to describe the natural condition of students readiness during English learning activity and to explain the application of Thorndike model in english learning activity. This research used descriptive qualitative. There are some methods of collecting data in this research. The first step is observation, then interview, and the last is transcription.

Keywords: Classical Conditioning, Thorndike Model, Learning Activity.

Introduction

Learning activities have two aspects there are student and teacher. When both of them can collaborate in the class so it can be called as learning activities. As we know that students have so many characters, it can be seen by the teacher when they do something in learning activities. Ideally the students must have good characters in the class especially when they conduct learning activities. The ideal students can master the material which is delivered by the teachers. It means that if the teachers gives the material for them, they can understand based on teacher's explanations. Then students can do the exercises or assignments with a good learning outcome. It has the same meaning with the students should have a good score in each exercise.

In standard of curriculum in Indonesia, the teachers must use a good method which has the relation between the material when they are teaching the students in the classroom because it has the purpose to make the learning activities more creative and interactive. The students need the teacher who can help them to learn deeply about English, so that is why the teacher should manage the class to dig up their competence by

using appropriate method in each material. According to Ahmad (2016) the teacher must use an appropriate method in learning activities with changes the conventional model into dynamics model it, can help the students to do a critical thinking, and they can learn with their understanding.

The learning activities which are happened in the school sometimes are not appropriate with the standard curriculum from the government. For example like the case in SMA Negeri 1 Wiradesa especially in the class of Ten Social Four, the school which the writer conducted *Magang III*, in that school can be categorized as a good school in all aspects, but in fact it did not have ideal students in the class. Since the students have slow responses in learning activities. In the main learning activities the teacher must give the stimulus first to dig up their response. If there was no stimulus from the teacher, it would be no responses from the students. It means that students could not learn independently, they always needed the guidance from the teacher. Secondly the students needed the example first before they did some exercises, in other side also sometimes the students were confused when they had to find out a complex question which was not the same with the example given by the teacher.

The teacher needs a solution to overcome those problems. One of teacher's method to solve like student's charracters problem can be using Thorndike Model. The teacher assumes that if she uses that method, she will have a good outcome in learning activities especially in that class. Since the students always need the stimulus first to understand the material. The teacher gives the stimulus containing about the material, in other side the students gives the responses when they have to understand about that. Before explaining the material the teachers have to check students' readiness in learning English by asking the previous material, it also has the purpose to make the students will understand more about the material. When the teachers are explaining the material, they have to give the exercises and assigment. The level of those exercises depends on the coursebook, but in majority are from easy to hard level. The teacher said "The students cannot understand about the material maximally if I explain only once, they need more explanation, it means that I should explain the material more than one and I will do that". That activity is containing Thorndike model, learning something more than one to make the learner understand more about the material. In that class if the teacher wants to find out the students who have good respons, the teacher has to give a reinforcement and appreciation. It has the purpose to give the motivation for the students.

Moreover, in other side, if any student who has a few response in learning, the teacher also gives the reinforcement to motivate students in learning English. The teacher has to ask about a hard material and expalin more detail to the student. The students have a good motivation when they learn English in the classroom, it can be seen in student's learning outcome. Now the students in Ten Social Four have a significance motivation in learning activity, especially in learning English. If the teacher can make the class bacome active by using Thorndike model, it will be a good impact for the students in learning.

Thorndike model is included in behaviorism theory. According to Sagala (2001) learning is the changes of attitude. Someone has to learn if they can change their attitude, in this case called as stimulus and response or input and output. In other hand According to Muhibbin (1999) Reinforcement is the important factor in learning activity. If the students have a positive reinforcement from the teacher, aoutomatically they will have good responses, but the opposite is if the students have a negative reinforcement so they will have few responses. From the success of teacher who used a Thorndike model in learning activities, it makes the writer is interested to conduct a reasearch, beacuse the writer assumes that it

will help teachers as the guidance in learning activities.

Based on the phenomenon above the writer can conclude that the teacher should use an appropriate method to teach the students' in learning activities. If the teacher wants to use Thorndike model, he should do that method based on the steps in sequences. By applying Thorndike model appropriatelly it can make good respons from the students when they are learning, in other hand it can improve student's motivation in learning English. As a teacher we should know and sellect the best method based on the student's condition and should to choose an appropriate model which is related to the material in order to make student's positive reponse in learning activity. Based on the background of the study and reasons for choosing the topic, the writer defines the research questions as follows: (1) To describe how the natural condition of students readiness during English learning activity is done in the classroom in SMA N 1 Wiradesa. (2) To explain how the application of Thorndike model is done in English learning activity in SMA Negeri 1 Wiradesa.

The theoretical review of this research will be based on the topic which has been posed above. The theoretical review in this study is developed into three aspects as follows: definitions of learning

process based on behaviorism theory, classical condition and the last is learning theories according to Thorndike.

Definition of learning based on behaviorism theory.

Behaviorism is a study of human behavior. The emergence of this flow is caused by the existence of dissatisfaction with the theory of Power Psychology and Mental State Theory. The reason is because the earlier schools were only emphasize awareness only (Pavlov in Hardiyanto, 2013). In addition According to Hamalik (2001:37) learning is a process in which an organism changes it is behavior as a result of experience, learn experience in the life of a person to do something, or taken an action premised is a result of the learning process.

Based on the explanation above about the learning process is leraning can happened in the human's experiences in sequence, and sometimes learning can change the human experience.

Soul or sensation or image cannot be explained through the soul itself because in fact the soul is responses. The old school views that the body is secondary, even though it is actually it becomes a starting point psychological (Thorndike in Degeng, 2006). Natural Science sees all reality as movements, and this view affects emergence of Behaviorism.

The introspection method is actually not right, because raises different views on external objects. Therefore, objective and scientific methods must be sought. From experiments showing, that rats can distinguish between green and red and can also trained. Hence, consciousness is useless. In behaviorism, metter problems (substance) occupies the most important position. With behavior everything about the soul can be explained. Behaviorism can explain behavior of humans and provide effective education programs.

In line with the above explanation, Budiningsih (2006: 32) also explains that theory behavioristic learning is a form of change experienced by students in terms of its ability to behave in new ways as a result interaction between stimulus and response. Someone has considered learning something if he can show changes in his behavior. For example, children unable to count multiplication. Even though it has been trying hard, and the desert already taught it diligently, but if the child hasn't gotten it yet practicing multiplication calculations, he is not considered to be studying because of him has not shown behavior change as a result of learning.

From the description above, it turns out that the conception of behaviorism is very large the effect on learning problems. Learning is interpreted as exercises formation of

a relationship between stimulus and responses. By giving stimulus, the child will react by responding. Relationship this stimulus-response will lead to automatic habits on learn. Therefore, basically the child's behavior is composed of responses certain stimulus. The most important thing in behavioristic theory is input or input in the form of stimulus and output or output in the form of a response. Like the example described above, the stimulus is what is given by the teacher to students, for example a multiplication list, props, work guidelines, or other things that can help students learn. While the response is the reaction or response of students to the stimulus given by the teacher. According to this theory, what happens between stimulus and response is not considered important because it cannot be observed and measured. The only stimulus and response that can be observed. Therefore, what is given by the teacher (stimulus) and what is produced by the student (response), everything must be observed and measured to see the occurrence of changes in behavior. Another factor that is also considered important in behavioristic learning theory is the reinforcement factor. Strengthening is anything that can reinforce the emergence of a response. Based on the above description, it can be concluded that the stimulus and response as well as reinforcement (reinforcement) are the most

important factors that can be used as a reference in the application of behavioristic learning theory.

Classical Conditioning

According to Malerba (2005) classical conditioning is a multistep procedure that initially involves presenting an *unconditioned stimulus (UCS)*, which elicits an *unconditioned response (UCR)*. Pavlov presented a hungry dog with meat powder (UCS), which would cause the dog to salivate (UCR). To condition the animal requires repeatedly presenting an initially neutral stimulus for a brief period before presenting the UCS. Pavlov often used a ticking metronome as the neutral stimulus. In the early trials, the ticking of the metronome produced no salivation. Eventually, the dog salivated in response to the ticking metronome prior to the presentation of the meat powder. The metronome had become a *conditioned stimulus (CS)* that elicited a *conditioned response (CR)* similar to the original UCR.

In addition Malerba (2005) says that Classical conditioning is a learning paradigm from behavioral point of view. Consider any stimulus (S1) capable of eliciting a natural response (R1). Imagine any other neutral stimulus (S2) that does not elicit this particular response. Suppose within the experimental situatio, these two stimulus (S1 and

S2) are consistenly presented together. After a few exposures of S1 and S2 together the neutral response to the first stimulus (R1) would occur in the presence of the second stimulus (S2) also, even if the first stimulus S1 is absent. Thus after conditioning, the second stimulus , originslly incapable the specific response, becomes capable or doing the same.

Learning Theories According to Thorndike.

According to Gautam (2016) Thorndike first stated the element of his theory of learning that connections are formed in the nervous system between stimuly and response. These confectioned formed are illustrated by the symbols S-R. Another word used to describe these connections is the word bond and hence, this theory is sometimes called a "Bond Theory of Learning". Thorndike has written "Learning is connecting . the mind is man's connections system". Thorndike's theoretical statement of the law explains how this selection process might work. The situation (S) evokes a variety of responses, one response (R) happens to be followed by satisfaction (Sr), the satisfier stamps in a connection or bond between the situation and the response. The result when the same situation is presented the response is more likely to occur. In diagram from, S: (R-Sr) – (S-R bond) increase in P (RS), which

simply asserts that the situation sets the occasion for responses to be followed by reinforces, leading to an increase in response probability.

Thorndike in (Budiningsih, 2006) also stated that the learning laws are as follows: (1) Law of Readiness. According to this law, the relationship between stimulus and response will easily form when there is readiness from the individual. The implication of this law is that the success of learning depends on whether there is readiness or not. (2) Law of Exercise. This law explains the possibility of strong and weak stimulus and response relationships. The relationship or connection between conditions (stimulants) and actions will be stronger because of the practice (law of use); and the connections will be weak because the exercise is not continued or stopped (Law of Disuse). This law shows that the relationship of stimulus and response will be stronger when constantly being trained or repeated; on the contrary the stimulus response will be weaker when it is never repeated, then the lesson will be mastered more. (3) Law of Effect. This law shows the quata or the weak relationship between stimulus and response depending on the consequences. If the response given by someone brings pleasure, then the response will be maintained or repeated, on the contrary, if the response given brings or is followed by the result of not being unpleasant,

then the response will be stopped and will not be repeated again.

Methodology

Descriptive qualitative was used in this research. Qualitative research is conducted through an intense and prolonged contact with a "field" or life situation (Miles and Humberman, 1994: 6). According to Miles and Humberman (1994: 1), qualitative data usually in the form of words rather than numbers, have been always staple of some field in the social sciences, notably antropology, history, and political science. The writer analyzed the data descriptively and the presentation of the result is in the form of explanation of words. Through descriptive qualitative approaches, the writer described the application of classical conditioning using Thorndike model for English learning activity.

The population of this research was tenth grade students in SMA Wiradesa in academic year 2018 / 2019. One class is choose as the sample. It was tenth grade students of ten social four. The teacher was used classical conditioning when she teach the students in the classroom activity. The teacher was always give stimulus first to get the student's response.

The analysis sheet, observation sheet was used as the instrument. Also interviewed students for supporting the data. To analyze the data the writer was used several steps.

Discussion

To answer the research questions above, the writer was used descriptive analysis by using observation sheet and interview items. Observation sheet was conducted to get the result of the natural condition of students readiness during English learning activity is done in the classroom and the interview items was used to get the result of the application of Thorndike model is done in English learning activity in SMA N 1 Wiradesa.

Based on the result of interviewed with the students about the student's readiness during English learning activity in the classroom, the writer could know that the students were have a few readiness in learning English since the students was passive in learning process, the teacher always push the student to asked about the material, in a fact there were just a few students who want to be active in learning English. But their answered same in liked to learn English. They were liked how the way the teacher delivered the material, the reasons were because the explanations was

clear and detail. The students in the class of ten social four were looked enthusiastic during learning activities. It was because the teacher successed to choose a good method and applied it in appropriately. The learning outcome of the students were categorize in a high level, their score was six to nine in each assignment. The teacher always share the scored after the students were done an exercise from her. It has the purpose to made the students known about their result competence in order to increased the student's independent learning, especially in English course. The students were happy since the teacher have to motivated them in learning English. That was one of a good example of teacher's competence to make the students enjoy when they conduct a learning activities. In other hand, the way of the teacher asked the students to be active in the class was by using approach. She was guided the students in learning, and the interesting one here, the teacher was used some games to got the student's attentions. It was one of the example to made the students ready in learning. By using game in learning activities, the students was enjoy to followed the rule of learning. That was dominant in the classroom activity was the teacher, the teacher was take hold the process of learning from the beginning until closing. The students got the reference of learning from the teacher explanation, but to

give the additional material the teacher also asked the students to look for the material in other references liked from the internet, course book and others. It means that the students free to got the idea or topic about the material, but in basically the students explanations was the main reference of the students in learning English.

Based on the observations sheet which was used to collected the data, the writer could know that the teacher applied the Thorndike model was appropriately. The first step was opening. In the opening the activities that conducted by the teacher was checking the students attendance. It was the activities that always done by the teacher. Then check the student's readiness in learning by asking the previous material. Here the teacher asked them in randomly, the teacher was trained them to remember about what was they have learned. By using this activities automatically the students was dig up their readiness in learning. The last activities in opening was the teacher give a stimulus to get the students responses. The teacher gives a song as a stimulus and asked them to do the exercises in a group. In this activities the students followed the teacher's rule. They were responsive with the teacher's stimulus.

The second step was content. In this part, the first activities was the teacher explained the material. The teacher explained based on the

textbook from the government. She was explained the material in general and she asked the student to look for the additional material on the internet. She was explained the material more than one, since the student have not understand if there was just once explanation. The student cannot learn independently, so the teacher have to used an appropriate method to serve the student's characters in the class of ten social four. In this process, the teacher give the material from the simple to complex one. It was conducted in order to made the students not suppressed. The teacher have to applied this activities in a good one. She give a short song first and then give a long song. The teacher hope from a short song the students will be have a stimulus to learn in a simple step. Then after that, the teacher give a long song to asked the students think more deeply about the material. Usually the teacher always give the exercise after she explained the content of material. The teacher give a fist exercise in the form of filling the blank. It was given in order know the students competence in listening by using a song. In the second one, with the different song the teacher asked the student to made the moral value based on their knowledge. It was has the purpose to dig up the student's critical thinking. Talking about the level of exercise of course it was from easy to hard questions. The

teacher was guided the students when they have to do the exercises. The application also was given by the teacher if any student who got a good learning outcome. In the other side the teacher did not the punishment to the students who have a few learning outcome. The teacher was reinforced them by using approach. The teacher was motivated them by asking what were their problem in learning English. The teacher also give the solution for the student's problem.

The last step was closing. The first activity in closing was asked the student's understanding by asking about the material which have to discussed. The last was the teacher always concluded the material.

Conclusion

Based on the the discussion about the first research question which was discuss about the student's readiness in learning activity, could be concluded that the students have a few readiness in learning. They were passive in learning process, but basically they were like English, they were liked how was the teacher's way in teaching. They were have a motivation from the teacher to learn. That was caused the students have a good learning outcome in English.

In other side the conclusion of the application of classical conditioning using Thorndike model was done in the learning activities is

the teacher was applied classical conditioning using Thorndike model in appropriately. The teacher was used it by giving the stimulus to get the students responses. The teacher was success to used that model in teaching. It can be proven with the increased of the student's learning outcome.

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