

"Linguistic Behavior Model" For Foreign Language Learning At Samarinda Ulu International Elementary School In Samarinda City

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Abstract

This study aims to describe the process by which children's language develops and discover the obstacles that were found after applying the "linguistic behavior model" in the context of learning a foreign language at Samarinda Ulu International Elementary School in Samarinda City. The study used a quasi-experimental time series design. The study's population consisted of all students at Samarinda Ulu International Elementary School in Samarinda City. While the sample is a subset of the population, it is thought to represent the entire population. Purposive sampling was employed for this study's data collection. The sample inclusion criteria are 30 students from Samarinda International Elementary School who were chosen based on their foreign language knowledge. The linguistic behavior model was utilized to collect data from respondents based on three periods of habituation. The study's findings indicate that there are two stages of language acquisition in the learning of a foreign language by children: the stage of comprehension and the stage of competence. As a result of his experiences, every child naturally acquires the process of understanding. Furthermore, the process of mastering the language begins when the child is able to apply what he or she has learned in accordance with the language's actual function and meaning. The application of the language acquisition model of linguistic behavior through several stages of habituation (1, 2, and 3) can help improve language development in children at Ulu Samarinda International Elementary School, particularly in English learning.



Keywords: language acquisition, linguistic behavior model, foreign language learning

INTRODUCTION

Language acquisition is an amazing thing, especially when it comes to a child learning their first language without any prior knowledge of the language. Like a baby, it will only respond to utterances that it hears frequently from its surroundings, particularly those of its mother, which the child hears frequently. or someone who is constantly by his side. Language acquisition is closely related to how humans perceive and then understand the speech of others. Humans can only produce comprehensible speech if they have learned and internalized the necessary guidelines from a young age. in agreement with Chaer's statement (2003). Language learning is usually distinguished from language acquisition. After a child has mastered his native tongue, he or she may attempt to learn a second language. As a result, language acquisition is associated with the first language, whereas language learning is associated with the second language. As one of the most difficult human problems, language learning occurs not only mechanically but also mentally. Language activities are thus linked to mental (brain) processes or activities. As a result, when it comes to language learning, linguistic studies must be supplemented by interdisciplinary studies combining linguistics and psychology, known as psycholinguistics.

Language acquisition is closely related to how humans perceive and then understand the speech of others. Learning is a system in and of itself. That is, learning is a unit composed of various components that complement one another. As a result, the components involved in learning will determine the learning's success. Teachers, students, learning objectives, learning materials, learning methods and techniques, evaluation, and the necessary facilities are among these components.

Similarly, in order for language learning to be successful, these elements must be considered. The preceding statement implies that when it comes to learning, particularly language learning, it is not only the teacher's factors and language learning materials that must be considered; students as students must also be considered for learning success. The structure and organization of the human brain is closely related to the question of why adult language acquisition produces a different type of language than childhood language acquisition. This question raises an important phenomenon that needs to be investigated. The writer can formulate the problem as follows based on the above description: 1. In language learning, what is the process of acquiring children's language? 2. A language acquisition model of linguistic



behavior in foreign language learning and second language acquisition in children? The goal of writing is to discover and follow the child's language development process, to intervene early if abnormalities in children's language development are discovered, and to discover the application. Language acquisition serves as a model for "linguistic behavior" in second language learning.

According to Martinet (1987: 19), linguistics is the scientific study of human language. Webster (1988: 10) recommended EDUCARE: The Journal of Education and Culture, which can be found at <http://educare.efkipunla.net>. Linguistics is the study of human speech, including the units, nature, structure, and modification of language, according to (Generated: July 26, 2009, 06:28). Linguistics is the study of human speech, including its units, language nature, structure, and changes. The Oxford Advanced Learner's Dictionary (Niklas, 1988: 10), on the other hand, defines linguistics as the science of language, including its structure, acquisition, and relationship to other forms of communication. Linguistics is the science of language that investigates topics such as language structure.

A language user must first learn the language before using it. In this regard, Levelt (Marat, 1983: 1) suggests that psycholinguistics is the study of human language use and acquisition. According to Kridalaksana (1982: 140), psycholinguistics is a science that studies the relationship between language and human behavior and that language skills can be learned. There is a process of understanding and producing utterances in the form of sentences in the language process.

Behaviorists emphasize, according to Chaer (2009: 222-233), that the process of acquiring the first language is controlled from outside the child, namely the stimulation provided by the environment. For behaviorists, the term "language" is considered inappropriate because it implies a form, something owned or used, rather than something done. Despite the fact that language is just one of many human behaviors, they prefer to call it "verbal behavior" to make it sound more like other behaviors that must be learned.

According to behaviorists, children learn to speak and understand language through stimulation from their environment. Children are viewed as passive recipients of environmental pressures, with no active role in the development of their verbal behavior. Behaviorists not only fail to recognize the child's active role in the process of language acquisition, but they also fail to recognize the child's maturity. Language development is primarily determined by how long a person has the opportunity to use the language in their environment.



Grammatical rules or language rules, according to Skinner in Chaer (2009: 223), are verbal behaviors that allow someone to respond or say something. However, because a child cannot express language rules, his or her ability to speak later is the result of factors outside of the child rather than "rule-governed" language.

"The extreme behavioristic position would be that the child comes into the world with a tabularasa or about language, and this child is then shaped by his environment and slowly conditioned through various schedules of reinforcement," Brown writes in Suhartono (2005: 8). A child born into this world is like a blank sheet of paper; it is the environment that shapes him. The environment and reinforcement of his behavior gradually condition him. Language acquisition will be shaped by experiences and learning processes. Language is thus viewed as something that is passed down through cultural inheritance, similar to learning to ride a bicycle. Language includes all of the basic human behaviors that emerge from birth. Pateda (1990) asserts: According to the above description, children born into this world do not have language potential, according to this behavioristic school. The environment and the learning process are the foundations for a child's language acquisition. In other words, children have difficulties understanding language from the perspectives of others. The development of symbolic functions leads to an increase in the development of children's language. Language symbol development in children influences the child's ability to learn to understand language from the perspective of others and improves their problem-solving abilities.

Humans can only produce speech if they understand the rules that must be followed, which they learn as children. Language acquisition, according to Chaer (2003: 167), is a process that occurs in a child's brain when he learns his first language or mother tongue. Language learning is usually distinguished from language acquisition. Language learning refers to the processes that occur when a child learns a second language after mastering his first. As a result, language acquisition is associated with the first language, whereas language learning is associated with the second language. As one of the most difficult human problems, language learning occurs not only mechanically but also mentally. Language activities are thus linked to mental (brain) processes or activities. As a result, when it comes to language learning, linguistic studies must be supplemented by interdisciplinary studies combining linguistics and psychology, known as psycholinguistics.

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various components that complement one another. As a result, the components involved in learning will determine the learning's success. Teachers, students, learning objectives, learning materials, learning methods and techniques, evaluation, and the necessary facilities are among these components.

Students are the subjects of learning in the language learning process. Students are considered organisms in this case, with activities that extend into the realms of psychology, both cognitive and affective, as well as psychomotor. These three domains are involved in the ability to use language both receptively (listening and reading) and productively (speaking and writing). The overall goal of language learning is for students to be able to use good and correct language, both spoken and written, which is overseen by educators who have a thorough understanding of psycholinguistics. so that students can speak properly and correctly through the knowledge and rules of the language taught by the teacher. Linguistics is the study of language rules. To use language fluently and effectively, students must have cognitive readiness (mastery of the rules of the language and the material to be delivered), affective (calm, sure, confident, able to eliminate anxiety, doubt, and anxiety), and psychomotor skills (fluent pronunciation, skill in choosing words, phrases, clauses, and sentences). The writer can formulate the problem as follows based on the above description: In foreign language learning, what is the process of acquiring children's language? What issues are discovered during the child's language development process? How to use linguistic behavior models to help children learn a second or first language.

THE METHODOLOGY OF RESEARCH

This type of research is known as experimental research. It is a type of research that employs experiments to determine which symptoms appear following a particular treatment or experiment. The study was designed as a quasi-experimental time series, which means that pre-test and post-test measurements were repeated so that researchers could examine the changes that occurred after the treatment, but there was no control (comparison) group in this design. The use of a series of measurements (a test) increases the validity and reduces the effect of outside factors (Riyanto, 2011, p. 57). This is done to investigate the application-language acquisition model of "linguistic behavior" in foreign language learning.

This study was conducted at Samarinda City International Elementary School in October 2021. The study's population consisted of all students at Samarinda Ulu International Elementary



School in Samarinda City. While the sample is a subset of the population, it is thought to represent the entire population. Purposive sampling was used, which means that it was done with specific goals in mind. Purposive sampling is used when the target sample under study has specific characteristics that make it impossible to collect additional samples that do not meet the predetermined criteria (Sugiyono, 2011: 85). As a result, the sample was not chosen at random. Samarinda International Elementary School students who can read and write are examples of inclusion criteria. This study's data collection method is observation with experimental observation techniques, in which the subject or target is placed in a specific condition or situation that has been created in such a way that what is observed will occur. The second strategy involves distributing questionnaires in the form of questions or tests. Pre-tests, tests on habituation 1, habituation 2, and habituation 3, as well as a post-test, were used to collect data directly from respondents. In addition, researchers used the interview method to clarify data findings from their observation process.

Based on the ten indicators of language development studied, the collected data is divided into several categories to show language processes and development. Following manual data collection, the data is tabulated in tables that have been classified and processed using the Wilcoxon test with the aid of computerization. The Wilcoxon test was used to determine the significance of a difference between two groups of paired data that were not normally distributed on an ordinal or interval scale.

RESULT AND DISCUSSION

The Acquisition of Children's Language in Foreign Language Learning

This study discovered two processes of acquiring children's language in language learning: the process of understanding and the process of mastery. Every child naturally acquires the process of understanding as a result of his experiences. Furthermore, the process of mastering the language begins when the child is able to apply what he or she has learned in accordance with the language's actual function and meaning.

In this study, several experiments were carried out to test the sample in several tests, including a pre-test, habituation test 1, habituation test 2, habituation test 3, and a post-test, based on the two processes of acquiring children's language in language learning. as shown in the following table:

Table 1. several experiments

Test Type	Results		
	Right	Almost true	Less True
Pre Test	186	88	26
habituation 1	196	83	21
habituation 2	203	79	18
habituation 3	237	50	13
Posttest	240	57	3
Total	1062	357	81

The results of each test are shown in the table above, and they have improved as evidenced by the increasing number of correct answers in each test. The correct pretest test results for the 15 respondents studied were 186, 88 were almost correct, and 26 were incorrect. Following the receipt of the pretest results, the research begins with the application of the linguistic behavior model in stages. Habituation 1 is triggered by three indicators: becoming acquainted with children so that they can mention the title of the story in English, expressing themselves in English, and greeting friends in English. Following habituation 1, it was discovered that 186 scores were correct, 83 were almost correct, and 21 were incorrect.

The second stage, Habituation 2, is carried out by re-stimulating three indicators: getting used to children being able to write down the contents of well-heard stories in English; getting used to children answering questions in English; and getting used to children distinguishing between verbal and nominal sentences in English. The results of habituation test 2 revealed 203 correct answers, 79 nearly correct answers, and 18 incorrect answers.

The third stage of habituation 3 is carried out by stimulating four habituation indicators, namely: becoming accustomed to children being able to put adoption into a sentence in English; becoming accustomed to children being able to tell about their family in English; becoming accustomed to children being able to distinguish between functions and modes of transportation in English; and becoming accustomed to children being able to tell various types of food, vegetables, and fruits in English. The results of the third habituation test revealed 237 correct answers, 50 nearly correct answers, and 13 incorrect answers. Also, after all of the stages were



completed, a post-test was administered to measure more significant results and demonstrate that, as a result of the habits implemented, children's language development increased, as evidenced by the post-test results, which had a total of 240 correct scores, 57 almost-correct scores, and 3 almost-wrong scores.

Based on what has been stated, it is safe to conclude that using a linguistic behavior acquisition model to learn a child's language while learning a foreign language can help improve their language development, particularly in the foreign languages they learn.

Obstacles Discovered in the Language Development Process of Children

The process of language development in children studied reveals that the 15 research samples coded from sample A to sample O match the 10 research indicators that have been made into dominant experiences in language acquisition with the development criteria (BSH). The outcomes of the language sample K development, Children can tell you about different foods, fruits, and vegetables. Based on the description of the table above, it can be concluded that the children of SD International Ulu Samarinda City experienced significant language development in accordance with expectations, with the study finding that 75% of children could say the title of the story and repeat the story heard; the child could express himself and greet his friends; children could tell about their families; and they could mention the function of transportation and type of transportation. However, this study discovered some issues with how children's language develops. For example, 25% of children struggled to distinguish between verbal and nominal sentences in a sentence, and 25% struggled to insert the appropriate adverb.

The comparison chart of test results from all respondents shows the application of the Linguistic Behavior and Language Acquisition Model to foreign language learning for SD International School Ulu Samarinda students. The graph demonstrates how the linguistic behavior language acquisition model can aid in the development of language skills, particularly when learning a foreign language. The respondent shows the results of the pretest developed after habituation 2 and 3 were completed. So that the posttest score can be higher than the pretest score. Based on the graph above, it is possible to conclude that using the language acquisition model of linguistic behavior with habituation stages 1, 2, and 3 can help improve language development in children at Ulu Samarinda International Elementary School, particularly in English learning. By developing these habits, children will be better able to understand and



master the foreign language they are learning, just as they did without even realizing it when they learned their first language.

CONCLUSION

Three conclusions are drawn from the findings of the previous chapters' research on the application of the linguistic behavior acquisition model to foreign language learning. First, this study discovered that there are two ways for children to learn a language: understanding and mastery. Second, an examination of the language development process in children reveals that children at the Ulu International Elementary School in Samarinda City have experienced significant language development in line with expectations; according to the study results, 75% of children can say the title of the story and repeat the story heard; the child can express himself and say hello. Friends, children can talk about their families and the functions of transportation, as well as the different types of fruits and vegetables. However, this study discovered some issues with how children's language develops. For example, 25% of children struggled to distinguish between verbal and nominal sentences in a sentence, and 25% struggled to insert the appropriate adverb. Third, the model of language acquisition is used. Linguistic behavior in foreign language learning for SD International School Ulu Samarinda students can be seen in the comparison chart of test results completed by all respondents. The entire graph demonstrates that the use of the language acquisition model of linguistic behavior with habituation stages 1, 2, and 3 is very important in aiding language development in children at Ulu Samarinda International Elementary School, particularly in learning English. Children are helped to understand and master the foreign language they are learning by developing these habits, just as they are when they acquire their first language through habit or experience that they are unaware of.

As an implication of this study, the theoretical scope of psycholinguistics divides language acquisition and learning into two types. The processes of learning a first language and learning a foreign language are fundamentally distinct. As a result, the implications of this research point to a new area that requires further investigation, namely the application of the language acquisition model of linguistic behavior in foreign language learning. This model describes how students learn a foreign language because they are already fluent in it. The practical implication is that international students at the Ulu Samarinda school go through three stages of habituation. The first stage is when students become accustomed to knowing basic things in the learning process,



such as understanding a story and becoming accustomed to greeting and expressing themselves to other students. Students in the second stage become accustomed to knowing more formal matters such as understanding nominal and verbal sentences, answering questions correctly, and knowing the correct adoption in a sentence. Finally, in the third stage, students are accustomed to telling about their daily experiences.

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