

**THE APPLICATION OF BEHAVIORAL APPROACH IN  
BUILDING STUDENT'S CRITICAL THINKING SKILL**

**(Case Study Research at the Eleventh Grade of SMA Negeri 1 Balong Ponorogo  
in Academic Year 2016/2017)**

**THESIS**



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## ABSTRACT

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**Key Word: Behavioral Approach, Critical Thinking Skill, Second Language Acquisition**

Learning is the way to change the individual's behavior based on their experiences. Learning is a central focus of educational psychology. In teaching process, teacher is primary sources to transfer knowledge to the student in the classroom. Effective teachers not only understand the subject of learning, but they can also keep communication to the student. A critical thinker does not necessarily have a negative attitude in the everyday sense of constantly criticizing someone or something. The critical thinker can apply these habits of mind in more than one realm of life or knowledge. Therefore, the behavioral approach is considered appropriate approach for building critical thinking since it emphasizes the importance of making connections between experiences and behavior.

The objectives of this research are to scrutinize the application and factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.

This research applied qualitative approach and case study as the research design. It was conducted in SMA Negeri 1 Balong Ponorogo. This research focused on the application of behavioral approach in building student's critical thinking skill that applied at the eleventh grade of SMA Negeri 1 Balong Ponorogo in academic year 2016/2017. The techniques of collecting data were observation, interview and documentation. The data were analyzed by data reduction, data display and conclusion drawing/verification proposed by Matthew B. Miles and A.M. Huberman.

The findings showed that the application of behavioral approach effectively build student's critical thinking skill. In classroom activity, the English teacher making connection between student experience and behavior, improving student's thought to produce idea and opinion, building good relationship each other, and creating comfortable environment during teaching and learning process. There are some factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at SMA Negeri 1 Balong Ponorogo, such as: teacher's motivation to the student to improve their English ability, materials and media to support the teaching and learning process, the teacher's support to the student to explore their idea and opinion related to the lesson in classroom activity, giving statement to the student for not to be afraid to make mistake in learning process, giving statement to the student that every people needed learning knowledge especially second language, and using appropriate teaching strategy.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Learning is the way to change the individual behavior based on their experiences. All people agree that learning is important, but they have difference characteristics on their process. Learning is a central focus of educational psychology. When people learn how to use something, they need skill to operate it. Learning can be defined as a relatively permanent influence on behavior, knowledge, and thinking skills that comes about through experience.<sup>1</sup>

A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms, which is a teacher.<sup>2</sup> In teaching process, teacher is primary sources to transfer knowledge to the student in the classroom. Effective teacher not only understand about the subject of learning, but they can also keep communication to the student. The teacher need some approach to get aims in the learning and teaching process. It is expected to create good relationship between teacher and students. So, the teacher can provide the solutions in the classroom due to the differences of student's character.

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<sup>1</sup> John W. Santrock, Educational Psychology, 5th ed (New York: McGraw-Hill, 2011), 217.

<sup>2</sup> Alan Pritchard, Ways of Learning: Learning Theories and Learning Styles in the Classroom, 2nd ed (Abingdon, Oxon ; New York, NY: Routledge, 2009), 1.

Behaviorism is the most influential and generalizes theory of learning that claims a scientific basis. This is because, like the most useful theories in any field, it is universal and underpinned by only a few principles. As its name suggests, it concentrates on behavioral changes in organism. Thus, behaviorists define learning as a relatively permanent change in behavior as the result of experience. This change in behavior is always observable, with some behaviorists proposing that if no observable change happens, no learning has occurred.<sup>3</sup>

Learning fully and usefully means that students can think about what they learn, apply it in real situations or toward further learning, and can continue to learn independently.<sup>4</sup> The most successful classrooms are those that encourage students to think for themselves and engage in critical thinking. Critical thinking allows us to think about our own thoughts and the reasons behind our points of view. It means that we reflect on our own ways of making decisions or solving problems. Thinking like this means that our thoughts are consciously directed some goal. Our thoughts and ideas are based not on our biases or prejudices but on logic and information we might gather and filter from many sources.<sup>5</sup> A critical thinker does not necessarily have a negative attitude in the everyday sense of constantly criticizing someone or something. Instead, he or she can be thought of as astute: the critical thinker asks key questions, evaluates the evidence for

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<sup>3</sup> Anne Jordan, Annetta Stack, and Orison Carlile, *Approaches to Learning: A Guide for Teachers* (Maidenhead: Open University Press, 2009), 21.

<sup>4</sup> Alan Crawford, ed., *Teaching and Learning Strategies for the Thinking Classroom* (New York, NY: International Debate Education Association, 2005), 1.

<sup>5</sup> *Ibid.*, 4.

ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. Last, the critical thinker can apply these habits of mind in more than one realm of life or knowledge.<sup>6</sup>

The behavioral approach emphasizes the importance of children making connections between experiences and behavior. Behaviorism is the view that behavior should be explained by observable experiences, not by mental processes. For the behaviorist, behavior is everything that we do, both verbal and non verbal, that can be directly seen or heard.<sup>7</sup> At least, the key ideas of behaviorism focuses on observable learning events as demonstrated by stimulus and response relationships, learning always involve a change in behavior, mental processes should be excluded from the scientific study of learning, the laws governing learning apply equally to all organisms, including human organism, organisms begin life as blank slates: there are no innate laws of behavior, learning results from external events in the environment, and behaviorism is a deterministic theory: the subject has no choice but to respond to appropriate stimuli.<sup>8</sup>

This approach to teaching second language is the right answer for teacher. It is needed the teacher to support the students to learn second language and change their opinion about English. The problem in teaching and learning English process that is most the students do not like English. They have many reasons

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<sup>6</sup> Kelvin Seifert and Rosemary Sutton, *Educational Psychology*, Second Edition (Zurich, Switzerland: The Jacobs Foundation, 2009), 185.

<sup>7</sup> Santrock, *Educational Psychology*, 218.

<sup>8</sup> Jordan, Stack, and Carlile, *Approaches to Learning*, 33.



why English is difficult, English is not our mother tongue, English is not used by everyone in the future, etc. So, psychological perspective choosing first step to improve the student minds by teacher. To apply models of behaviorism in the classroom, it is necessary to have clear ideas of the behaviors (operant) to be encouraged and reinforced. These behaviors could be either related to general behavior (in the good or bad behavior sense of the word), or more educational content-related-spellings, tables and so on. The nature of the reinforcement also needs to be established. Rewards can be widely variable in nature-ticks and written comments in books; stars, stamps and stickers; more formal points or commendations possibly leading to higher level rewards such as certificates; verbal and public praise; extra privileges; sweets.<sup>9</sup>

When the students learn how to use English, they might some mistakes during teaching and learning process that occurs but they will get the valuable experience of the behaviors needed to use English effectively. The students will change from individual who cannot practice into an individual who can. In teaching and learning process at SMA Negeri 1 Balong, the teacher making connections between experiences and behavior. Before starting to learn, the teacher and students together do brainstorm. The teacher gives some question and example situation related to the lesson. In this case, the teacher requires every student to answer the question actively related their experience. To overcome student boredom, the teacher makes variation approach, method and technique

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<sup>9</sup> Pritchard, Ways of Learning, 9–10.

that applied in the lesson plane. One of technique that applied is role-play. The other techniques are jigsaw learning, three phase, group resume, etc. That is an effort to help student improving their critical thinking skill.

Based on the statement above, the researcher interest to analyze the application of behavioral approach in building student's critical thinking skill. This approach is needed to improve the student's mind set about second language learning. The researcher want to know how behavioral approach is applied in building student's critical thinking and what factors are influencing the successful implementation of behavioral approach in building student's critical thinking. Therefore, the title of the research is **“The Application of Behavioral Approach in Building Student's Critical Thinking Skill” (Case Study Research at the eleventh grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017).**

## **B. Research Focus**

This research focuses on the application of behavioral approach in building students' critical thinking skill that applied at the eleventh grade of SMA Negeri 1 Balong Poorogo in academic year 2016/2017.

## **C. Statement of the Problems**

1. How is Behavioral Approach applied in building student's critical thinking skill?

2. What are factors influencing the successful implementation of Behavioral Approach in building student's critical thinking skill?

#### **D. Objectives of the Study**

1. To know the application of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.
2. To know the factors influencing the successful implementation of Behavioral Approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.

#### **E. Significances of the Study**

The results of this research are expected to be useful for:

1. Theoretical

The researcher hopes that the results of this research give contribution in knowledge development of second language teaching.

2. Practical

- a) The Teacher

The teacher can make the second language teaching process more interesting for the student. Another benefit is the teacher can give influence to the student to improve their language skill especially on second language.



b) The Student

The student gets motivation to improve their language skill and change their thought about second language learning.

c) The Reader

The reader gets the new information about theory of learning in psychological perspective on second language teaching.

d) The Researcher

The researcher gives contribution toward knowledge development on second language teaching.

## **F. Organization of the Thesis**

This thesis is divided into six chapters as follow:

The first chapter is introduction. In this chapter consists of background of study, research focus, statement of the problem, objective of the study, significance of the study, research methodology and organization of the study.

The second chapter is theory about behavioral approach in building student's critical thinking skill and previous of study.

The third chapter is explanation about research method. In this chapter include Research Design, Researcher Role, Location of Research, Data and Source of Data, Procedure of Collecting Data, Technique of Analyzing Data, Verification of Data Validities and Research Procedure.

The fourth chapter is description of data. In this chapter describe about generally data and specifically data. It is include the whole data of the brief history of SMA Negeri 1 Balong Ponorogo, geographical location, the vision and mission, the organizational structure, the building condition, and student's data. Specifically data in this research explain about how is behavioral approach applied in building student's critical thinking skill and what are factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in academic year 2016/2017).

The fifth chapter is data analysis. It is contains of analysis about how is behavioral approach applied in building student's critical thinking skill and what are factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in academic year 2016/2017).

The last chapter is conclusion and recommendation. This chapter consists of conclusion and recommendation related to this research.

## CHAPTER II

### THEORETICAL FRAMEWORK AND PREVIOUS OF STUDY

#### A. Theoretical Framework

##### 1. Behavioral Learning Theory

Behaviorism is the view that behavior should be explained by observable experiences, not by mental process. For the behaviorist, behavior is everything that we do, both verbal and nonverbal, that can be directly seen or heard.<sup>10</sup>

Behavioral learning theories focus on the ways in which pleasurable or unpleasant consequences of behavior change individuals' behavior over time and ways in which individuals model their behavior on that of others.<sup>11</sup>

Behavioral objectives are clear statements of the intended student outcome of instruction. Objectives can range from general to specific. General or vague objectives such as improve student awareness can be fulfilled by almost any kind of instruction. Conversely, objectives that are too specific and document every minute change in student behavior are time consuming to write and can cause teachers to lose sight of the most important learning

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<sup>10</sup> John W. Santrock, *Educational Psychology*, 5th ed (New York: McGraw-Hill, 2011), 218.

<sup>11</sup> Robert E. Slavin, *Educational Psychology: Theory and Practice*, 8th ed (Boston: Pearson/Allyn & Bacon, 2006), 134.

outcomes.<sup>12</sup> A behavioral objective describes what students do when demonstrating their achievements and how teachers know that students are doing. Four parts of a good objective: the specific group of students, the actual behaviors students is to perform as consequence of instructional activities, the conditions or contexts in which the students are to perform the behaviors, the criteria for assessing student behaviors to determine whether objectives have been met.<sup>13</sup>

Behavioral objectives can help determine the important learning outcomes, which aid in lesson planning and testing to assess learning. Formulating objectives also help teachers decide what content students can master.

#### **a. The Development of Behaviorism**

##### 1). Classical Conditioning

Classical Conditioning is a type of learning in which an organism learns to connect, or associate, stimuli so that a neutral stimulus (such as the sight a person) becomes associated with a meaningful stimulus (such as food) and acquires the capacity to elicit a similar response. Classical conditioning was the brainchild of Ivan Pavlov. To fully understand Pavlov's theory of classical conditioning, we need to understand two

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<sup>12</sup> Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012), 103.

<sup>13</sup> *Ibid.*, 104.

types of stimuli two types of responses: unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS) and conditioned response (CR).<sup>14</sup>

An unconditioned stimulus (UCS) is a stimulus that automatically produces a response without any prior learning. An unconditioned response (UCR) is an unlearned response that is automatically elicited by the UCS. A conditioned stimulus (CS) is a previously neutral stimulus that eventually elicits a conditioned response after being associated with the UCS. A conditioned response (CR) is a learned response to the conditioned stimulus that occurs after UCS-CS pairing.<sup>15</sup>

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 salivate. 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. Repeated no reinforced

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<sup>14</sup> Santrock, Educational Psychology, 220.

<sup>15</sup> Ibid.

presentations of the CS (without the UCS) cause the CR to diminish in intensity and disappear, a phenomenon is known as extinction.<sup>16</sup>

Pavlov believed that conditioning is an automatic process that occurs with repeated CS-UCS pairings and that repeated non pairings extinguish the CR. In humans, however, conditioning can occur rapidly, sometimes after only a single CS-UCS pairing. Repeated no pairings of the CS and UCS may not extinguish the CR. Extinction seems highly context, but when the setting is changed, CRS may recur. These findings call into question Pavlov's description of conditioning.<sup>17</sup>

## 2). Operant Conditioning

Operant conditioning (also called instrumental conditioning) is a form of learning in which the consequences of behavior produce changes in the probability that the behavior will occur. Operant conditioning is at the heart of B.F. Skinner's behavioral view. Consequences rewards and punishments are contingent on the organism's behavior.<sup>18</sup>

Reinforcement (reward) is a consequence that increases the probability that a behavior will occur. In contrast, punishment is a consequence that decreases the probability a behavior will occur. Two forms of reinforcement are positive reinforcement and negative

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<sup>16</sup> Schunk, Learning Theories, 79.

<sup>17</sup> Ibid., 81.

<sup>18</sup> Santrock, Educational Psychology, 222.



reinforcement. In positive reinforcement, the frequency of a response increases because it is followed by rewarding stimulus. Conversely, in negative reinforcement the frequency of a response increases because it is followed by the removal of an aversive (unpleasant) stimulus.<sup>19</sup>

Skinner's work focused on placing subjects in controlled situations and observing the changes in their behavior produced by systematic changes in the consequences of their behavior. Skinner is famous for his development and use of a device that is commonly referred to as the Skinner box. Skinner boxes contain a very simple apparatus for studying the behavior of animals, usually rats and pigeons. A Skinner box for rats consists of a bar that is easy for the rat to press, a food dispenser. The rat cannot see or hear anything outside of the box, so all stimuli are controlled by the experimenter.<sup>20</sup>

The basic of operant conditioning method of behavioral change is shaping, or differential reinforcement of successive approximations to the desired form or rate of behavior. Shaping is learning by doing with corrective feedback. To shape behavior, one adheres to the following sequence:

- a). Identify what the student can do now (initial behavior)
- b). Identify the desired behavior

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<sup>19</sup> Ibid.

<sup>20</sup> Slavin, Educational Psychology, 137–38.

- c). Identify potential reinforcers in the student environment
- d). Break the desired behavior into small sub steps to be mastered sequentially
- e). Move the student from the initial behavior to the desired behavior by successively reinforcing each approximation to the desired behavior.<sup>21</sup>

## **b. Educational Implication of Behaviorism**

### 1). Learner Behavior

Neo-behaviorists recognized the importance of learners' internal characteristics, such as personality, motivation and habit. Hull factored in motivation and habits as variables in his scientific 'laws'. Skinner talks about students developing self-control and self-monitoring programs where they identify their own reinforce and apply behaviorist principles to them. For example, a student might identify tendencies towards lateness, monitor performance, decide which stimuli are effective, set goals, and consider reinforcers. Classical behaviorism focused only on the external manipulation of the

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<sup>21</sup> Schunk, Learning Theories, 99.

organism, the development of cognitive science led to a stronger awareness of the importance of internal as well as external behaviors.<sup>22</sup>

## 2). Curriculum Planning and Models of Instruction

Bloom's taxonomies, particularly in the cognitive domain, have been used to guide curriculum planning; concept of 'mastery learning' has been particularly influential. 'Mastery learning' involves the statement of educational objectives and their translation into learner behavior so as to generate criteria for assessment grades at various levels in the domain. For example, in English literature, behaviors that demonstrate an understanding of the concept of alliteration might include:

- a). Providing a definition (knowledge)
- b). Giving an example (comprehension)
- c). Recognizing alliteration in context (application)
- d). Looking closely at examples (analysis)
- e). Appraising the effectiveness of alliteration in a given context (evaluation)

The explicit linking of cognitive developments and behaviors helps teachers both to devise learning activities that allow learners to

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<sup>22</sup> Anne Jordan, Annetta Stack, and Orison Carlile, *Approaches to Learning: A Guide for Teachers* (Maidenhead: Open University Press, 2009), 27.

practice the behaviors, and to look for these behaviors when assessing learners' performance.<sup>23</sup>

### 3). The Teacher's Role in Classroom

The sequencing of curricular events led to an interest in the correct sequencing of classroom events and the teacher's role in stimulating learners' behavioral responses. These events can be used to structure lesson plans, sessions or learning material.

**Table 2.1**

**Internal processes and their corresponding instructional events.**

No.	Teacher Action	Learner Response
1.	Gaining learner's attention	Reception and attentiveness
2.	Stating session objectives	Knowing what to expect
3.	Reminding what was done before	Stimulation of long-term memory
4.	Highlighting key features	Perceiving what is important
5.	Structuring learning	Creating links and associations
6.	Encouraging activity	Performing

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<sup>23</sup> Ibid., 29.

No.	Teacher Action	Learner Response
7.	Providing feedback	Learning awareness and satisfaction
8.	Evaluating progress	Strengthening learning
9.	Enhancing attention and signaling future learning	Gaining learning overview

Source: based on Gagne and Medsker (1996: 140)<sup>24</sup>

### c. Practical Implication of Behaviorism

#### 1). Curriculum Planning

The following list outlines curriculum planning steps commonly undertaken by teachers at different educational levels:

- a). Identify the need for the program;
- b). Determine the aims and instructional objectives of the program;
- c). Define the characteristics of the target group;
- d). List the precise learning outcomes;
- e). Categorize learning outcomes according to Bloom's taxonomies;
- f). Break the material down in to small units;
- g). Carefully sequence these units;
- h). Provide frequent practice to strengthen the stimulus-response bond;

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<sup>24</sup> Ibid., 30.

- i). Ensure that the learner responds (does things);
- j). Observe and assess any behavioral changes;
- k). Provide opportunities for frequent learner feedback;
- l). Reinforce 'correct' behavior with immediate rewards;
- m). Evaluate the effectiveness of the program;
- n). Modify and improve the program;<sup>25</sup>

## 2). Learning Outcomes

A learning outcome is an explicit statement of what a learner will be able to do as a result of completing a course of study. A learning outcome statement includes:

- a). Action, expressed using precise behavioral verbs;
- b). Context, which requires reference to the conditions of performance;
- c). Threshold, which is an indication of acceptable performance that is, a statement about performance threshold required.

## 3). Assessment

Behaviorist principles are useful as part of formative assessment, which is a kind of assessment designed to provide feedback for the learner and teacher, rather than to record or certify achievement.

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<sup>25</sup> Ibid., 31.



Formative assessment may be seen as a form of reinforcement, designed to motivate and encourage learner. To be effective, the reinforcement of desired behavior must be provided consistently and in a timely manner so that the correct response is reinforced. When it comes to assessment, therefore, learners should receive feedback as quickly as possible after the assessment task.<sup>26</sup>

#### 4). Behavior Management

As part of the process of behavior management, teachers can use operant conditioning techniques, which Skinner claims work best in providing motivation for leaning. Indeed, positive reinforcement or the use of praise as a motivator lies behind practices that seek to reward learners when they demonstrate the behavior the teacher has set out to inculcate. Reinforces may be:

- a). Material, such as prizes and awards;
- b). Social, such as teacher attention, approval or praise;
- c). Activity related, such as an opportunity to engage in a favorite activity;
- d). Intrinsic, such as feelings of self-actualization or pride.<sup>27</sup>

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<sup>26</sup> Ibid., 32.

<sup>27</sup> Ibid., 32–33.

The use of punishment to deter undesired behavior is not recommended because learners may simply try to avoid being caught behaving in an inappropriate way, rather than discontinuing the behavior. Behavior modification through reinforcement is preferable to punishment because this strategy draws on the principles of operant conditioning, such that learners are instrumental in determining outcomes and hence appropriate reinforcement.<sup>28</sup>

## 2. Critical Thinking Skill

Thinking is a conscious activity. Thinking is sometimes regarded as two harmonious processes. One process is the production of ideas (creative thinking), accomplished by widening your focus and looking at many possibilities. The other process is the evaluation of ideas (critical thinking), accomplished by narrowing your focus, sorting out the ideas you have generated, and identifying the almost reasonable ones. Both the processes can be improved by training and practice.<sup>29</sup>

In other opinion critical thinking is a valuable part of thinking but totally inadequate on its own.<sup>30</sup> Critical thinking allows us to think about our own thoughts and the reason behind our points of view. It means that we reflect on

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<sup>28</sup> Ibid., 33.

<sup>29</sup> Alan Crawford, ed., *Teaching and Learning Strategies for the Thinking Classroom* (New York, NY: International Debate Education Association, 2005), 7.

<sup>30</sup> Edward De Bono, *De Bono's Thinking Course* (London: BBC Books, 2002), 15.

our own ways of making decisions or solving problem. Thinking like this means that, our thoughts are consciously directed to some goal. Our thoughts and ideas are based not on our biases or prejudices but on logic and information we might gather and filter from many sources.<sup>31</sup>

**a. Key Principles of Thinking**

1). Truth is discovered, not created

Truth is subjective and personal, that each person creates truth to his or her own specifications. This belief is common today, and it means that believing something is so actually makes it so. In other words, reality is whatever we wish it to be.

2). A statement can't be both true and false at the same time and in the same way

The principle of contradiction applies whenever opposing statements make exactly opposite assertions. For example, she is versus she is not, he did versus he did not, they have versus they have not. In such case, it is certain that one statement must be true and the other false. However, when the assertions made are not exactly opposite but merely different, both could be false.

3). All people make mistakes, even experts

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<sup>31</sup> Crawford, Teaching and Learning Strategies for the Thinking Classroom, 4.

It's shame that there are no official accuracy statistics available for experts in the various fields of knowledge.

4). Feeling is no substitute for thinking

Some people refuse to consider an idea that differs from their own out of loyalty to their convictions.

5). Ideas can be examined without being embraced.<sup>32</sup>

Following feelings, impulses, and impressions is fashionable today. Some people go so far as to say that feelings are better guide than thought. This is comforting idea, but in order to believe it you have to overlook the many times when feelings led you astray.

**b. A Comprehensive Thinking Strategy**

1). Step 1: Identify facts and opinions

As critical thinker must identify fact or opinion about something related to the statement. For example, for each sentence in the paragraph or essay in question, ask these questions: Is what is said here generally understood to be factual? Is it common knowledge or at least easily verifiable? If the answer to both question is “no,” consider the sentence an opinion.

2). Step 2: Check the facts and test the opinion

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<sup>32</sup> Vincent Ryan Ruggiero, *Becoming a Critical Thinker* (Boston: Houghton Mifflin, 2009), 17.

Investigate, as necessary, to determine whether what the person presents as facts are, indeed, facts. Be sure that he or she has not omitted any relevant facts. Then test the opinion(s) using one or more of the approaches discussed earlier in the chapter. They are:

Consider everyday experience

*Consider the opinion's likely consequences*

Consider the implications

Think of exceptions

Think of counterexamples

Reverse the opinion

Look for relevant research

### 3). Step 3: Evaluate the evidence

Careful, responsible authors do not merely state their opinions they also offer evidence in support of their opinions. If the author has offered evidence, evaluate its quality and sufficiency.

### 4). Step 4: Make your judgment.<sup>33</sup>

Review your findings in step 2 and step 3 and decide whether you should agree or disagree with the viewpoint in question. Be sure to make this decision on the basis of your analysis and not on your feelings or preferences. If your decision is to disagree, state the view that you believe is more consistent with the facts.

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<sup>33</sup> Ibid., 38.

### c. The Classroom Environment

Classrooms that invite students to learn actively and think critically have these features in common:

- 1). Teacher and student share responsibility for the classroom climate.

For example, students may participate in developing class rules for conduct. Teachers invite students to take initiative for example, by using cooperative learning strategies in which each student is assigned his or her own role to play in helping classmates learn.

- 2). The teacher model thinking for students and support students as they share their thinking strategies.

Teachers demonstrate how a person thinks critically, not by propounding ideas as if everything that came out of their mouths was a certainty, but by approaching ideas tentatively, conditionally, and promoting respect for different points of view in their lessons. Students have open discussion with each other, and learn not only each other's ideas, but each other's ways of thinking.

- 3). There is an atmosphere of inquiry and openness.

The teacher and the students use high level questions (That is, not just "What?", "Where?" and "When?", but "Why?", "What if?" and "Why not?") as they analyze problems and make decisions. Students take certain roles in activities as they practice different kinds of thinking: they make predictions, gather information, organize the



information and question conclusions. Teachers show students ways to carry out task in the classroom, and they give students more corrective advice than criticism and evaluation.

- 4). Students are given support, but just the right amount of it.

Teachers pay close attention to what students are learning and how they are thinking, investigating and communicating as they go about learning. Students are thought to examine their own learning and to improve their own performance. Teachers vary the amount of guidance they give students, and offer them more independence as they show they are ready for it. There is an emotionally secure learning environment in which students feel free to try new tasks, and in which unsuccessful attempts may lead to eventual success.

- 5). The arrangement of the space makes it easy and natural for the students to work together and talk to each other.

Traditional classrooms are arranged so they resemble ceremonial places, where the students sit in rows like an audience or a congregation, and the teacher sits in the front, often on an elevated plane, like the mayor on the priest. If we want to stress the idea that the students are important, that what they have to say is interesting and

should be shared, then we should arrange the classroom space to allow for them to talk to each other, and to work together.<sup>34</sup>

### **3. Second Language Acquisition**

Second language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called target language (TL), which refers to any language that is the aim or goal of learning.<sup>35</sup>

#### **a. Implication for L2 Learning and Teaching**

As a starting point, our findings about SLA suggest the following general guidelines for L2 learning and teaching:

- 1). Consider the goals that individuals and groups have for learning an additional language.
- 2). Set priorities for learning or teaching that are compatible with those goals.

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<sup>34</sup> Crawford, *Teaching and Learning Strategies for the Thinking Classroom*, 7.

<sup>35</sup> Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge, UK; New York: Cambridge University Press, 2006), 2.

- 3). Approach learning or teaching tasks with an appreciation of the multiple dimensions that are involved: linguistic, psychological and social.
- 4). Understand the potential strengths and limitations of particular learners and contexts for learning, and make use of them in adapting learning or teaching procedures.
- 5). Be cautious in subscribing to any instructional approach which is narrowly focused or dogmatic. There is no one “best” way to learn or teach a second language.
- 6). Recognize achievement in incremental progress. And be patient. Learning language takes time.<sup>36</sup>

**b. Five Hypotheses about Second Language Acquisition by Stephen D Krashen**

1). The Acquisition-Learning Distinction

The acquisition-learning distinction is perhaps the most fundamental of all the hypotheses to be presented here. It states that adults have two distinct and independent ways of developing competence in a second language.

The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first languages.

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<sup>36</sup> Ibid., 180.

Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a “feel” for correctness. Grammatical sentences “sound” right, or “feel” right, and errors feel wrong, even if we do not consciously know what rule was violated.

The second way to develop competence in second language is by language learning. We will use the term “learning” henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is “knowing about” a language, known to most people as “grammar”, or “rules”. Some synonyms include formal knowledge of a language, or explicit learning.

The acquisition-learning hypotheses claims, however, that adults also acquire, that ability to “pick-up” languages does not disappear at puberty. This does not mean that adults will always be able to achieve native-like levels in a second language. It does mean that adults can access the same natural “language acquisition device” that children use.

Error correction has little or no effect on subconscious acquisition, but is thought to be useful for conscious learning. Error correction supposedly helps the learner to induce or “figure out” the right form of a rule.<sup>37</sup>

## 2). The Natural Order Hypotheses

One of the most exciting discoveries in language acquisition research in recent years has been the finding that the acquisition of grammatical structures precedes in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are clear, statistically significant, similarities.

English is perhaps the most studied language as far as the natural order hypotheses is concerned, and of all structures of English, morphology is the most studied. Brown reported that children acquiring English as a first language tended to acquire certain grammatical morphemes, or function words, earlier than others.

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<sup>37</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, 1st ed, Language Teaching Methodology Series (Oxford ; New York: Pergamon, 1982), 10.

Dulay and Burt reported that the children acquiring English as second language also show a “natural order” for grammatical morphemes, regardless of their first language.<sup>38</sup>

### 3). The Monitor Hypothesis

The monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition “initiates” our utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after it has been “produced” by the acquired system.<sup>39</sup>

### 4). The Input Hypothesis

The input hypothesis attempts to answer what is perhaps the most important question in our field, and gives answer that has a potential impact on all areas of language teaching.<sup>40</sup>

### 5). The Affective Filter Hypothesis

The affective filter hypothesis states how affective factors relate to the second language acquisition process. The concept of an affective

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<sup>38</sup> Ibid., 12.

<sup>39</sup> Ibid., 15.

<sup>40</sup> Ibid., 20.



filter was proposed by Duly and Burt, and is consistent with the theoretical work done in the area of affective variables and second language acquisition, as well as the hypothesis previously covered in this chapter.<sup>41</sup>

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition. Most of those studied can be placed into one of these three categories:<sup>42</sup>

- a). Motivation. Performers with high motivation generally do better in second language acquisition.
- b). Self-confidence. Performers with self-confidence and a good self image tend to do better in second language acquisition.
- c). Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

## **B. Previous Of Study**

First previous study from Dr. Mary Anne Weegar and Dr. Dina Pacis, A Comparison of Learning Behaviorism and Constructivism as applied to Face-to-Face and Online Learning. National University San Diego, CA, USA. The research problem from this research is how learning is affected by changes in the

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<sup>41</sup> Ibid., 30.

<sup>42</sup> Ibid., 31.

environment. In conclusion, this research shows that both of behavioral and constructivist theories is effective how to children learn in differences environment.<sup>43</sup>

Second thesis comes from Servat Shirkhani. Phd and Mansour Fahim. Phd, *Enhancing Critical Thinking in Foreign Language Learners*. International Conference on Education and Educational Psychology. Khorram Abad Branch, Islamic Azad University, Tehran, Iran. The concluding of this research is critical thinking needs to be enhanced among language learners due to its significance in developing effective language learning.<sup>44</sup>

According to the thesis before, the researcher interest to analyze about the application of behavioral approach in building student's critical thinking skill that applied at eleventh grade of SMA Negeri 1 Balong Ponorogo. The researcher want to know how is behavioral approach applied in building student's critical thinking and what are factors influencing the successful implementation of behavior approach in building student's critical thinking skill.

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<sup>43</sup> Mary Anne Weegar and Dina Pacis, *"A Comparison of Two Theories of Learning Behaviorism and Constructivism as Applied to Face-to-Face and Online Learning,"* n.d.

<sup>44</sup> Servat Shirkhani and Mansour Fahim, *"Enhancing Critical Thinking in Foreign Language Learners,"* n.d., 111–15.

## CHAPTER III

### RESEARCH METHOD

#### G. Research Design

In this research, the researcher employed qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes. The final written report has a flexible structure.<sup>45</sup>

The researcher employed case study. Case study is a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.<sup>46</sup>

In this research, type of research is the single instrumental case study because the researcher focuses on one issue that is application of behavioral approach in building student's critical thinking skill.

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<sup>45</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed (Thousand Oaks, Calif: Sage Publications, 2009), 4.

<sup>46</sup> *Ibid.*, 13.

## H. Researcher Role

In this research the researcher becomes a participant observer. The researcher direct interaction and in-depth interview with the subject in the location of the research to collecting data and will be analyze to get result of the research.

Here the observer interacts with subjects, but does not take on an established role in the group. The researcher role is that of researcher conducting research. The researcher may develop more participant roles with some subjects, but the key role is that of researcher.<sup>47</sup>

## I. Location of Research

This research took place in SMA Negeri 1 Balong Ponorogo. The reasons of selecting this school are following:

1. SMA Negeri Balong Ponorogo is one of Senior High School in Ponorogo is the best program is developing academic and non academic student's skill and creativity.
2. SMA Negeri 1 Balong Ponorogo has professional teacher that have creative concepts in second language teaching process. One of those concepts is change the student thinking about the importance of learning English by motivation and learning approach.

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<sup>47</sup> Roger Sapsford and Victor Jupp, eds., *Data Collection and Analysis*, 2nd ed (London: SAGE, 2006), 73–74.

## J. Data and Source of Data

Data is another word for bits of information (singular-datum). Research uses data as the raw material in order to come to conclusions about some issue. It depends on the issue being investigated what data needs to be collected.<sup>48</sup>

Data comes in two main forms, depending on its closeness to the event recorded.

### 1. Primary Data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. We collect primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews.<sup>49</sup>

As primary data in this research is result of observation and direct interaction and in-depth interview with English teacher in SMAN 1 Balong Ponorogo by researcher.

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<sup>48</sup> Nicholas Walliman, *Research Methods: The Basics*, The Basics (London: Routledge, 2011), 65.

<sup>49</sup> C. R Kothari, *Research Methodology Methods & Techniques* (New Delhi: New Age International (P) Ltd., Publishers, 2004), 95.

## 2. Secondary Data

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process.<sup>50</sup> Secondary data means data that are already available i.e., they refer to the data which have already been collected and analyzed by someone else.<sup>51</sup>

As secondary source in this research is document administration of SMAN 1 Balong Ponorogo and document about process of research in SMAN 1 Balong Ponorogo.

## **K. Procedure of Collecting Data**

### 1. Observations

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi structured way (using some prior questions that the inquirer wants to know), activities at the research site, qualitative observers may also engage in roles varying from a non participant to a complete participant.<sup>52</sup>

In this case, the researcher will be observing about the activity of teaching and learning process related to the title of research. That is the

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<sup>50</sup> Ibid.

<sup>51</sup> Ibid., 111.

<sup>52</sup> Creswell, Research Design, 181.



application of behavioral approach in building student's critical thinking skill.

Form of observation guide as follow:

- a. Student and teacher activity
- b. Material of teaching and learning process
- c. Phenomenon during the teaching and learning process
- d. The factors that support to get the goal in teaching and learning process
- e. The impeding factors to get the goal in teaching and learning process
- f. Impact of teaching strategy to improve the student's critical thinking skill

## 2. Interviews

In qualitative interviews, the researcher conducts face-to-face interviews with participant. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.<sup>53</sup>

In this research, the researcher gets information related to research from head master of SMA Negeri 1 Balong, english teacher in SMA Negeri 1 Balong and students of SMA Negeri 1 Balong. In process collecting data, the researcher applied asking and answering the question according to research problem and some information related to research. The data which taken from interview are:

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<sup>53</sup> Ibid.

- a. The application of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in academic year 2016/2017.
- b. The factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in academic year 2016/2017.
- c. The role of teacher in teaching and learning process.
- d. Interaction by teacher and student in the classroom during teaching and learning process.
- e. Impact of teaching strategy to improve the student's critical thinking skill.

### 3. Documentation

In document research, the issues involve locating materials, often at sites far away, and obtaining permission to use the materials. For biographers, the primary form of data collection might be archival research from documents. When researchers ask participants in a study to keep journals, additional field issues emerge. Journaling is a popular data collection process in case studies.<sup>54</sup>

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<sup>54</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007), 141.

## L. Technique of Analyzing Data

Matthew B. Miles and A. Michael Huberman define analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.<sup>55</sup>

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project. The data reduction/transforming process continues after fieldwork, until a final report is completed.

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something either analyze further or take actions based on that understanding.

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean is nothing regularities, pattern, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the

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<sup>55</sup> Matthew B. Miles and A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed (Thousand Oaks: Sage Publications, 1994), 10.

field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus,” or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their “confirmability” that is, their validity.

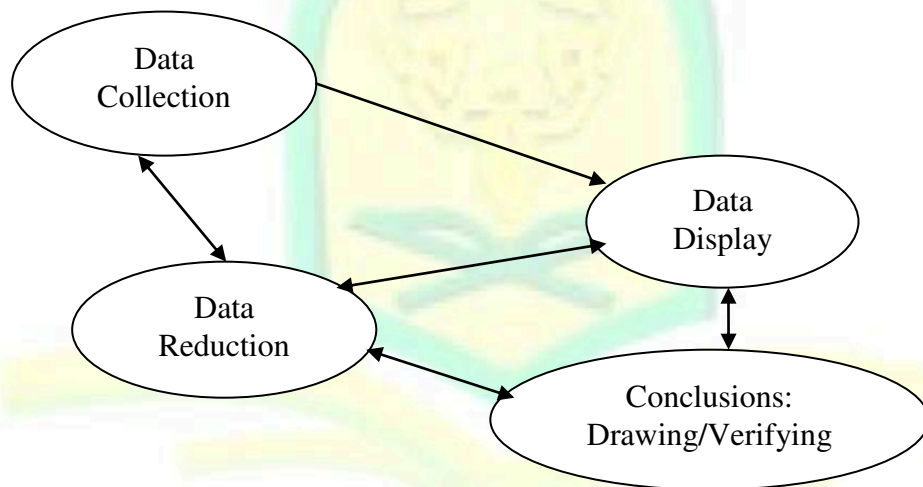


Figure 3.1 Component of Data Analysis: Interactive Model proposed by Matthew B. Miles and A.M. Huberman.

### M. Verification of Data Validities

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that researcher’s approach is consistent across different researcher and different project. Yin suggests that qualitative researchers need to document the procedures of their case studies and to document as many of the steps of the

procedures as possible. He also recommends setting up a detailed case study protocol and database. Gibbs suggests several reliability procedures:

1. Check transcripts to make sure that they do not contain obvious mistakes made during transcription.
2. Make sure that there is not a drift in the definition of codes, and shift in the meaning of the codes during the process of coding. This can be accomplished by constantly comparing data with the codes and by writing memos about the codes and their definitions.
3. For team research, coordinate the communication among the coders by regular documented meetings and by sharing the analysis.
4. Cross-check codes developed by different researchers by comparing results that are independently derived.<sup>56</sup>

Validity, on the other hand, is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. In this research, the researcher applies triangulation technique. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

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<sup>56</sup> Creswell, Research Design, 190.

## **N. Research Procedure**

In this research, the researcher has some procedure of research which must be done. There are planning, application, and reporting.

### **1. Planning**

In this activity includes arranging the research plan, choosing the research location, organizing permission, observing, and all of something that related to the research.

### **2. Application**

- a. Observing the application of behavioral approach in building student's critical thinking skill.
- b. Analyzing data
- c. Making conclusion and suggestion

### **3. Reporting**

In the last activity, the researcher writes a research report about the application of behavioral approach in building student's critical thinking skill at the eleventh grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Research Findings**

##### **1. Research Location**

###### **a. History of SMA Negeri 1 Balong Ponorogo**

SMA Negeri 1 Balong was established in 1992 inaugurated by the Minister of Education Prof. Dr. Fuad Hasan. At the beginning of SMA Negeri 1 Balong, stand only has two classes white some permanent teachers and most are non-permanent teachers (GTT). In its development, there are some teachers who are mutations from out of town go to SMA Negeri 1 Balong, copied with the number of teachers assigned in SMA Negeri 1 Balong that can strengthen the development of SMA Negeri 1 Balong.

In the academic year 2016/2017, SMA Negeri 1 Balong curriculum applied with Kurikulum Tingkat Satuan Pendidikan (KTSP). To develop student's skills and creativity, there have some programs such as computer, English conversation, automotive, Pramuka, PMR, Reog, Karawitan, Sport, Rohis, traditional and modern dance, and the scientific paper.

**b. Geographical Location of SMA Negeri 1 Balong Ponorogo**

SMA Negeri 1 Balong is located in Kemajuan street No. 8, Karangan village, sub district Balong, district of Ponorogo, East Java with area 11509 m<sup>2</sup>. There is also located in the strategies area. It built a thriving social and economic environment. Of all the surrounding it, created a good atmosphere and harmony societies. So, that can support the educational programs in SMA Negeri 1 Balong to build the new generation that has skills and creativities.

**c. School's Profile**

Name of School : SMA Negeri 1 Balong

Status : Negeri

Adrees :  
Kemajuan Street No. 8 Karangan village, Balong,  
Ponorogo, East Java.

Pos : 63461

Telephone/Fax : (0352) 371318

Email : [smanbalong@gmail.com](mailto:smanbalong@gmail.com)

Website : <http://www.sman1balongponorogo.sch.id>

Akreditasi : A

**d. The Vision and Mission of SMA Negeri 1 Balong Ponorogo**

## 1). Vision

To be excellent on achievement and have skills base on Iman and Taqwa (faith and piety).

## 2). Mission

- a). To increase student's academic achievement
- b). To build the obeying attitude of the rules of school
- c). To create student's attitude and character
- d). To increase student's extracurricular achievement
- e). Equip the student by various of skill
- f). To build understanding of the religion values

**e. Infrastructures of SMA Negeri 1 Balong Ponorogo**

The infrastructures are very important thing to support teaching and learning process. So, if the school provides adequate infrastructures then the purpose of teaching and learning will be successful. The data of infrastructures at SMA Negeri 1 Balong will be found in the appendix of observation result in this research.

**f. Teacher's and Student's Data of SMA Negeri 1 Balong Ponorogo**

## 1). Teacher's Data of SMA Negeri 1 Balong Ponorogo

The teacher at SMA Negeri 1 Balong consists of 43 people. Those are including teacher and staff. All of teachers and staff at SMA Negeri 1 Balong are professional base on their field. The data of teachers at SMA Negeri 1 Balong will be found in the appendix of observation result in this research.

## 2). Student's Data of SMA Negeri 1 Balong Ponorogo

The student at SMA Negeri 1 Balong consists of 440 people. Those are divide 159 people of tenth grade, 167 people of eleventh grade, and 114 people of twelfth grade. The data of student at SMA Negeri 1 Balong will be found in the appendix of observation result in this research.

## 2. Data Description

### a. **The Application of Behavioral Approach in Building Student's Critical Thinking Skill at the Elevent Grade of SMA Negeri 1 Balong Ponorogo In Academic Year 2016/2017.**

The researcher started the research in SMA Negeri 1 Balong Ponorogo on 12<sup>th</sup> of May 2017. English class began at 10.30 a.m. In pre-activities, the teacher and student greeting and praying together. After that, the teacher gave some question related to the lesson. The teacher asked student to answer it.

The teacher question:

What do you feel if your friend make joke to you?

The student answer:

I feel shy

I am shy

In here, the teacher explains about the objective and delivering scope of lesson. On the whilst-activities the teacher had given explanation about the lesson. Direct interaction involved each other. At the time, the teacher and the student studied together about expressing embarrassed and expressing annoyance. Example of expressing embarrassment and expressing annoyance as following:<sup>57</sup>

### **Expressing Embarrassment**

I was really embarrassed

I was so ashamed

It's really embarrassing

### **Expressing Annoyance**

I' am really annoyed

It really bothers me

It really makes me annoyed

### **Response**

sorry

I' am really sorry

I see. Sorry about that

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<sup>57</sup> 01/O/12-V/2017, 01/I/23-V/2017

The Behavioral approach to teaching second language is right answer for teacher. It is needed to support the student to learn second language. At the beginning classroom activity, the teacher gives some question related to the lesson. The students are asked answer the teacher question base on the experience.

Related to the lesson, the teacher explains about the goal of learning. To build the critical thinking skill, the teacher asks to the student to analyzing expression of embarrassment and annoyance. During the activity, the students are observing this topic. They get new experience and new vocabulary that can develop their English ability.

On the process studied in classroom, the teacher delivered lesson clearly. The teacher explain it one by one part of the lesson. The student is given attention for teacher explanation.<sup>58</sup>

In teaching and learning process, teacher is primary sources to transfers knowledge to the student. In here, teacher have importance role to build students critical thinking skill.

During teaching and learning process, the teacher gives stimulus to the student. That is expected the student to explore their thinking skill about the lesson. Conducting direct interaction between teacher and student expected to found good atmosphere in the classroom. Sometimes, the teacher gives reward to the student such as good job, excellent,

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<sup>58</sup> 01/O/12-V/2017, 03/I/23-V/2017



brilliant, etc. It means, the teacher created student feel comfort and have not afraid to give response from the teacher questions. So, the student takes the lesson completely.<sup>59</sup>

Based on interview with the English teacher in SMA Negeri 1 Balong Ponorogo on 23<sup>rd</sup> of May 2017, the teacher showed that during teaching and learning process is needed teaching strategy. That hoped to build good interaction between teacher and student. The teacher gives motivation to the student to improve their English ability. In here the students enjoy doing studied and discuss together about lesson. The teacher explains the material whit bilingual system. That interviewed result supported with interviewed result between the researcher and the student on 16<sup>th</sup> of May 2017. The researcher interviewed with Ayu Fadila. She was one of science one eleventh grade students. She showed that she felt enjoy interact with her English teacher during classroom activity.<sup>60</sup>

Good interaction between teacher and student is needed of both. It means, the teacher must be excellent to improve teaching strategy in the classroom to get the goal in teaching and learning process.

Teaching strategy has impact to improve the student's critical thinking skill. In here, the teacher have role as a motivator to show their idea and opinion about the lesson. The appropriate teaching strategy can

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<sup>59</sup> 03/O/12-V/2017

<sup>60</sup> 04/I/23-V/2017, 05/I/23-V/2017, 06/I/23-V/2017, 11/I/16-V/2017

make student have comfortable atmosphere in the classroom during teaching and learning process.

Interaction between teacher and student in the classroom can build good relationship of both. The teacher discuss about the material with the student. The teacher gives facility to the student to support their English ability.

During direct interaction in the classroom and interview with English teacher, the researcher knows that the teacher used reading text, media (internet, audio, picture). To support the learning process, the student must bring dictionary to find new vocabulary.<sup>61</sup>

There are many materials to support teaching and learning process, such as: variation reading texts related to the lesson, media (internet, audio, picture, etc.), and dictionary. In this case, the teacher hopes the student to be easy to explore their idea and opinion.

**b. The Factors Influencing the Successful Implementation of Behavioral Approach in Building Student's Critical Thinking Skill at the Eleventh Grade of SMA Negeri 1 Balong Ponorogo In Academic Year 2016/2017.**

Based on interview with English teacher on 23<sup>rd</sup> of May 2017, the teacher showed that in processing of teaching and learning activity in the

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<sup>61</sup> 02/O/12-V/2017, 07/II/23-V/2017

classroom needed motivation to the student to studying English. To get the objective of learning, the teacher used any material to support it.<sup>62</sup>

The behavioral approach is effectively to build the student's critical thinking skill. There are some factors influencing the successful implementation it, such as:

- 1). The teacher's motivation to the student to improve their English ability.
- 2). Materials and media to support the teaching and learning process.
- 3). The teacher's support to the student to explore their idea and opinion related to the lesson in classroom activity.
- 4). Giving statement to the student doesn't be afraid to make mistake in learning process.
- 5). Giving statement to the student that every people needed learning about knowledge especially second language.
- 6). Using appropriate teaching strategy.

Observation on 19<sup>th</sup> of May 2017 and interview with English teacher on 23<sup>rd</sup> of May 2017 in the research took place the researcher found that the teacher gave motivation to the student to produce their English ability. The teacher used variation media and material related the lesson. That was supported by interviewed result between researcher and Meinanda on 16<sup>th</sup> of May 2017. She showed that during teaching and

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<sup>62</sup> 02/I/23-V/2017

learning process in the classroom the teacher give variation teaching strategy and material related the lesson such as: pair group and group discussion. She added the English teacher used variation in material and media such as: picture, audio and dictionary to supported learning process.<sup>63</sup>

To achieve the English teaching and learning purposes, the availability of facilities and infrastructure is very important to help students in producing ideas and opinion. As example media, the teacher needs media to help transfer knowledge to the student. In here, the teacher used picture to describe about something, used audio to help student in support listening ability to habituated heard native speaker sound and dictionary to find new vocabulary. So, the students can easy to accept the new knowledge.

The researcher observed about the impeding factors that support to get the goal in teaching and learning process on 19<sup>th</sup> of May 2017. In there showed that the student to be lazy if they found new vocabulary or difficult word. That observation result supported with interview result by researcher and English Teacher on 23<sup>rd</sup> of May 2017. The teacher English added if the teacher has not creativity in teaching strategy and monotonous material made student felt bored.<sup>64</sup>

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<sup>63</sup> 04/O/19-V/2017, 08/I/23-V/2017, 12/I/16-V/2017

<sup>64</sup> 05/O/19-V/2017, 09/I/23-V/2017

During teaching and learning activity in the classroom, there is impeding factors to achieve the purpose teaching and learning process, such as: sometimes, the student lazy to study about new vocabulary, the teacher have not variation in teaching strategy, and same material that teacher used make student bored. So, the teacher must creative to practice teaching strategy in the classroom. The teacher need ice breaking to give spirit the student to study English.

On 19<sup>th</sup> of May 2017, the researcher observed about impact of teaching strategy to improve the student's critical thinking skill. Teaching strategy that has teacher practiced made student interest to study English. They have motivation to explore their idea about the lesson.<sup>65</sup>

Teaching strategy is needed the teacher to transferring knowledge to the student. That is helping produce their thinking skill about the idea and opinion related to the lesson especially English. Stimulus by teacher is benefit for developing student's response. Direct interaction with teacher and student can create enjoyable classroom atmosphere.

The researcher interviewed with English teacher on 23<sup>rd</sup> of May 2017. The researcher gave question about the student's output of behavioral approach applied in building student's critical thinking skill. The teacher showed that the student interest and enjoy to study English. The students tried to produce their idea. That was supported interview

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<sup>65</sup> 06/O/19-V/2017

result between the researcher and Ayu Setiani on On 16<sup>th</sup> of May 2017. She showed that during learning process she had not felt afraid and got the new knowledge completely.<sup>66</sup>

The behavioral approach in building student's critical thinking skill has contributed in student output. In here, the student can easy to explore their idea and opinion without have feel afraid and suppressed. So, it can increase the student's learning outcome.

## **B. Discussion**

### **1. The Application of Behavioral Approach in Building Student's Critical Thinking skill at the Eleventh Grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.**

Based on the result of observation and interview have done in SMA Negeri 1 Balong Ponorogo, the researcher could identify that the behavioral approach effectively to build student's critical thinking skill. We know that learning is the way to change the individual behavior based on their experiences. Learning is a central focus of educational psychology.

Some psychologists, such as behaviorists see learning as a relatively permanent change in an individual's behavior. Other psychologists see learning as more about changes in the amount or type of knowledge that we have or the way in which we reason about our world. Learning shows that we

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<sup>66</sup> 10/I/23-V/2017, 13/I/16-V/2017



have benefited from experience in some way, and can work or act more effectively as a result. So learning can be evidenced by changes in strategy, or the ability to think differently about the problem. It enables us to anticipate outcomes and therefore act to control our environment.<sup>67</sup>

Behavioral approach is psychological perspective in teaching process. Teacher as primary sources to transfer knowledge to the student is hoped able to support their thought ability. The basic of behavioral approach is making connection between students experience and behavior. When the students learn how to use English, they might some mistakes during teaching and learning process that occurs but they will get the valuable experience of the behaviors needed to use English effectively. The students will change from individual who can't practice into an individual who can.

The statement above supported whith theory behaviorism is the view that behavior should be explained by observable experiences, not by mental process. For the behaviorist, behavior is everything that we do, both verbal and nonverbal, that can be directly seen or heard.<sup>68</sup>

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<sup>67</sup> Martyn Long and Martyn Long, eds., *The Psychology of Education*, 2nd ed (London ; New York: Routledge, 2011), 14.

<sup>68</sup> John W. Santrock, *Educational Psychology*, 5th ed (New York: McGraw-Hill, 2011), 218.

Behavioral learning theories focus on the ways in which pleasurable or unpleasant consequences of behavior change individuals' behavior over time and ways in which individuals model their behavior on that of others.<sup>69</sup>

The objective of behavioral approach is clearing teacher explanation to the student in classroom activity. The students need approach to absorb the lessons. It can use to connecting their think to produce idea and opinion. So, they can explore everything that their thought.

These research finding lines with behavioral objectives are clear statements of the intended student outcome of instruction. Objectives can range from general to specific. General or vague objectives such as improve student awareness can be fulfilled by almost any kind of instruction. Conversely, objectives that are too specific and document every minute change in student behavior are time consuming to write and can cause teachers to lose sight of the most important learning outcomes.<sup>70</sup> A behavioral objective describes what students do when demonstrating their achievements and how teachers know that students are doing. Four parts of a good objective: the specific group of students, the actual behaviors students is to perform as consequence of instructional activities, the conditions or contexts in which the

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<sup>69</sup> Robert E. Slavin, *Educational Psychology: Theory and Practice*, 8th ed (Boston: Pearson/Allyn & Bacon, 2006), 134.

<sup>70</sup> Dale H. Schunk, *Learning Theories: An Educational Perspective*, 6th ed (Boston: Pearson, 2012), 103.

students are to perform the behaviors, the criteria for assessing student behaviors to determine whether objectives have been met.<sup>71</sup>

In teaching and learning English process in SMA Negeri 1 Balong Ponorogo to applied the behavioral approach in building critical thinking skill, the English teacher for beginning the lesson build communication each other. The teacher wants to know student problem and preparation to involve in classroom activity. As motivator, the teacher gives support to keep spirit conducting learning process. Related to the lesson, the teacher gives some question and asks the student to answer it. To build their critical thinking skill, the teacher give example connected their experience. Sometime, this activity is called brainstorming.

A critical thinker does not necessarily have a negative attitude in the everyday sense of constantly criticizing someone or something. Instead, he or she can be thought of as astute: the critical thinker asks key questions, evaluates the evidence for ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. Last, the critical thinker can apply these habits of mind in more than one realm of life or knowledge.<sup>72</sup>

In the classroom activity, the teacher is moderator. Explanation needed to develop student understanding about the lesson. It means, emphasize to the

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<sup>71</sup> Ibid., 104.

<sup>72</sup> Kelvin Seifert and Rosemary Sutton, *Educational Psychology*, Second Edition (Zurich, Switzerland: The Jacobs Foundation, 2009), 185.

student to show all of their ability to analyze new knowledge that found. So, teaching and learning process conducted on student centre.

The teacher used bilingual system to explain the lesson. That is to help student keep subject clearly. During classroom activity the student actively direct interaction with the teacher. In this case, the teacher want to know how the student developing their thinking skill to speak English.

Based on interview and observation result, the teacher used appropriate teaching and learning strategy to improve the student's critical thinking skill. The teacher makes variation approach, method and technique that applied in the lesson plane base on necessity. Sometimes, the teacher applied role-play, jigsaw learning, three phase, group resume, etc. It means, to create the comfortable environment during classroom activity. So, the students enjoy exploring their opinions and ideas. The students have not feel under pressure conditions of any matter.

Interaction between teacher and student in the classroom can build good relationship each other. The teacher discuss together about the material. The teacher gives facility to the student to increase their English ability. Discussion together is needed to create good atmosphere in classroom. So, the objectives of learning can be achieved.

To support the teaching and learning process, every teacher needs varieties material that used. As good teacher must be creative using many kind of material related to the lesson. That are many kinds of reading text, media

(audio, internet, etc.), and dictionary. It is hoped to cover student feel bored. If the student excited to study, student creativity to produce their opinion and idea automatically is created.

Related to the application of behavioral approach in building student's critical thinking is practiced in the classroom, the teacher look at the theory of classical conditioning and operant conditioning. Classical conditioning is a type of learning can use to explain how people learn to connect the stimulus to get result a response. While operant conditioning have emphasizes of reward and punishment.

Classical Conditioning is a type of learning in which an organism learns to connect, or associate, stimuli so that a neutral stimulus (such as the sight a person) becomes associated with a meaningful stimulus (such as food) and acquires the capacity to elicit a similar response. Classical conditioning was the brainchild of Ivan Pavlov. To fully understand Pavlov's theory of classical conditioning, we need to understand two types of stimuli two types of responses: unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS) and conditioned response (CR).<sup>73</sup>

Operant conditioning (also called instrumental conditioning) is a form of learning in which the consequences of behavior produce changes in the probability that the behavior will occur. Operant conditioning is at the heart of

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<sup>73</sup> Santrock, Educational Psychology, 220.

B.F. Skinner's behavioral view. Consequences rewards and punishments are contingent on the organism's behavior.<sup>74</sup>

In Behavior management, the use of punishment to deter undesired behavior is not recommended because learners may simply try to avoid being caught behaving in an inappropriate way, rather than discontinuing the behavior is preferable to punishment because this strategy draws on the principles of operant conditioning, such that learners are instrumental in determining outcomes and hence appropriate reinforcement.<sup>75</sup>

## **2. The Factors Influencing the Successful Implementation of Behavioral Approach in Building Student's Critical Thinking skill at the Eleventh Grade of SMA Negeri 1 Balong Ponorogo in Academic Year 2016/2017.**

As teacher, must be able to practice teaching strategy during teaching and learning process take place. It is hoped the student get motivation to concern involving in classroom activity. Sometimes the teacher is giving reward to the student like excellent, good job and brilliant. Using punishment to show undesired behavior is not recommended because learners may afraid to tray giving opinion and idea. So, the objective of teaching and learning process do not success.

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<sup>74</sup> Santrock, Educational Psychology, 222.

<sup>75</sup> Anne Jordan, Annetta Stack, and Orison Carlile, Approaches to Learning: A Guide for Teachers (Maidenhead: Open University Press, 2009), 33.



Base on interview with English teacher, the behavioral approach is effectively to build the student's critical thinking skill in SMA Negeri 1 Balong Ponorogo. There are some factors influencing the successful implementation it, such as:

1. The teacher's motivation to the student to improve their English ability.
2. Materials and media to support the teaching and learning process.
3. The teacher's support to the student to explore their idea and opinion related to the lesson in classroom activity.
4. Giving statement to the student doesn't be afraid to make mistake in learning process.
5. Giving statement to the student that every people needed learning about knowledge especially second language.
6. Using appropriate teaching strategy.

Interaction between teacher and student in the classroom may conduct some obstacle to get the objectives of learning. There are impeding factors that come during classroom activity such as: the student lazy to study about new vocabulary, the teacher not has creativity to make student interest to stay on lesson, and the teacher making same teaching strategy over the time.

To build student ability in second language, the teacher must creative in applied teaching strategy. The teacher understands about student's character and capability. To study second language, the teacher able to conduct on multiple dimensions that are involved: linguistic, psychological and social. It

means teacher's creativity very important to help improving student's comprehension and learning outcome.

The application of behavioral approach in building student's critical thinking that applied in English lesson at SMA Negeri 1 Balong Ponorogo has contributed in student output. In here, the student can easy to explore their idea and opinion without have feel afraid and suppressed. So, it can increase the student's learning outcome.

Totally related to the sequencing of curricular events led to an interest in the correct sequencing of classroom events and the teacher's role in stimulating learners' behavioral responses. These events can be used to structure lesson plans, sessions or learning material.

**Table 4.1**

**Internal processes and their corresponding instructional events.**

<b>No.</b>	<b>Teacher Action</b>	<b>Learner Response</b>
1.	Gaining learner's attention	Reception and attentiveness
2.	Stating session objectives	Knowing what to expect
3.	Reminding what was done before	Stimulation of long-term memory
4.	Highlighting key features	Perceiving what is important
5.	Structuring learning	Creating links and associations
6.	Encouraging activity	Performing

No.	Teacher Action	Learner Response
7.	Providing feedback	Learning awareness and satisfaction
8.	Evaluating progress	Strengthening learning
9.	Enhancing attention and signaling future learning	Gaining learning overview

Source: based on Gagne and Medsker (1996: 140)<sup>76</sup>

The following list outlines curriculum planning steps commonly undertaken by teachers at different educational levels:

- 1) Identify the need for the program;
- 2) Determine the aims and instructional objectives of the program;
- 3) Define the characteristics of the target group;
- 4) List the precise learning outcomes;
- 5) Categorize learning outcomes according to Bloom's taxonomies;
- 6) Break the material down in to small units;
- 7) Carefully sequence these units;
- 8) Provide frequent practice to strengthen the stimulus-response bond;
- 9) Ensure that the learner responds (does things);
- 10) Observe and assess any behavioral changes;
- 11) Provide opportunities for frequent learner feedback;

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<sup>76</sup> Ibid., 30.

- 12) Reinforce 'correct' behavior with immediate rewards;
- 13) Evaluate the effectiveness of the program;
- 14) Modify and improve the program;<sup>77</sup>



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<sup>77</sup> Ibid., 31.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Having finished describing the result of the research, researcher drew the conclusion as follow:

1. The application of behavioral approach effectively builds student's critical thinking skill in SMA Negeri 1 Balong Ponorogo. In here, focusing applied in English lesson or second language acquisition. In classroom activity, the English teacher making connection between student experience and behavior, improving student's thought to produce idea and opinion, building good relationship each other, and creating comfortable environment during teaching and learning process. So, the objectives of teaching and learning are success.
  
2. There are some factors influencing the successful implementation of behavioral approach in building student's critical thinking skill at SMA Negeri 1 Balong Ponorogo, such as:
  - a. The teacher's motivation to the student to improve their English ability.
  - b. Materials and media to support the teaching and learning process.
  - c. The teacher's support to the student to explore their idea and opinion related to the lesson in classroom activity.

- d. Giving statement to the student for not to be afraid to make mistake in learning process.
- e. Giving statement to the student that every people needed learning knowledge especially second language.
- f. Using appropriate teaching strategy.

To build student ability in second language, the teacher understands about student's character and capability. To study second language, the teacher able to conduct on multiple dimensions that are involved: linguistic, psychological and social. It means teacher's creativity and skill is very important to help improving student's comprehension and learning outcome.

## **B. Recommendation**

The recommendations are directed to the teacher, students, and other researcher.

### **1. Teacher**

Recommendation is given specially for teachers who teach English lesson. In English class, the teacher must able to conduct on multiple dimensions that are involved: linguistic, psychological and social. It means teacher's creativity and skill is very important to help improving student's comprehension and learning outcome.

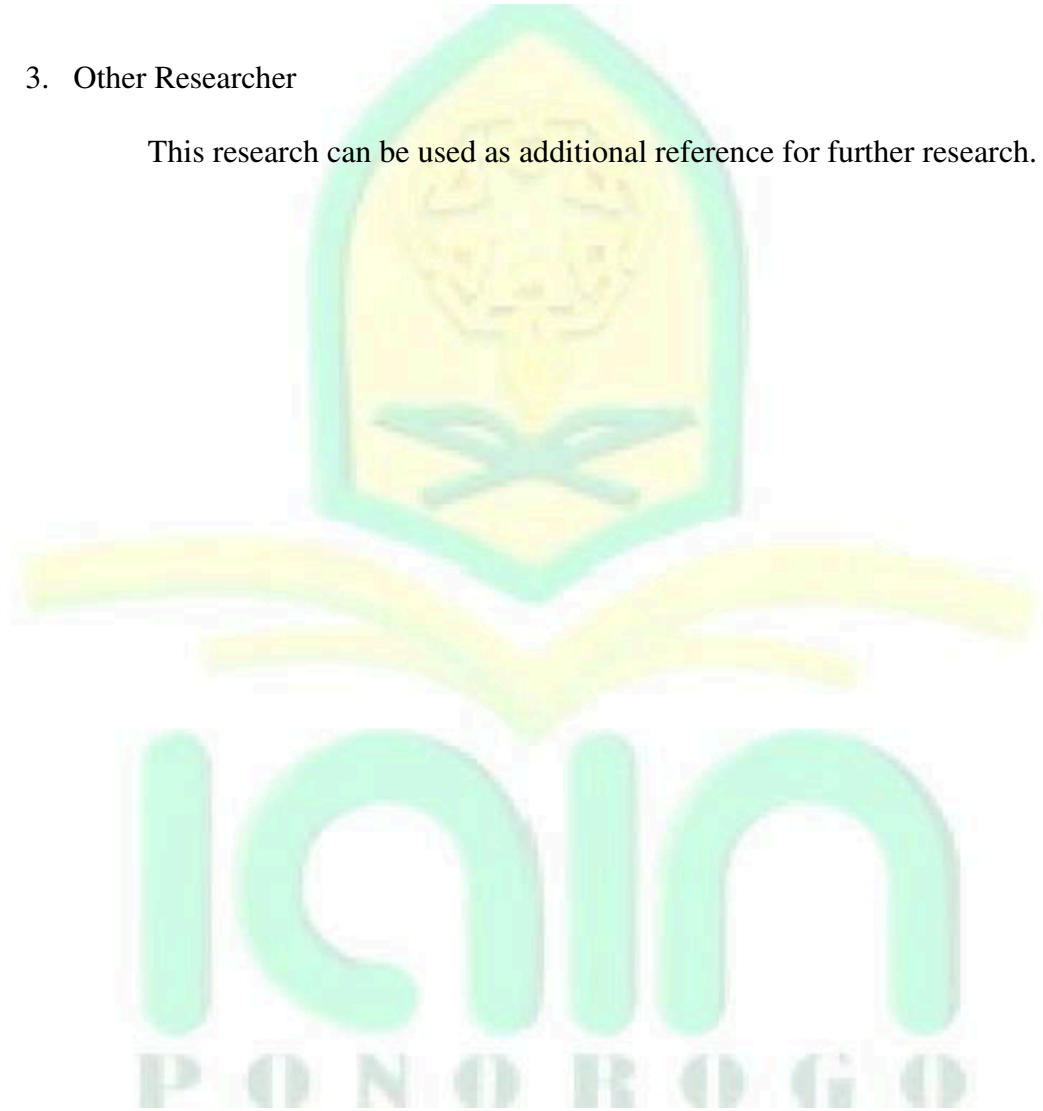


## 2. Reader

This research can be used to get information for readers who want to know about learning theories especially in behavioral approach.

## 3. Other Researcher

This research can be used as additional reference for further research.



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