

Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level

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Received August 14, 2020; Revised November 10, 2020; Accepted November 19, 2020

Cite This Paper in the following Citation Styles

(a): [1] Tulus Musthofa, Faiq Ilham Rosyadi, "Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level," *Universal Journal of Educational Research*, Vol. 8, No. 12A, pp. 7343 - 7349, 2020. DOI: 10.13189/ujer.2020.082518.

(b): Tulus Musthofa, Faiq Ilham Rosyadi (2020). *Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level*. *Universal Journal of Educational Research*, 8(12A), 7343 - 7349. DOI: 10.13189/ujer.2020.082518.

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Abstract This article discusses the actualization of Skinner's behavioral theory in relation to learning Arabic speaking skills. The object of research is the book *Teori Belajar dan Pembelajaran* by Baharudin and Esa in 2015. This book is the main reference in studying learning theories. This study aims to describe the actualization of behavioral theory in learning Arabic speaking skills at the madrasah aliyah level. This research is a library research using a descriptive analysis method. The theory used in this research is Skinner's behavioral theory, which views that learning is a change in behavior caused by a stimulus. This theory needs to get a new offer in its actualization; this is because the learning process is still fixed on the factors of mere cognitive ability. The research technique used in this study is data collection techniques through exploration and research of book sources or journal articles or sources of writing related to the object of this research. Based on the results and discussion, it can be concluded that the actualization of behavioral theory in learning Arabic speaking skills can be done by applying *bi'ah lughawiyah* (Arabic environment), increasing the use of Arabic as a means of communication, and the use of interactive media in the learning process.

Keywords Behavioral Theory, Speaking Skills, Learning, Arabic

1. Introduction

Language is essential for human beings as a tool or

means of transmitting thoughts, ideas, and feelings to others [26, 4]. Language use relates to all aspects of human life, including the economic, commercial, legal, social and educational fields. With language, a person is able to convey their thoughts, feelings, and information to others, both orally and in writing [24, 5]. It can be considered difficult to practice and understand a language fluently. Self-learning is the process of participating in a certain behavior and condition, resulting in a response for the systematically formed learning environment based on learning principles and theories [35]. Learning consists of psychological and physical activities that work together and complement each other in an integrated manner. The process of learning plays an important role in advancing the quality of human education; hence, learning should bring improvements and be beneficial for students [3].

In general, people learn Arabic in order to understand Islamic teachings from resources written in Arabic and to improve language skills: listening, speaking, reading, and writing [23]. Aside from gaining a deeper understanding of Islam, learning Arabic can also be done to understand Arabic culture. By mastering the four skills of language learning, one is able to understand language in writing and orally. Teaching the Arabic language as a subject in schools and madrasahs (Islamic schools), is done with the intent that students have active capabilities in their Arabic language skills, both receptively and productively. The receptive skill of students is seen in terms of their comprehension of Arabic texts and dialogues. Meanwhile, the productive skill of students is judged by their ability to speak Arabic, both orally and in writing [32, 7].

The implementation of speaking a foreign language (Arabic) and one's first language has many distinctions, hence mastering the principles and theories of learning will aid teachers in developing a more effective learning process. How to teach a language to students is an important thing to be noted by teachers. Learning Arabic language relates to at least three disciplines: linguistics, psychology, and education sciences. Linguistics discusses how to learn language in general, psychology explains the processes that occur in learning, and education sciences teach how to develop an effective and efficient learning system [25].

Arabic learning is always changing in both theory and its application. This is due to the development of sciences, culture, and change of eras. Dliyauddin stated in his research that the implementation of behavioral learning theory in *mudharah* activities is able to increase the students' observation, response, and imitation of stimuli given to them. These responses have a positive impact on the *mudharah* skills of the respondents [9]. Shafa stated that the application of behavioral learning theory in second language learning could result in the correct method to help students learn. The audio-lingual method is mentioned in the research as said result of the application of behavioral theory [39].

In this research, a study was done on speaking skills, as they are a type of language skill that must be achieved in the Arabic productive skill. It has been discussed in previous researches that applications of behavioral theory in Arabic skills are still stuck in old ways. For that reason, this research aims to provide a new model to actualize learning theories, specifically behavioral theory, and their connection with Arabic speaking skills. With further explanation, it is hoped that the ability to speak English at the level of madrasah aliyah can be learned dynamically based on the theory of learning. As for teachers, they must master these theories, as the students' understanding during the learning process is very substantial towards the quality of the planned learning. This article explains about the actualization of behavioral theory in accordance with competency standards at madrasah aliyah.

2. Method of Research

In this study, a library research was conducted using the descriptive analysis method. The literature review in this research was done in order to understand the phenomena of learning Arabic through written data. The study was conducted using qualitative approach as the data obtained are in the form of descriptive data. The technique used in this study was data collection through exploration and reviewing from books, journal articles, or other text resources relating to the subject of study. The primary data source of this study is the book "Teori Belajar dan Pembelajaran" (Theory of Learning and Lessons) written by Baharudin and Esa. Meanwhile, the secondary data

sources are books, magazines, and seminars discussing behavioral learning theory. Based on these data, the author used Skinner's behavioral theory to examine the object of study. After collecting the data necessary for the study, the data were then examined, analyzed, interpreted, and packed into a comprehensive explanation.

3. Results and Discussion

Behavioral Learning Theory

Learning theory is a collection of ideas, thoughts, ideas, and systems related to how a person carries out the learning process and other elements related to learning activities. Learning theory can also be defined as a theory that contains the procedures for teachers to apply the learning learning process, which will later be used by students both inside and outside the classroom [27]. The learning theory is a series of general principles that integrate with each other based on factual findings related to the process of learning. By and large, these general principles result in three theories: behaviorism, cognitive, and humanism [36]. As stated by Baharudin & Esa in their book, behavioral researches that study how humans learn could be conducted with the help of technology. Several researchers in the field of behaviorism include Ivan Pavlov, Edward Lee Trondike, Guthrie, BF Skinner, and Hull [11]. They believed that the essence of learning lies in the existence of stimulus-response through the formation of habits, conditioning, and reinforcement. Afterwards, habits would be formed, conditioned, and reinforced through practice and habituation [31].

Ivan Pavlov, a researcher in the field of behaviorism in the late 1800s who developed respondent conditioning or classical conditioning, believed that if a neutral stimulus was paired together with an unconditioned stimulus and imparted continuously, it would transform into a conditioned stimulus with the same strength to produce a response [11]. Edward Lee Throndike was a figure in the field of behaviorism who also conducted a research on the interaction process between stimuli and responses. Throndike claimed that learning is an associative process between stimuli and responses. He defined stimuli as something that motivates a person to learn, such as thoughts, feelings, and other inputs received by human senses. Meanwhile, response was defined as a reaction that occurs as one learns which can be in the form of actions, thoughts, and feelings [11].

Edwin R Guthrie stated that learning is a combination between relevant stimuli and responses [11]. Guthrie believed that the improvement of learning results is due to the closeness between stimuli and responses. He also believed that habituation and punishments are very effective for the process of learning [18]. Skinner, a key figure in behaviorism also had several arguments on a

person's learning process. Behavioral learning theory that originated from Skinner's work claims that learning is a behavior-changing process from the series of antecedent-behavior-consequence. Antecedent is defined as an event or activity that precedes a behavior and consequence. Meanwhile, consequence refers to an event that follows a behavior. The discovery of this theory initiated from Skinner's belief that Pavlov's classical conditioning principle only covers a fraction of behavioral study [11].

Hull claimed that stimuli (S) affect organisms (O) and produce responses (R). This theory is considered a development of the previous behavioral theory. As with other behavioral theories, this one also states that reinforcement is a fundamental factor of a person's learning.

The behavioral learning theory is a psychological theory that focuses on real behavior. This theory aims to study human behavior by using objective, mechanical, and materialistic approaches. Therefore, a change in behavior in a person can be done through adaptive efforts. In other words, a person's apparent behavior must be studied through examination and observation [30]. Based on several findings from researchers in behaviorism, it can be concluded that learning is a process of behavioral change that is caused by stimuli and responses. Several things that affect learning outcomes include habituation, reinforcement, offering rewards, and inflicting punishments.

An important principle in the behavioral theory is the change in behavior based on direct consequences. There are two consequences used in this theory, namely feelings of pleasure (reward) and displeasure (punishment). Feelings of pleasure and feelings of displeasure will have an effect on student responses. This is because inherently every student seeks a feeling of happiness and tries to avoid sadness. For that reason, by giving reinforcement and punishment, students will be more active in the learning process [13].

The principles of behavioral theory according to Mukinan are: (1) Behavioral learning theory considers that learning is a change in behavior. A person is said to be learning if they demonstrate a change in their behavior, (2) This theory assumes that the most important thing in learning is the existence of stimulus and response, (3) Reinforcement, all that can increase the presence of response, is an important factor in learning [28]. Abdurakhman also stated that the principles of behavioral learning theory are: (1) responses are caused by stimuli, (2) learning is a change in behavior, and (3) habituation is

important [1].

Learning Arabic Language Skills at the Madrasah Aliyah Level

Learning is an activity done in a learning environment that aims to acquire knowledge and information and also shape character [19]. Learning can be inferred as a process and effort that is implemented by teachers/educators to carry out the learning materials for students [18]. The literal definition of the word "Arab" means barren land or desert. Meanwhile, language is a communicative tool or medium to transmit thoughts, ideas, and feelings to others. Language is a spoken code system used by people to communicate and interact with each other based on their culture [10]. Therefore, the term "Arabic language" can be defined as a communicative tool used by people from barren land and desert areas [8].

Muradi stated that there are three objectives of learning Arabic. First, the mastery of elements of Arabic, namely: aspects of sound, expression, and structure. Second, using Arabic as a means of communication. Third: understanding Arabic culture in the form of ideas, traditions, values, and art [29]. As an effort to achieve these objectives, Arabic learning can be branched into four skills, which are: listening, speaking, reading, and writing [38].

Listening skills are the ability to receive and understand information spoken by others [20]. Speaking skills are the ability to articulate sounds or words to convey thoughts in the form of ideas, opinions, desires, or feelings to others [34]. Reading skills are the ability to recognize and understand written meanings while reading silently [16]. Meanwhile, writing skills are the ability to communicate without voice, tones, expressions, but rather with written symbols [21].

Arabic learning is a process and effort done by teachers to educate students to understand Arabic learning materials that are divided into four skills (listening, speaking, reading, and writing), aiming to achieve the objectives and meet the competency standards at a certain level. The objective of learning Arabic at the madrasah aliyah level, as stated in Permendikbud (Regulations from Indonesian Ministry of Education and Culture) number 64 of 2013, is to reach certain competency standards. The objectives of the class X Arabic curriculum in the 2013 curriculum include four competencies, namely (1) spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skills [12]. These competency standards of Arabic learning skills at the madrasah aliyah level, it can be seen in the table below:

Table 1. Competency Standards at the Madrasah Aliyah Level

No.	Grade	Competency	Description of Competence
1	X & XI	Skills	Processing, reasoning, and presenting both in concrete and abstract form of the materials taught at school independently, creatively, and affectively and being able to use methods according to the discipline for self-development.
2	XII	Skills	Processing, reasoning, presenting, and creating both in concrete and abstract form of the materials taught at school independently, creatively, and affectively and being able to use methods according to the discipline for self-development.

Source: (Rohman, 2018: 227-228).

Based on previous observations and researches, there are several factors that influence how students learn speaking a language. Sarip believed that the process of learning how to speak depends on linguistic and non-linguistic factors. Several linguistic problems faced by students include: difficulty in pronunciation (*ashwat*) especially caused by the fact that the Arabic alphabet is different than the Indonesian alphabet, errors in arranging words in sentences (*nahwu* and *sharaf*), and limited vocabulary (*mufrodad*). Meanwhile, the non-linguistic constraints include students' psychological fear of making mistakes as they have trouble expressing ideas, since in general students are conditioned to memorize dialogues instead of reconstructing their own phrases and ideas that are practiced and developed through the subject of dialogue taught to them (Sarip, 2019: 132). In agreement with the previous opinion, Haron emphasizes that several factors that contribute to how students learn to speak a language are (1) lack of practice, (2) limited vocabulary (*mufrodad*), (3) non-supportive environment, (4) lack of confidence, (5) the absence of a partner to practice communicating with [14].

In reality, Arabic skills are judged by the cognitive abilities of the students. Whether or not a student can speak Arabic is assessed as one form of the student's various cognitive abilities. This common view results in teachers to plan lessons limited to providing materials aimed to optimize the students' abilities. Therefore, the factors of learning environment, practice, partners to communicate with, and the medium of the learning process are overlooked. This current condition needs to be acknowledged accordingly by implementing behavioral theory in learning Arabic language. Because, based on behavioristic theory from various experts, it can be concluded that the behavior of living things can be controlled and observed objectively. Language is a form of behavior, in the acquisition of language is not different from the acquisition of other behavioral skills, especially in learning Arabic. Mastery of the Arabic language is based on the formation of habits, and depends on the stimulus received from other people around him.

Actualization of Behavioral Theory in Learning Arabic Language

Actualization is the process of carrying out internalization and comprehension of a theory in one's behavior. Widyaningsih stated that actualization is a

follow-up process of internalization, which means that actualization occurs after someone has internalized the values and theories they learned [42]. The behavioral theory assumes that human behavior is entirely influenced by external factors, especially stimuli and environmental factors. Environmental factors play an important role in controlling human behavior [41]. Behavioral analysis is based on two things, namely 1) all behavior is a result of stimuli from environmental factors and 2) behavior can be changed according to environmental changes. The view of behavioral theory in learning a second language infers that a person should be provided opportunities on self-development through stimulation in the form of practicing the language directly with their environment (community of speakers) [39].

According to Skinner's behavioral theory, language is generally learned by prioritizing the skills of listening and speaking over other skills, providing active and continuous practice and usage of the language, and creating a language environment where students are able to use learning methods that help them listen and interact with native speakers, normalizing motivation to speak a foreign language.

Actualization of behavioral theory in learning Arabic language at the madrasah aliyah level can be carried out by:

Bi'ah Lughawiyah (Arabic speaking environment)

Bi'ah lughawiyah is an environment that actively uses Arabic as a means of communication. Al- khalifah, as quoted by Aflisia, claimed that *bi'ah lughawiyah* has several functions as follows: (1) accustom all elements of the school to be able to use Arabic to interact with each other, (2) reinforce Arabic learning that has been implemented in the classroom. (3) Normalize learning through integration of theory and practice [2]. Based on the principles of Skinner's behavioral theory, which considers stimulation as a factor that influences a student's learning process, teachers should be capable of managing classes on Arabic language. This strategy of applying *bi'ah lughawiyah* plays an effective role in improving students' language speaking skills.

Processing, reasoning, presenting, and creating both in concrete and abstract form of the Arabic language learning materials have not been implemented as a form of interaction between students and their environment. *Bi'ah lughawiyah* can serve as a medium to improve students' Arabic language speaking skills. Several

activities that can be applied by teachers to implement *bi'ah lughawiyah* include: normalizing explanation of teaching materials actively using Arabic, providing feedback for questions asked by students using Arabic, providing examples of correct Arabic usage, and giving rewards for students who actively use Arabic as a means of communication. Language is the result of stimulus-response behavior. So if a learner wants to increase his speech, he must increase the receipt of the stimulus. Therefore, the role of the environment as a source of stimulus is dominant and very important in helping the process of mastering second languages. Besides that, behaviorist theory also considers that language is a process of habituation. That is why, the more people want to master a language, they must receive more stimuli and respond to the stimulus they receive.

More practice in Arabic

Skinner's behavioral learning theory considers the most important thing in the learning process is the change in behavior caused by stimuli. This theory can be actualized by practicing the use of Arabic. Practice can be defined as the formation of stimuli and responses. By providing stimuli in the form of practice in the use of Arabic, students become accustomed to speaking Arabic. These stimuli in the form of practice are able to improve students' Arabic speaking skills. In reality, teachers do not teach Arabic speaking skills, but rather teach about the language itself. Practically speaking, practice of Arabic speaking skills is hardly carried out. Therefore, Arabic lessons at school lack the aspect of practicing communication. Without exercises and direct practice, the concept of the lessons can no longer be considered learning language skills, but instead learning about the language.

Processing, reasoning, presenting, and creating abilities at a certain level of competence have yet to become habits for students. This is due to the lack of practice in the use of Arabic. Practice as a stimulation is an effort to accustom students to use Arabic as a means of communication. Ismail mentioned several techniques of practicing Arabic skills, including: practice of correct and incorrect examples, shouting, using Arabic with a communication partner, and taking turns correcting each other's mistakes [17]. The response of stimuli in the form of practice directly affects students' fluency in Arabic and indirectly accustoms students to use Arabic actively to communicate. Behavioral theory emphasizes that the response of the stimulus in the form of spoken language by students is more effective in learning Arabic speaking skills. The practice of using the Arabic language that is studied provides communication opportunities by using these techniques which will lead to the process of using language as a means of communication. The opportunity to communicate using the language being studied is among the main principles of teaching speaking

proficiency.

Use of Interactive Media for Learning

A medium is a component in learning that serves as a tool to aid teachers in presenting teaching materials [15]. Learning media are used to deliver teaching materials in order to stimulate thoughts and feelings to achieve learning objectives. In the process of learning Arabic, a medium plays an important role. In general, it functions as stimuli and message transmitters. In addition to that function, media can be used in the learning process to rouse interest and as a motivation to learn. The use of media can also help students improve their understanding, deliver lessons/data compellingly, ease interpretation of data, and solidify information.

The main function of learning media is as a means to aid teaching and influence the learning climate, condition, and environment that is managed and created by the teacher. There are two intentions to make use of the media, which are: 1) utilization of media in the classroom, with integration in the process of learning in the classroom to achieve certain learning objectives; 2) utilization of media outside the classroom, which can be divided into two main groups, namely free usage and controlled usage. These utilizations can help teachers implement learning activities directly both indoors and outdoors. This can be optimized by taking into consideration the stimuli that are to be given and the characteristics of the students' developments. In behavioristic theory, interactive media in the learning process to speak Arabic can be used in three functions. First, multimedia can serve as an instructional aid. Second, multimedia can function as an interactive tutorial, for example in a simulation. Third, multimedia can function as a medium for learning Arabic, for example, multimedia is used for media to practice Arabic between teachers and students. Without using interactive media, the process of learning Arabic speaking skills cannot develop properly, especially if you want to create interactive presentation patterns. Therefore, the media is the right suggestion for educators to use to improve students' speaking ability in Arabic. In the view of behavioristic theory, this interactive learning media has the aim to enrich knowledge and become an intermediary contribution (stimulus) for (response) the success of learning to speak Arabic.

4. Conclusions

The behavioral learning theory is a psychological theory that focuses on real behavior. This theory aims to study human behavior by using objective, mechanical, and materialistic approaches. Therefore, a change in behavior of a person can be done through adaptive efforts. The behavioral learning theory infers that learning is a process

of change in behavior and the most important aspect of the learning process is the existence of stimuli and responses. Speaking skills (*maharah al kalam*) are the ability to articulate sounds or words to convey thoughts in the form of ideas, opinions, desires, or feelings to others. Learning Arabic speaking skills can be defined as efforts from teachers to teach students how to speak Arabic and be able to habituate using Arabic as a means of communication. Meanwhile, actualization is the process of carrying out internalization and comprehension of a theory. Actualization of behavioral theory in learning Arabic speaking skills at the madrasah aliyah level can be implemented by three main things: (1) implementation of *bi'ah lughawiyah* (Arabic speaking environment), (2) more practice in Arabic, and (3) use of interactive media to learn Arabic.

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