

**LEARNING PRINCIPLES WHICH UNDERLIE ENGLISH CLASSROOM PRACTICES  
AT ISLAMIC BOARDING SCHOOL GONTOR FOR GIRL 3  
A MICRO-ETHNOGRAPHY STUDY**

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By

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**Abstract**

This study focuses on language learning principles. It is the principles used during learning process effectively. The main purpose of this study is to describe the learning principles are found in language teaching learning process of English at Islamic Boarding School Gontor for girl 3 Karangbanyu Widodaren Ngawi. This study is qualitative research with an ethnography approach. Research procedure of the study carried out through steps of defining the problem, doing an observation, identifying learning principles theory, evaluating and reflecting. The source of data is the information about teaching learning process including events, respondents, and documents. The data validity is checked by triangulation technique. In collecting data, it engages participative observation, in-depth interview, and analyzing documents. And the data analysis was done by the sheme of data collection, data reduction, presentation, and conclusion. This study was raised some subsidiary statements. *Firstly*, finding out the learning principles are applied in the teaching-learning process. *Secondly*, calculating the frequency of type of learning principles in the teaching-learning process. *Finally*, determining the dominant theory of learning principles. The result described if there are four major learning principles are found during teaching learning process, they are Behaviorism, Cognitivism, Humanism, and Constructivism. Those four theories have different type and frequency. The research was calculated the four theories of learning pinciples with different frequency for each, 50,3% of Behaviorism, 30,2% of Cognitivism, 11,6% of Humanism, and 7,9% of Constructivism. The dominant theories of language learning principles which found in the study was Behaviorism. This theory purposed to train students applying English vocabularies in thousand sentences, building habituation, and attaining students' fluency in daily speaking. Meanwhile, the learning principles was took place in the teaching-learning in order to support the language development.

**Keywords:** *Learning Principle, Teaching-Learning Process, Building Habituation, Language Development.*

**PRINSIP BELAJAR YANG MENDASARI PRAKTEK PEMBELAJARAN BAHASA  
INGGRIS KELAS DI PONDOK PESANTREN GONTOR PUTRI 3  
STUDI MIKRO-ETNOGRAFI**

**Abstrak**

Penelitian ini fokus pada prinsip-prinsip pembelajaran bahasa. Prinsip belajar adalah prinsip yang digunakan selama proses pembelajaran secara efektif. Tujuan utama dari penelitian ini adalah untuk menggambarkan prinsip-prinsip pembelajaran yang ditemukan dalam proses belajar mengajar bahasa Inggris di Pondok Pesantren Gontor Putri 3 Karangbanyu Widodaren Ngawi. Penelitian ini merupakan penelitian kualitatif dengan pendekatan etnografi. Prosedur penelitian dilakukan melalui langkah-langkah sebagai berikut: mendefinisikan masalah, melakukan observasi, mengidentifikasi teori prinsip-prinsip pembelajaran, evaluasi dan refleksi. Sumber data adalah informasi tentang proses belajar mengajar termasuk peristiwa, responden, dan dokumen. Validitas data diperiksa dengan teknik triangulasi. Dalam pengumpulan data, melibatkan observasi partisipatif, wawancara mendalam, dan dokumen analisis. Dan analisis data dilakukan dengan skema pengumpulan data, reduksi data, penyajian, dan kesimpulan. Penelitian ini mengangkat beberapa pernyataan diantaranya: Pertama, mengetahui prinsip-prinsip pembelajaran yang diterapkan dalam proses belajar-mengajar. Kedua, menghitung jumlah frekuensi masing-masing teori pembelajaran yang diaplikasikan dalam proses belajar-mengajar. Yang terakhir, menentukan teori prinsip belajar yang paling dominan selama proses belajar-mengajar berlangsung. Hasil yang diperoleh menjelaskan bahwa ada empat prinsip utama pembelajaran yang ditemukan selama proses belajar mengajar, yaitu Behaviorisme, kognitivisme, Humanisme, dan Konstruktivisme. Keempat teori tersebut memiliki jenis dan frekuensi yang berbeda. Dalam penelitian ini, frekuensi masing-masing teori belajar dihitung dengan frekuensi yang berbeda, 50,3 % dari Behaviorisme, 30,2 % dari kognitivisme, 11,6 % dari Humanisme, dan 7,9 % dari Konstruktivisme. Adapun teori belajar yang ditemukan paling dominan dalam penelitian ini adalah Behaviorisme. Teori ini memiliki frekuensi yang paling banyak karena bertujuan untuk melatih anak didik dalam menerapkan kosakata bahasa Inggris di berbagai kalimat, selain itu untuk melatih kelancaran siswa dalam berbicara sehari-hari. Sementara itu, prinsip pembelajaran sangat penting untuk diaplikasikan selama belajar-mengajar dalam rangka mendukung pengembangan bahasa.

**Kata kunci:** Prinsip Belajar, Proses Belajar-mengajar, Pembiasaan, Pengembangan Bahasa.

## INTRODUCTION

Today's learners are being the newest generation. They behave neither good nor bad. They come from different backgrounds and cultures with one purpose to attain the best for the future. With the diversity of students, it provides students with the opportunity to learn each other (David W.W. Jones, Kristina G. Rikkets, Jonathan D. Ulmer, Kevin B. Williams, 2008: 54). The best future which the students should be is depend on the self and how the teaching-learning process properly occurred. This research describes the learning principles applied in the teaching-learning process of English.

Nowadays, learning foreign language has been the highlight point through learning process. To study foreign language, everyone must have good understanding on the underlying principle of the teaching methodology and learning theory. Learning theory is a foundation that leads the learning process to the formation of good learning environment. Many learning theories found basically focus on behavioral changes after the achievement of the learning process. Learning theory also has a principle relation in language learning to get the quality of education. It is going to be beneficial for the quality of teaching-learning when it is applied correctly and appropriately (David W.W. Jones, Kristina G. Rikkets, Jonathan D. Ulmer, Kevin B. Williams, 2008: 53).

It is important to remember that if theories of learning principle are reintroduced around us, so that teachers can be applied them in teaching-learning process as well. As known, there are four major theories of language acquisition and language learning which have a close relation with psycholinguists and applied linguistics, namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009: 15). *Behaviorism* says that learning is custom built with a lot of practices, experiences, stimulus, responses, reinforcements, and reactions which have a big role through changing behavior (Suyono and Hariyanto, 2012: 12). *Cognitivism* believes that learning is a process that occurs in the brain. *Humanism* emphasizes that humans have emotion and

feeling, and it greatly affects the learning process. *Constructivism* suggests that learning is not just a process in the brain, it's just understanding but learning is an experience. To have better learning process of English, teachers must know the language learning principles should be applied. It is neither good nor bad. It is neutral.

The four of learning principles mention above are found in the teaching-learning process of English at Islamic Boarding School Gontor for girl 3. Islamic Boarding School Gontor for girl 3 was one of the biggest boarding school through east Java which has a specific culture, whether education management, rules and regulations, official languages, or living activities (Wardun, 2011: 26). Then, something curious with the process of English development obviously occurred. So an observation relates to the learning principles applied in the teaching learning process of English is researchable.

At the nature, Gontor is an Islamic Modern Boarding School which upholds the use of two official languages, English and Arabic. To get the language improvement, Gontor leads the students to know English from the basic needs. There are some significant points from the phenomenon of the students. Most of students stated that they would learn at Gontor because of their interesting in the language development (Wardun, 2012: 54). Obviously, their parents also supported by their great image that to have their children's good language skills, they send them to study at Gontor. However, it needs to be considered that Gontor rapidly developed not only in terms of language, but it covers several aspects, including:

- Science aspect. It is about the balance between general sciences and religious sciences.
- Language aspect. It is about the balance between Arabic and English language.
- Dormitory system. It is the obligation to the whole students to live in the boarding school.

Hence, it is researchable view to find out the language learning principles through the teaching-learning process of English in Gontor. This research was not the first one which analyses learning principles. There are some researchs which have conducted about language teaching-learning process of English. There are four previous studies have been chosen by the researcher to support her research. Among other are Todd Vercoe (2004), Ahn Sun-Hee (2002), Aflah Surur (2010), and Muhammad Irzal (2011).

The first study taken was Vercoe's research (2004) that studied about the useful of cognitive theory in the teaching of english suggested definite differences in the way Westerners and North-East Asians. It was not cover all theories of learning principles, but only a cognitive theory. The research of Sun-Hee (2002) studied analyses highlights the application of teaching principles and theories to one learner (Jay). This research was not cover the learning principle inside as known in cognitiv, behavior, humanis, and constructiv, but the learning principle used is confucionist principles. Even it was different, but the success learning of Jay is caused of the principle applied in the learning process.

The research of Surur (2010) studied the teachers' efforts using learning theory to improve the standard of English language in Gontor. Surur's work covered what is needed in the process of teaching learning process with no describing the learning principles as well. Another research also done by Irzal (2011) studied the language improvement around new students' dormitory in four skill of language. Irzal's work focused on learning process in the dormitory in order to improve the students' ability in English. Both of the last research above did not describe deeply the significant of learning principle. It just used the drills of learning priciples' theory.

The four language learning principles mention before are applied in the teaching learning process of English in Gontor for girl 3 with the different frequency. The principles are reflected in the steps of teaching learning process. Within the teaching-learning process, students are involved to creat their own

dreams and reach them as the goal of successful (Uno, 2011: 46). The instructions, tasks and ways are represent the language learning principles. Some instructions, tasks and teacher's act ask the students to listen, repeat, complete, fill, rewrite, restate, or replace as the behaviorism task. Some behaviorists (Hariyanto, 2012: 59) argued that the two important elements in this theory are stimulus as the input and response as the output.

Some instructions, tasks and teacher's act also ask the students to think, decide, choose and try as the cognitivism tasks. It is important to be understood if behaviorism stresses the learning process from the learning result (Hariyanto, 2012: 75). Some instructions, tasks and teacher's act which guide the students to creat a social relation, work in a group, discuss, and express what they feel are the parts of the humanism. The last is some instructions, tasks and teacher's act which coach the students to develop and build a new view, construct the students understanding and solve the problem are the constructivism tasks. These matters are reflected in the teaching learning process as the researcher found in this research.

Based on the previous opinion, the question which is necessary to be answered is what are learning principles applied in the teaching-learning process of English at Islamic Boarding School Gontor for Girl 3? Generally, this study aims to describe theories of learning principle applied in teaching-learning process of English at Islamic Boarding School Gontor for Girl 3. This includes four major theories of learning principle: Behaviorism, Cognitivism, Humanism, and Constructivism with the pattern drills of each which applied properly through the teaching-learning process of English at Islamic Boarding School Gontor for Girl 3. Language learning principles here was took theoretical place during teaching learning process in order to support the language development. The principles are found in the research can be described in the table below:



No	Principle	Classroom Technique	Type	Example
1	Behaviorism	1. Respond to what the teacher says;	Repetition	1. Listen carefully and repeat the word after me! 2. I have new word, I want to read for you, listen carefully and please say together!
		2. Responses based on the teachers' model;		1. Write down the word on the blackboard to your book! 2. Put the word 'remain' in another sentence!
		3. Sentences building;		1. Put these words in a good sentence!
		4. Reading aloud.		1. Put these words in a good sentence!
		1. Filling word in the blank sentences with the words provided;	Completion	1. Put the words we learnt in the blanks provided! 2. Fill in the blanks with the words provided!
		2. Completing Sentence.		1. Complete the following text!
		1. Changing word by another	Inflection	2. Change the object or subject in this text by the similar word!
		3. Replacing word by a similar word		1. Replace the underlined word by the similar!
		1. Transforming sentence to positive, negative or interrogative;	Transformation	1. Write the negative and interrogative form of these sentences!
		1. Arranging words	Restoration	1. Arrange these words in a good sentences
No	Principle	Classroom Technique	Example	
2	Cognitivism	1. Teachers' instruction which lead students to think what they have known;	2. Answer these questions based on the last material learnt! 3. Ask the questions for the following answers!	
		2. Teachers' instruction which lead students to relate the new material to their daily life experience;	1. When you come to jewellery shop, can you describe how the necklace is? 2. What will you do at the seaside?	
		3. Teachers' instruction which lead students to get involve in the learning process.	1. Think about the meaning based on the example before! 2. See the picture here, which one do you like most?	

No	Principle	Classroom Technique	Example
3	Humanism	1. Instructions which lead students to build a social relation	<ol style="list-style-type: none"> <li>1. Discuss this conversation text with your partner!</li> <li>2. Please make a pair with your friend, and talk in front of class about <i>a meeting!</i></li> </ol>
		2. some instructions which build self actualization	<ol style="list-style-type: none"> <li>1. Come forward please and tell us what the conversation talking about!</li> <li>2. I give you chance to ask the difficult word or which part of the reading text you do not understand well</li> </ol>
No	Principle	Classroom Technique	Example
4	Constructivism	1. Collaborative Learning	<ol style="list-style-type: none"> <li>1. You will find a word written on the paper. Build a new view from that word with your friends to develop the word widely. That should be in conversation, theatre, or arranging words!</li> </ol>
		2. Coaching	<ol style="list-style-type: none"> <li>1. Would you like to have it? Why or why not? What are the things you want to be your best own? (<i>at the jewellery shop</i>)</li> <li>2. What are the things make you feeling happy at the seaside?</li> </ol>

## RESEARCH METHOD

This research was a qualitative research with an ethnography approach. Ethnography is a study allowing the researcher to explore and interpret the culture and social system (Murchison, 2010). As stated by Endang Fauziati (2009) that one of ethnographic principles is focused on human behavior within a particular setting and cultural patterns. On the other hand, the researcher exists during the process of teaching-learning. Therefore, she ordered to do in-depth observation and in-depth interview (Arikunto, 2010: 24). While an ethnographies is mostly used in education which involves participant observation, informant

interviewing and artifact collection in effort to come to understand the cultural knowledges of their everyday experiences (Hatch, 2002: 21). This research conducted at Islamic Boarding School Gontor for Girl 3, focuses on eight year grade academic year 2011-2012 ranging for one semester. It started on February 2012 until June 2012. Another time which the researcher spent to complete the data was about three months after. The subject of this research was three English teachers, their class assistants and the whole students of eight year grade which consist of 8 classes with 290 students totally.

The data used in this research consisted of primary data and secondary data which were taken from three sources. They were events concerning the whole teaching-learning activities, respondents consists the teachers and students, and documents including written information related to language learning principles found in the teaching-learning process of English.

The data validity is checked by triangulation technique. Triangulation is the technique of checking the validity of data by using 'things' outside the data as comparing things to the data (Moleong, 2007: 331). In testing the data validity, the researcher makes following steps, comparing data from interviews with data from observations, comparing with what is said in private with what is said in public, comparing what people say about the situation of research in what is said at all times, and then comparing the results of interviews from the contents of a document.

Data collection technique used in this research was (1) participative observation which the researcher actively participated in the research, she observed the teaching learning process and the weaknesses that may appear during English teaching learning process, she came to the class and joined actively the process. (2) Interview which the researcher did formal and informal interviews, she interviewed the students, the parents, and the other teachers informally and in unstructured questions to recognize the problem and, (3) documentation which the researcher documented the result of observation to

follow the student's improvement of teaching learning process by using learning principle theory.

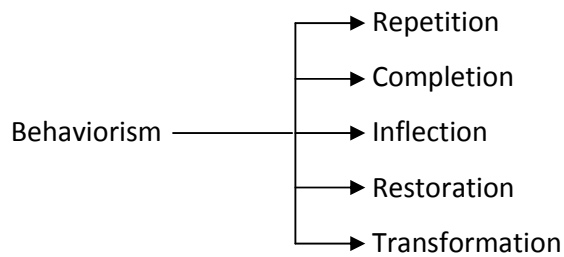
The technique of data analysis dissected by the scheme of data collection, data reduction, data presentation, and conclusion. Meanwhile, to determine whether the data is valid or not, this sresearch used triangulation method.

## **THE RESEARCH RESULT AND DISCUSSION**

Based on the purpose of the research, the researcher draws the result of this research gained through the observation, interview and document analysis and then it is discussed based on the theory and previous studies. The result of the research covers four major theories of learning principle focuses. They are Behaviorism, Cognitivism, Humanism, and Constructivism. These four theories were already applied in the teaching-learning process of English at Islamic Boarding School Gontor for Girl 3. The brief description of each theories will discussed at the follow:

### **Behaviorism**

Behaviorism says that learning is custom built with a lot of practices (Suyono and Hariyanto, 2012: 12). As explained by Brook in Fauziati (2009), there are many pattern drills in the type of behaviorism. This theory was the first appears in language learning principles which tries to show the extent to has a relation to the foreign language teaching (Fauziati, 2009: 21). The result showed that Behaviorism seems to be the domination in this research more than another learning principles. This theory appeared that it is the process of response to the stimulus. The researcher found some drills based on behaviorism such as repetition, completion, inflection, restoration and transformation which the researcher will describe at the follow:



### *Repetition*

Repetition is to respond the operant which comes in the form of instruction, the students may repeat the word after hearing from the teacher without text. This pattern gives more positive impacts to the students during teaching learning process. It is also important to say that years ago, teachers believed that the best way to learn was through repetition (Pavlov, 2011: 1). On the other hand, repetition in this research classified into four. *First*, respond to what the teacher says by repeating word more than one time till they save it carefully in their mind. *Second*, responses based on the teacher's model. That is the students write all new words on the board onto their book. *Third*, sentences building. That is the students asked to put the words in another good sentences as teachers have before. And reading aloud was placed at the *fourth* of types. It is a reading from the students loudly one by one following the reading of the teacher as an example before. From the previous types found above, it dares to say if students learning was depend on teacher behavior, because it became a stimuli to be responded. Hence, students built good environment in the classroom to create good student learning experience (Collins, 2002, Vol. 7. No. 2).

### *Completion*

Another type of behaviorism that the researcher found was completion pattern which grouped into two. The first, sentences completion that ask the

learners to fill the blanks with the words given. The second, sentences incomplete and the learners have to complete with the words given.

### *Inflection*

Another pattern of behaviorism was inflection. The drill asked students to change or replace one word by another. Students saved a thousand words, so that they have to contribute them to the drill provided.

### *Transformation*

It was also one of types of behaviorism. The transformation asked the students to transform the underlined words or phrases to become negative or interrogative sentences. It also asked them to change the subject, object or underlined words with the similar words.

### *Restoration*

One last type was restoration. The drill asked students to arrange words into good sentences. Students needed concentration to do it. It also should be easy when the students come to practice more with a great desire.

The drills are found in the reserach showed a lot of practices which form an assumption that learning is relation process between stimulus and response. Besides, Hilgard & Bower said if it was also famous with the name '*Trial and Error Learning*' (Syah, 2012: 93).

### **Cognitivism**

cognitivism is a theory that humans generate knowledge and meaning through the sequential development of cognitive abilities, such as mental processes of thinking, knowing, admit, remember, analyze, reflect, apply, create, understand, and evaluate (Fauziati, 2009: 31). *Cognitivism* believes that learning

is a process that occurs in the brain. Learning is not finding a changes from the stimulus, it is not responding, transformating, restorating etc. but it is knowing what is happening in the brain. Hence behaviorism considered no longer relevant to the teaching learning process (Suyono & Hariyanto, 2012: 73). Cognitivists said that behaviorism was not relevant to the language teaching. So that is way cognitivism appeared to get involve in the language foreign teaching. It was also born as response to behaviorism theory (Suyono & Hariyanto, 2012: 74).

Many assignments and tasks given in this theory is to facilitate the student acquisition, organization and storage of knowledge. One important thing to be done is to expect the student's ability to create meaningful replies. Based on Anderson: 1985 in Fauziati (2009), argued that the modern development of cognitive psychology influenced by three main points namely: information processing approach, artificial intelligence, and transformational linguistic (Fauziati, 2009: 33).

This principle reflected in three ways mention as follow: *firstly*, teacher's instructions which lead students to think what they have known. It shows the mental activity of the learners. The questions lead them to think about the best. It is also about how to process the knowledge of the learners. *Secondly*, to relate the new material to their daily life experience. This part also orders the students automatically to relate the lesson to their daily life experience. That is the mental process occurred because of students are rational being. This part also will be very useful to provide supplies to the students facing the reality in their daily life. *Thirdly*, and to get involve in the learning process. This drill leads students to decide, to determine and to choose many things. These were the significant of cognitivism through the teaching-learning process found in the research.

### **Humanism**

*Humanism* emphasizes that humans have emotion and feeling, and it greatly affects the learning process. Naturally they are emotional creatures who

already put emotion at the heart of all thought, meaning and action (Brown, 2000: 63). Emotion and feeling influence how they learn and acquire language (Fauziati, 2009: 41). This theory of humanism over to look at the development of the human personality. This capability is referred to as positive human potential and humanism educators typically focus on teaching positive skills development. Positive ability is closely related to the development of positive emotions contained in the affective domain. Emotions are very strong characteristics that appear from educators of humanism. In humanistic learning theory, learning is a process that begins and is intended for the benefit of humanizing mankind. Where humanizing humans here means the goal is to achieve self-actualization, self-understanding and self-realization of people learn optimally.

The role of teachers in humanistic learning is to become a facilitator for students while teachers provide motivation and awareness of the meaning of learning in students' lives. Teachers facilitate learning experiences to students and assist students to acquire the learning objectives. (Al-Fandi: 2011). Certainly, Carl Rogers and Vygotsky (1976) shared some views relate to the social and interactive nature of the learning. rogers argued that the goal of education is the facilitation of change and learning (Brown, 2000: 89). Students are expected to be a free man, brave, they are not bound by the opinions of others and manage their own personal responsibly without prejudice to the rights of others or violate the rules, norms, discipline or ethics. Students have their feeling and emotion, they are requested by this principle to express their feeling and also to build a social relation each others.

This principle of humanism took place to what is in the surrounding of the students. Based on the research done thorough teaching-learning process of English at Islamic Boarding School Gontor for Girl 3 showed that some instructions lead students to build social relation which purposed to make a good relation each other and some others lead students to express their feeling and some of them lead to build self actualization. Then, there are two different kinds



of humanism theory applied in the research: Instructions which lead students to build a social relation and some instructions which build self actualization.

### **Constructivism**

Constructivism suggests that learning is not just a process in the brain, it's just understanding but learning is an experience. Constructivism is a learning theory in which each individual has a unique concept of things based on personal experience. Some cognitive psychologists argued that all human being have their own way to construct the nature of knowledge and its variations (Brown, 2000: 11). Constructivism developed by Piaget in the mid-20th century. He found basically every individual as a child that already has the ability to construct their own knowledge.

The last principle is constructivism which takes a few place among other learning principles. It is so far formed to make the students create a new construction of mind that make them understand the materials. The construction means to experience the new things in the world. Commonly, the teacher gives a problem then students have to solve it based on their knowledge, beliefs, and experience.

The constructivism was the least learning principle applied in the research. It is grouped into two. Some teachers instruction show a collaborative learning and some others show the coaching. It focuses on individuals engaged in social practices. The effect of group learning for different kind of students claimed equal benefit for students. Work in group may be helped students to restructure and deepen their understanding (Elizabeth, Cross and Howell, 2001: 20). In this part, students as human being which construct their own version of reality (Brown, 2000: 11). This research provides some technique teaching of constructivism. Students solve the problem already given from the teacher. They asked to develop and build a new view from the knowledge. the instructions like that type are representative of this principle.

## CONCLUSION

Based on the result and discussion of this research, the writer concludes three main important focuses of the research, as follow:

*First*, there are four major language learning principles which influenced the teaching-learning process. They are Behaviorism, Cognitivism, Humanism, and Constructivism. They were applied properly through teaching-learning process of English at Islamic Boarding School Gontor for Girl 3. The principles were reflected in the steps of teaching learning process. *Behaviorism* argued that learning is the process of relation between stimulus and response. The writer assumed that the materials which are presented in behaviorism are purposed to train the students practice English vocabulary in thousand sentences. It is also purposed to attain students' fluency in speaking with correct pronunciation. This is also hoped students to build the habitation of the self and experience their knowledge in their daily life time. *Cognitivism* believes that learning is a process that occurs in the brain. Learning is not finding a changes from the stimulus, it is not responding, transformating, restoring etc. but it is knowing what is happening in the brain. *Humanism* stated that students to use their emotion and social relationship in learning because they have emotion and feeling. The teacher's role is very important in this principle because he has to keep the situation of the class free of risk. This principle of humanism takes place to what is in the surrounding of the students. *Constructivism* took a few place among other learning principles. It was formed to make the students create a new construction of mind that make them understand the materials. Constructivism suggested that learning is not just a process in the brain, it's just understanding but learning is an experience. It was a learning theory in which each individual has a unique concept of things based on personal experience.

*Second*, the frequency of language learning principle is behaviorism (50,3% in the official class regularly). The principles pattern reflected in the 5 type of drills such as repetition, completion, inflection, transformation and

restoration. The frequency of cognitivism was totally 30,2% in the official class regularly. The frequency of humanism was 11,6% in the official class regularly. The frequency of constructivism aspect was totally 7,9% in the official class regularly. It shown as the table follows:



*Third*, the dominant language learning principle was behaviorism. The principles pattern reflected in the 5 type of drills such as repetition, completion, inflection, transformation and restoration. The instructions, tasks and teacher's act with this principle are found in every meeting. The writer assumed that the materials which are presented in behaviorism are purposed to train the students practise English vocabulary in thousand sentences. It is also purposed to attain students' fluency in speaking with correct pronunciation. This is also hoped to build the habitation of the self and experience their knowledge in their daily life time.

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