


STIMULUS RESPONSE APPROACH USED BY THE TEACHERS IN TEACHING ENGLISH AT SMA NEGERI 5 ENREKANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 5, 2022 Revised: December 15, 2022 Accepted: January 5, 2023 Published: March 15, 2023</p> <p>Keywords: Stimulus Response English Learning</p>	<p>The method used in this research was descriptive qualitative. This research used a semi-structured interview as an instrument to collect the data. This research used ten questions as a data collection instrument. The subjects in this research were teachers of SMA Negeri 5 Enrekang. The research subjects consisted of three teachers. The result of this research show that teachers apply all types of stimulus in the teaching and learning process such as the application the law of readiness, the law of exercise, and the law of effect in English learning. Teachers apply the law of readiness to ensure the readiness of students in receiving material for example by checking student attendance. As for the application the law of exercises was used by teachers to ensure students' understanding of the material that has been given, for example, by providing questions to be done individually, and the application the law of effect itself was used by teachers to reward students for what they achieved during the learning process, for example giving praise and good grades. The stimulus used was very beneficial to increase their learning motivation, especially in English Learning process.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Learning is characterized as a way of changing behavior as a result of the relationship between stimulus and response. So it can be said that is behavioristic theory sees progress as a behavioral adjustment, which can be noticed, estimated, and surveyed in depth due to the presence of communication between stimulus and response. Changes occur through impulses (repairs) that lead to how the sensing apparatus behaves (reactions) given unthinkable regulations. The stimulus in question is the learning environment of the child himself, both externally which is the reason for learning. While the reaction is a consequence of the effect, as an actual response to the stimulus. (Amsari, 2018)

Another factor influencing learning success is interest. With interest, students will be encouraged to study harder because they feel that something they learn is meaningful to them. The lack of student response and students' interest in English learning lessons will hinder the learning process. The low response of students is not necessarily the source of errors in the teaching materials students. The teacher's ability to deliver the material is inadequate so it can make the classroom atmosphere tend to be boring. In addition, the methods used are less varied and not quite right can bring an unattractive atmosphere that makes students unhappy a result which has an impact on decreasing response. A good learning method is a method that can lead students to achieve the expected educational goals.

In English learning, it is undeniable that English is an international language used as a correspondence language, not only used by the British population but generally used as a correspondence language in various countries. In addition, English is a compulsory subject in educational institutions, both formal and non-formal, especially in Indonesia. English until now has an image as a compulsory subject for every level of education from junior high school to high school. (Anjarsari,2021)

In reality, at every level of the school, there are still many students who imagine that English is a difficult subject. There are still many students who feel that English is not important so they don't have to learn it. One of the reasons is the experience of taking English classes that are uninteresting and tiring. (Cookson & Stirk, 2019)

In the realm of education, the relationship between educators and students is inseparable. Without these two relationships, learning is impossible. The relationship between educators and students will focus on the teacher's stimulus and the response of the student. Teacher stimulus is a positive stimulus provided by educators in teaching to make it easier to deliver the material. Meanwhile, the student's response is a sensation of student interest in the learning material provided by the educator in the teaching and learning process.

In any learning at school, especially in the classroom, not all students are interested in all things. This is because they are saturated with the way the teacher delivers the material. Thus, teachers must have a creative and imaginative stimulus in implementing learning strategies by utilizing all student learning styles in the form of visual, listening, and psychomotor skills well. (Zulham, 2021)

Based on observations and interviews with Mrs. Mastura, S.Pd., M.Pd. and several other teachers. In the experience of teaching English, one example of giving a stimulus is that when starting a lesson she gives direct directions using English, if the student answers and understand well what is being conveyed, she will continue the learning activity, but when the student does not answer or review the given material, the teacher repeats the direction using the Indonesian.

This cannot be a benchmark for all students regardless of whether all students understand the material being taught, this is because the character of students in the class is different, some are active and some are passive.

In addition, when studying to increase the student's enthusiasm for learning, she usually gives award such as adding points and gives compliments (such as words; good, fantastic, wonderful, you are right, and everything is fine). (Santoso & Dwi, 2021)

The reason for this research is to describe the dominant of stimulus response in English learning process, and how do stimulus response is applied in English learning.

RESEARCH METHOD

This type of research is descriptive qualitative by using observation checklist and interview. This research was intended so that the researcher can find out the dominant of stimulus response used by the teachers in English learning at SMA Negeri 5 Enrekang.

RESULT AND DISCUSSION

The objectives of this research was to describe the dominant stimulus response used in English learning. This research focused on describing the implementation the law of readiness, the law of exercise, and the law of effect in the learning process. After the researchers conducted observations and conducted interview, during the learning process, sometimes various unexpected circumstances arise in the learning process. There may be children who lose concentration so they return to playing alone, there is also a feeling of boredom and boredom with the learning process, students lose their passion for learning and there are many more attitudes of students in following the learning process. The researcher also conducted interviews with teachers where the teacher said that giving a stimulus was very influential in increasing students' learning motivation. One example of the stimulus used was by giving praise and rewards.

They are described as follows:

Table Observation Sheet

NO	Sintaks	Peran Guru	Check List				
			1	2	3	4	5
1	Menyampaikan tujuan dan mempersiapkan siswa	Guru menjelaskan tujuan pembelajaran				✓	
		Guru menginformasikan latar belakang pelajaran				✓	
		Guru menjelaskan pentingnya pelajaran				✓	
		Guru mempersiapkan siswa untuk belajar					✓
2	Mempresentasikan pengetahuan	Guru mempresentasikan materi dengan benar dan lancar				✓	
		Guru menyajikan informasi tahap demi tahap (sesuai urutan)				✓	

3	Memberi pelatihan	Guru menyiapkan bahan/materi untuk pelatihan					✓
		Guru memberi bimbingan pelatihan					✓
4	Mengecek pemahaman dan memberikan umpan balik	Guru mengecek apakah siswa telah berhasil melakukan tugas dengan baik					✓
		Guru memberikan umpan balik terhadap tugas yang telah dilakukan siswa					✓
5	Memberikan kesempatan untuk pelatihan lanjutan	Guru memberikan tugas rumah sebagai pelatihan lanjutan					✓

Descriptor:

Skor 1: Tidak dilakukan oleh guru

Skor 2: Dilakukan oleh guru tetapi masih kurang baik

Skor 3: Dilakukan oleh guru dengan cukup baik

Skor 4: Dilakukan oleh guru dengan baik

Skor 5: Dilakukan oleh guru dengan sangat baik

This table shows that the observations:

1. The first activity was carried out by the teacher well, namely before starting learning the teacher prepared students in advance such as greeting, asking how they were, praying, and conveying the purpose of the material to be studied.
2. The second activity is carried out by the teacher well, namely the teacher explains the material in a structured manner.
3. The third activity was carried out by the teacher very well, that is, after explaining the material, the teacher gave examples of questions to clarify the material previously explained.
4. The fourth activity was carried out by the teacher very well, namely after explaining the material, the teacher then tested student understanding by asking questions to check the extent to which students understood the material that had been taught.
5. The fifth activity was carried out by the teacher very well, namely at the end of the meeting, the teacher usually gave homework to students as an exercise and preparation for the next meeting.

Interview

The researcher was structured interview techniques in this research, where a series of questions had been prepared by the researcher to find out directly the source. Then the resource person or informant was directed to provide answers according to the actual situation

so that the interview activities were more conducive and directed. Researcher presenting interview data consisting of ten basic questions that were slightly developed, as follows:

- 1) In the first question

How the condition of the class and students during learning activity?

-the general condition of the class during the learning process is that the students are very enthusiastic

Based on the results of interviews, the teacher said that the condition of the class when the teacher taught was that the students were very enthusiastic but there were also teachers who said that the students were less enthusiastic about taking part in the lesson

- 2) In the second question, the researcher asked the learning used when teaching.

When carrying out learning activities in class, do you apply direct instruction model learning?

-yes, I always apply it

Based on the results of interviews, all the teachers say that they always apply the model.

- 3) In the third question, the researcher asks the methods are applied in delivering learning materials.

What methods do you apply in delivering learning materials so that all students can understand/follow the lesson well?

-for my method usually adjusts to the material to be taught but more often uses the comparative learning method

Based on the results of interviews, the teachers use comparative learning methods more often than other methods.

- 4) In the fourth question, the researcher asked how effective the method was for students.

Is this method effective? How big the impact is to help students learn well?

-I think this method is effective because by using this method they are more eager to learn

Based on the results of interviews, the methods they use are effective in helping students.

- 5) In the fifth question, the researcher asks students' responses when the teacher teaches.

How students respond when you teach in class?

-students are very excited

Based on the results of interviews, students are very excited to take English learning.

What is the average ability of students to receive English lessons?

-the average ability of students to receive English lessons usually varies, there are students who are easy to understand and there are also students who need special attention.

Based on the results of interviews, students' ability to accept various materials.

- 6) In the seventh question, the researcher asked about the media used.

What media do you use in English lessons? Is it effective? And how important is the use of media in the learning process?

-In learning English, I usually use various types of media and I think these media are effective to foster student interest in learning and also make students active in following lessons.

Based on the results of interviews, the use of media in learning English is very important, especially in increasing student learning interest.

- 7) In the eighth question, the researcher asks about students' difficulties and their causes.

Do you know any students who have difficulty in learning English? What are the causes?

-As educators, of course, we know the difficulties of their students. One of the reasons is that most students feel insecure about their abilities.

Based on the results of interviews, the obstacles felt by teachers during teaching are that most students feel insecure about their abilities so as teachers we have to be more creative and innovative.

How do you overcome students' difficulties in English learning?

-To overcome students' difficulties in English learning, sometimes I form study groups consisting of 3-4 people by appointing one of the students who is active as a tutor/leader.

8) In the tenth question, the researcher asked about the learning resources used.

What learning resources do you use?

-learning resources that I use such as textbooks and others.

Based on the results of interviews, the learning resources used by teachers are very diverse.

CONCLUSION

Based on the results of interviews with teachers at SMA Negeri 5 Enrekang, the dominant stimulus response used by teachers in teaching is the law of readiness such as the use of various teaching methods, material, and supporting books, the law of effect such as giving value, punishment, and giving praise or appreciation. Giving the right stimulus helps students understand the material easily besides making the class atmosphere more active.

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