WORKLOAD ASSESSMENT
LEARNING THEORIES

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Learning Theories

Academic Year 2019/2020

Coordinator:
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Team

ENGLISH LANGUAG EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNVERSITAS NEGERI SURABAYA

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A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya	Universitas Negeri Surabaya Faculty of Languages and Arts Englsih Language Education Study Program	Document Code

Lesson Plan					

COURSE	Code	Cluster	Credits		Semester	Compilation Date
Learning Theories		Languages	**T=3**	**P=1**	…	2020

AUTHORIZATION	Lesson Plan Developer	Coordinator	Head of Study Program
	Dr. Him'mawan Adi N., S.Pd., M.Pd.	Dr. Him'mawan Adi N., S.Pd., M.Pd.	Ahmad Munir, Ph.D.

Program Learning Outcome (PLO)	**PLO**	
	PLO	2. Demonstrate good understanding about the concepts of English learning in national and global perspectives.
	PLO	4. To plan, carry out and evaluate English instructions effectively and creatively.
	PLO	7. To apply critical thinking and analytic skills in solving problems in English instructions.
	Course Learning Outcome (CLO)	
	CLO1	Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn which also covers the concepts in learning theories such as (a) behavioristic theory, (b) cognitive theory, (c) constructivist theory, (d) Socio-cultural learning theory, (e) humanistic theory and to analyze and evaluate critically how learners learn by using the concepts and principles of learning theories.
	CLO2	Communicating the concepts and principles of learning theories effectively, both orally and in writing
	CLO3	Making necessary decision related the concepts and principles of based on analysis of classroom learning cases and provide idea for choosing alternatives solution.
	CLO4	Being responsible, independent and honest character for the implementation of the concepts and principles of learning theories
Course Description	The course introduces and discusses learning theories from various educational experts, ranging from learning concepts, types of learning, learning principles, and learning resources, and its application which can be used as references for carrying out learning and analyzing case examples in class. Specifically, this course is designed to help students to understand how students learn based on certain learning theory. and principles of learning theories and its implication in teaching learning process. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.	
Learning Materials/ Topics	Concepts and approaches in learning, kinds of learning theories, Learning styles, Difficulties with learning, Self-regulated learning, Contextual influences	

References	Primary	1. Hergenhahn, B.R.& Olson, Matthew H. 2001. Theories of Learning (Sixth edition). Prentice Hall.
	Supplementary	2. Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc. 3. Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.
Lecturer(s)	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	
Prerequisite	None	

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
1	To have the knowledge of the concepts of learning	• To describe about the concepts of learning • To explain about the approaches of learning	• Concepts and approaches in learning	Discussion, lecture, question-answer	[2]	100'	• Discussing what learning is • Discussing the approaches of learning
2	To describe the early notions about learning	• To explain about the early notions of learning	• The notions about learning	Discussion, lecture, question-answer	[2]	100'	By attending the lecture on the early notions about learning, students identify the early notions of learning.
3	To have the knowledge of behavioristic learning theory	• To explain behavioristic about learning theory	• Behavioristic theory	Discussion, lecture, question-answer	[1], [2]	100'	By attending lecture on behavioristic learning theory students can explain what behavioristic learning theory is.

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
4	To have the knowledge of cognitive learning theory	• To explain about cognitive learning theory	Cognitive learning theory	Discussion, lecture, question-answer, assignment	[1], [2]	100'	By attending lecture on cognitive learning theory students can explain what behavioristic learning theory is.
5	To describe constructive learning theory	• To elaborate the understanding of constructive learning theory	Constructive learning theory	Discussion, lecture, question-answer, assignment	[1], [3]	100'	By attending lecture on cognitive learning theory students can explain what behavioristic learning theory is.
6	Making use of the knowledge of humanistic learning theory	• To explain about humanistic learning theory	Humanistic learning theory	Lecture and presentation	[1]	100'	By reading Pritchard, students develop presentation on humanistic learning theory
7	Mid-term test	All above				100'	
8	To describe social learning theory	• To explain about social learning theory	Social learning theory	Lecture and presentation	[1]	100'	• Discussing social learning theory

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							• Comparing humanistic and social learning theories
9	To describe multiple intelligences theory	• To explain about multiple intelligences theory	Multiple intelligences theory	Discussion, lecture, question-answer, assignment	[3]	100'	• Discussing multiple intelligences theory
10	Having the knowledge of learning styles	• To define and explain about learning styles	Learning styles	Discussion, lecture, question-answer, assignment	[3]	100'	By reading Pritchard, students develop understanding on various kinds of learning styles
11	To describe difficulties with learning	• To explain about the difficulties with learning	Difficulties with learning	Discussion, lecture, question-answer, assignment	[3]	100'	Students discuss and understand the difficulties with learning
12-13	To describe self-regulated learning	• To explain about self-regulated learning	Self-regulated learning	Lecture and presentation	[2]	100'	By reading Schunk, students develop presentation on self-regulated learning
14-15	To discuss about contextual influences (Teachers, Classrooms, and Schools)	• To explain contextual influences (1) teachers, (2) classrooms, and (3) schools	Contextual influences	Lecture and presentation	[2]	100'	By reading Schunk, students develop

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							presentation on contextual influences

Assessment Blueprint

Indicator(s)	Assessment Format				Kriteria	Weight (%)
	Type	Format	Instrument(s)			

1. To describe briefly the concept of learning
2. To explain various learning theories
	Written test	Essay	1. Using your own words, describe your undertanding on the following terms:
			  a. Learning:
			  b. Behaviorism theory:
			  c. Cognitive theory:
			  d. Constructive theory:
			  e. Humanistic theory:
			  f. Social theory:
			  g. Multiple intelligence:
			
			2. Which of the learning theories is the best? Justify your answer.
					Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification.	20

3. To explain different models of learning styles and also the difficulties with learning	Written test	Essay	Answer all questions
			  1. What are the examples of learning styles? Choose one of the styles and explain.
			  2. How does learning styles influence the learning process?
			  3. How to face the learning difficulties?
					Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification.	30

4. To analyze and evaluate the self-regulated learning 5. To explain the contextual influences	Assignment	Report	1. How can self-regulated learning help learners? 2. What does it take to be able to have a good self-regulated learning habit? 3. How contextual influences give impact to learning process? Please explain.	Maximum score will be obtained when students show in-depth analysis on the texts by following the guided questions provided.	30

Note: the weight of the assessment results of 20% is obtained from the level of student participation in terms of attendance in lectures, activeness in attending lectures (asking, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.

Assessment Rubric for Presentation

Score	Rubric
4	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, shows a good understanding of concepts, is assisted by PPT media according to media criteria, answers to the questioner are correct, is able to formulate suggestions for improvement
3	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, but lacking in some understanding of concepts, assisted by PPT media according to media criteria, answers from the questioner are generally correct, able to formulate suggestions for improvement
2	The presentation is done, is not coherent and/or shows a lack of understanding of several concepts, is assisted by PPT media but does not match the criteria of the media, answers from the questioner are generally incorrect, able to formulate suggestions for improvement
1	The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was not correct, was unable to formulate suggestions for improvement

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload 78.4	Credits 4.77 ECTS	Semester Even	Frequency 28 CU	Duration 14 Meetings
ELT Assessment					

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	3.18 ECTS	2100 minutes	2520 minutes	2520 minutes

2. Program Learning Outcome (PLO)

PLO 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives

PLO 4. To plan, carry out and evaluate English instructions effectively and creatively.

PLO 7. Apply critical thinking and analytic skills in solving problems in English instructions.

3. Course Learning Outcome (CLO)

CLO 1 To demonstrate values, ethics, norms, systematic, analytical and critical thinking, in the area of learning theories.

CLO 2 Mastering the learning theories concept and principle.

CLO 3 Able to communicate ideas on learning theories effectively, both orally and in writing.

CLO 4 Able to make decisions based on analysis of classroom learning cases and provide idea for choosing alternatives solution.

1. Assessment of PLO

ASSESMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE	:	Learning Theory
CREDIT	:	2
STUDY PROGRAM	:	English Language Education
PERIOD	:	2020/2021 (1)
CLASS	:	2018A, 2018B, & 2018 C
PARTICIPANTS	:	92

PROGRAM LEARNING OUTCOMES

PLO 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives

PLO 4. To plan, carry out and evaluate English instructions effectively and creatively.

PLO 7. Apply critical thinking and analytic skills in solving problems in English instructions.

COURSE LEARNING OUTCOMES

CLO 1 To demonstrate values, ethics, norms, systematic, analytical and critical thinking, in the area of learning theories.

CLO 2 Mastering the learning theories concept and principle.

CLO 3 Able to communicate ideas on learning theories effectively, both orally and in writing.

CLO 4 Able to make decisions based on analysis of classroom learning cases and provide idea for choosing alternatives solution.

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1		V										
CLO2			V									
CLO3			V									
CLO 4							V					

ASSESMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1		Assignment, Mid-semester test, Final semester test										
CLO2				Assignment, Mid-semester test, Final semester test								
CLO3				Assignment, Mid-semester test, Final semester test								

							Assignment, Mid-semester test, Final semester test						
CLO4														

Students' Performance

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Excellent		45%		45%			45%					
Good		45%		45%			45%					
Satisfy		10%		10%			10%					
Fail		1%		1%			1%					
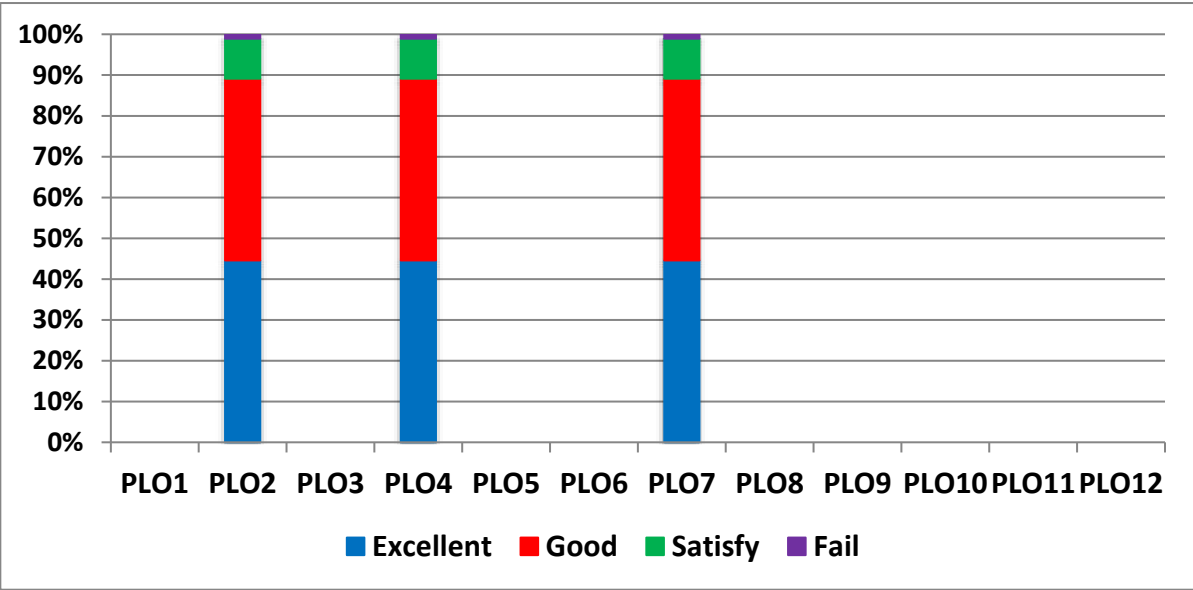
APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC
Course Assessment
   A. Assessment Rubric
      1) Attitudes/Affective Domain
         In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in thecompletion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; andoften participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

      2) Knowledge/Cognitive Domain
         The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).
         a. Assignment Rubric
            The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop authentic assessment: Observation Portfolio Journal Interviews	100

Self-assessment/Peer assessment	

b) Tests

Mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product-oriented assessment
3. To explain kinds of authentic assessment

End-term tests

To develop Listening, speaking, reading and writing assessment for Junior/senior high school

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B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

UNESA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2020/2021 Genap

Mata Kuliah : Learning Theories
Kelas : 2018A
Prodi : S1 Pendidikan Bahasa Inggris

Dosen : Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	1 03 Feb 21	2 10 Feb 21	3 17 Feb 21	4 24 Feb 21	5 03 Mar 21	6 10 Mar 21	7 17 Mar 21	8 24 Mar 21	9 31 Mar 21	10 07 Apr 21	11 14 Apr 21	12 21 Apr 21	13 28 Apr 21	14 05 May 21	15 12 May 21	%
1.	18020084001	PUTRI FATIMATUZ ZUHRO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	18020084002	DEVA MELANIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	18020084003	TASYA REYNA SHALSABILLA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	18020084004	DIAH RAHMI YULIANINGSIH	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H	100 %
5.	18020084005	FIZARIYAH SUKMA	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H	100 %
6.	18020084006	KARISMA KURNIAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	18020084007	ANISA MAHDIANA AWALIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	18020084008	FITRIA AFIFATUS SALAMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	18020084009	SEPTIARA DWI YUDHIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	18020084010	AULIA PUTRI YULISTIA	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
11.	18020084011	ZENITA SALSABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	18020084012	IZZA AUDINA	H	A	H	H	H	H	I	H	H	H	H	H	H	H	H	93.3 %
13.	18020084013	ARDHELIA CINTARA DWIKI FRENDY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	18020084014	LUISITA KHADLROTUL MASYHUROH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
15.	18020084015	ADINI AMALIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	18020084016	DIANA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	18020084017	ANJANI VICKA PRASASTI HASIBUAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	18020084018	DINDA AYU OCTAVIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	18020084019	FITRIN ARLINDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	18020084020	HILDA APRILINDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
21.	18020084021	MUNAWAROH ALFIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	18020084022	ROISUL LAURA GLADIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
23.	18020084024	KHUSNUL KHOTIMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	18020084025	YULI QOUMIM MAHMUDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
25.	18020084026	DIVYA AYU DAMAYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
26.	18020084027	PAULA EKA RAMDHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
27.	18020084028	IKA NUR AINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
28.	18020084029	MUTIARA MAHARSI MUMPUNI	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H	100 %
29.	18020084030	EKA SYAHWALDA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
30.	18020084031	JULIANI NUR MUSTIKA SARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
31.	18020084032	JALU WINTANG WIDODO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %

Tanda Tangan Dosen / Asisten

b. Sample of Course Log Book

Aktivitas Perkuliahan

Nama Matakuliah : Learning Theories   Dosen :   HIM"MAWAN ADI NUGROHO
(197511172003121001)

Kelas   : 2018A

Jadwal & Ruang   : T04.01.07 (09.30 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	03-02-2021	Pertemuan ke 1	1. Intro to the course 2. the concepts and theoretical model of SLA	31	Terjadwal	Him"mawan Adi Nugroho
2	10-02-2021	Pertemuan ke 2	1. Errors and mistakes 2. Variability in L2 Acquisition	29	Terjadwal	Him"mawan Adi Nugroho
3	17-02-2021	Pertemuan ke 3	1. Developmental patterns of L2 acquisition 2. The order and sequence of L2 acquisition	31	Terjadwal	Him"mawan Adi Nugroho
4	24-02-2021	Pertemuan ke 4	1. Social identities influence the L2 acquisition	31	Terjadwal	Him"mawan Adi Nugroho
5	03-03-2021	Pertemuan ke 5	1. The various style of interlanguage 2. The influence of social factors on L2 acquisition	31	Terjadwal	Him"mawan Adi Nugroho
6	10-03-2021	Pertemuan ke 6	1. The role of input, output, and interaction in L2 acquisition	31	Terjadwal	Him"mawan Adi Nugroho
7	17-03-2021	Pertemuan ke 7	1. Learner transfer rules of L1 to L2	27	Terjadwal	Him"mawan Adi Nugroho
8	24-03-2021	Pertemuan ke 8	1. UTS	31	Terjadwal	Him"mawan Adi Nugroho
9	31-03-2021	Pertemuan ke 9	1. The role of consciousness in L2 learning2. Various communication strategies	31	Terjadwal	Him"mawan Adi Nugroho
10	07-04-2021	Pertemuan ke 10	How L1 linguistic aspects affect SLA and interlanguages	31	Terjadwal	Him"mawan Adi Nugroho
11	14-04-2021	Pertemuan ke 11	Identifying the differences and similarities between Indonesian and English grammatical rules	31	Terjadwal	Him"mawan Adi Nugroho
12	21-04-2021	Pertemuan ke 12	Learners language variety and their different achievements in learning the language.	31	Terjadwal	Him"mawan Adi Nugroho
13	28-04-2021	Pertemuan ke 13	Language learning influencing factors.	31	Terjadwal	Him"mawan Adi Nugroho
14	05-05-2021	Pertemuan ke 14	The role of instruction in SLA.	31	Terjadwal	Him"mawan Adi Nugroho
15	12-05-2021	Pertemuan ke 15	The concepts and principles of SLA theories to L2 learning and teaching	31	Terjadwal	Him"mawan Adi Nugroho

c. Sample of Assignment:

Assignment 1. Writing Summary of behaviorism learning theories

1. Write a summary in English about the essence of learning theories based on five experts (Thorndike, Watson, Clark Hull, Edwin Guthrie, and Skinner)
2. How is the implementation of learning theories in learning activities?

Assignment 2. Group Presentation of cognitive theory and constructive learning theory

Instructions: Prepare group presentation on cognitive learning theory
1. Make a group presentation that covers the essence of cognitive learning theory based on three experts (Jean Piaget, Jerome Bruner, David Ausubel)
2. How is the implementation of cognitive theory in instructional process?

d. Sample of Mid-term Test

Midterm Test (Learning Theories)

Time: 60 minutes

<div style="border:1px solid orange; padding:4px;">
Name :

Nim :
</div>

Instruction.

Answer the questions below.

1. How is 'Learning' defined based on behaviorism, cognitivism, and constructivism theories?
2. Explain at least three main factors in behaviorism theory?
3. What is the relationship between one's cognitive development and one's way of thinking?
4. How did Piaget explain about cognitive development?
5. Explain the roles of teacher and students in constructivism?

Sample of End-term Test

UJIAN AKHIR SEMESTER GENAP 2020/2021

MATA KULIAH   : LEARNING THEORIES
KODE MATA KULIAH   : 8820302283
JUMLAH SKS   : 2
PRODI/ ANGKATAN   : S-1 PEND. BAHASA INGGRIS/ 2019
HARI/TANGGAL   : RABU/ 9 JUNI 2021
ALOKASI WAKTU   : 100 MENIT/ 08.40 – 10.20.
DOSEN   : TIM

Questions.

1. L2 Learning might be learned through various methods. In your opinion, is there any best method to learn second language? Why?

2. Why is motivation important in second language learning?

3. Explain the problems that a student might encounter in learning second language and how to overcome the problems?

4. Please propose a simple learning activity by adopting certain learning theories/methods in order to accommodate the 21st c skills. Give rationale. (Max. 150 words).

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Deva Melania

18020084002

Learning Theories 18A

Write a summary in English about the essence of learning theories based on five experts (Thorndike, Watson, Clark Hull, Edwin Guthrie, and Skinner)

Behavioristic theory states that learning is a change of behavior as the result of interaction between stimulus and response. In short, a person can be said that they have learned something by showing improvement. The most important point of this theory is the input (stimulus) and the output (response). There are some figures of behavioristic theory such as Thorndike, Watson, Clark Hull, Edwin Guthrie, dan Skiner that have different perspective about learning theories.

1. Learning theories according to Edward Lee Thorndike

   Thorndike stated that learning is a process of interaction between stimulus and response. Everything that can stimulate learning process such as mind, feelings, and other things that can be caught by our five senses are called stimulus. Meanwhile response means the reaction emerging during the learning process such as action and feelings. Having said that, Thorndike inferred that the change of behavior can be either concrete or not concrete.

2. Learning theories according to Watson

   According to Watson, learning is a process of interaction between stimulus and response. However, what he meant about stimulus is any behavior that should be observable and measurable, someone cannot be said 'learn' if the change of behavior cannot be both observed and measured.

3. Learning theories according to Clark Leonard Hull

   Hull also uses stimulus and response to emphasize the definition of learning. Hull's theory is really influenced by Charles Darwin's Theory of Revolution, that human behavior is beneficial for the existence of human

   How is the implementation of learning theories in learning activities?

Learning theories should be implemented in learning activities since it helps educators to know how their students learn. Learners also need to know and implement the learning theories in order to improve the way they study. Stimulus needs to be given as much as possible during the learning process, it helps the response to last longer, not temporary. For instance, teachers can give reinforcement instead of punishment, so students will feel motivated and they will be interested in learning the lesson given by the teacher.

Sample of Mid-term test

Midterm Test (Learning Theories)

Name: Izza Audina

Nim: 18020084012

1. **Learning according to behaviorism:** Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This learning theory states that behaviors are learned from the environment, and says that innate or inherited factors have very little influence on behavior.

Learning according to cognitivism: It focusses on how information is received, organized, stored and retrieved by the mind. It uses the mind as an information processer, like a computer. Therefore, cognitivism looks beyond observable behaviour, viewing learning as internal mental processes.

Learning according to constructivism: this theory states that learners construct knowledge rather than just passively takes in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas).

2. Stimuli, response and consequences

3. Cognitive development is a progressive change of mental processes resulting from biological development of and environmental experience. For example, children construct an understanding of the world around them, experience the differences between what they already know and what they discover in their environment, then adjust their ideas accordingly.

4. According to Piaget, cognitive development is a comprehensive theory about the nature and development of human intelligence. He believed that one's childhood plays a vital and active role in a person's development. His idea is primarily known as a developmental stage theory. The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it.

5. The role of the teacher in constructivist philosophy is adapt to the learner's needs and give them the freedom to construct knowledge for themselves.

The role of the student in constructivist philosophy is to engage and interact with the world around them, with peers, with authorities, and with educational materials. Through active engagement the learner constructs knowledge and meaning, observing how objects and ideas interact, and creating a cognitive framework for making sense of it all.

Sample of Final test answer

UJIAN AKHIR SEMESTER GENAP 2020/2021

MATA KULIAH	: LEARNING THEORIES
KODE MATA KULIAH	8820302283
JUMLAH SKS	2
PRODI/ ANGKATAN	: S-1 PEND. BAHASA INGGRIS/ 2018
HARI/TANGGAL	: RABU/ 9 JUNI 2020
ALOKASI WAKTU	: 100 MENIT/ 08.40 – 10.20.
DOSEN	: Him'mawan Adi Nugroho

Name: IZZA AUDINA
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Questions.

1. L2 Learning might be learned through various methods. In your opinion, is there any best method to learn second language? Why?

   In my opinion, there is no only one specific method that can be said as the best method out of the others. I personally believe that a good or best method is based on the situation, we need to determine which method is the best for students' language level that we teach, we also need to pay attention to the material that we are going to deliver and its suitable method to make instructional process more effective and efficient. Other than that, every teacher has different ability to teach students in certain way, one and others experience in teaching might be different in every method. Some teachers might be comfortable when they use methods that teach students the lesson deductively and the rest might prefer the lesson to be done inductively, of course they all have their own reason after observing the learning situation and by implementing several methods, we may know what is the best method that is suitable for the learners and teacher. However, I am sure that methods requiring students to be actively involved in instructional process are more beneficial and recommended than those which are teacher centered. Thus, the learning objectives can be well achieved.

2. Why is motivation important in second language learning?

   Motivation, whether it is intrinsic or extrinsic, is essential. Having objectives prompts expanded language learners' motivation, which may lead them to possess great language skills and become successful language learners. Their objectives and expectations should be well defined and directed to make students' progress better. Understudies also can assist themselves with accomplishing their goals that they have made by deciding their needs in learning language and by finding their own reasons why they need and might as well want to learn the language. Teachers as educators ought to encourage students to motivate themselves and have explicit momentary objectives like practicing speaking with English speakers or reading any kind of books in English. Regardless of what these objectives are, we should help learners set and seek after them.

3. Explain the problems that a student might encounter in learning second language and how to overcome the problems?

In learning second language, every student encounters different experience and problems they might face during the process. The problems they might face the most are probably the fear of making mistakes during interaction requiring using English since they are maybe used to be ashamed instead of being encouraged to better whenever they made a mistake. Other than that, they probably have not found the benefit or their own reasons why they need to learn the language, they are stuck and think that there is no use to learn the language and it makes them feel unmotivated.

To tackle this problems, teacher has got an important role to encourage the students. Teachers can give positive reinforcement and might give negative reinforcement as well to make them feel motivated. Whenever they have done or completed something, teacher can give rewards or praise them since students definitely be proud when they are praised especially by the teacher and it makes them feel that they are valuable. Negative reinforcement is also important since it triggers them to want to work harder to get praised or reward again, it is a way to keep the students feel motivated. It is also recommended to make a fun learning activity and mention learning objectives as well as its benefits before starting any lesson and make sure that the students pay attention to what is being said, they might know and find their own reasons why they need to learn the language.

4. Please propose a simple learning activity by adopting certain learning theories/methods in order to accommodate the 21st c skills. Give rationale. (Max. 150 words).

Theory: Constructivism

Method: Project Based Learning (PJBL)

Reason: Constructivism theory emphasizes the use of thinking tool that can help students in solving problems, making decision easily, expanding capabilities, and do everything based on our natural capacity. Therefore, PJBL is considered the best method because it can improves students' motivation, problem-solving ability, critical thinking skills, media research skills, collaboration skills, resource management skills, and social communication skills which are all included in 21st century skills.

	SYNTAX	ACTIVITY
Pre Teaching		Greeting, motivating, mentioning learning objectives and benefits.
Whilst Teaching	Giving essential questions	Students are given some tasks and questions to foster their thinking.
	Deciding the project	Students deciding the project (in a group) and discuss about the timeline and students' Responsibility.
	Monitoring	Show the progress to their teacher.
	Report the progress	The project is recorded and uploaded on social media.
	Presenting and evaluating	Presenting the project.
Post Teaching		Reflection, evaluation, announcement, praying.