Exploring the Dynamics of Language Acquisition: The Role of Habit and Interaction at Kalindra Dormitory

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Abstract
Research language learning dynamics in Language Center English Course "Kalindra" Dormitory, analyze the application of Behaviorism and Interactionism theories. Investigate how Behaviorism and Interactionism theories guide language learning. Understand how they can be used to design effective strategies in learning languages. In this research sheds light on optimization for language acquisition in the English dormitory. In this direction, a meticulous analysis was completed using qualitative methods: interviews and student diaries. The findings highlight the important role that the theory of Behaviorism and Interactionism has in guiding effective strategies for language acquisition. this is manifested in the implementation of Behaviorism through reinforcement and repetition to improve the language of the learner. Conversely, Interactionism also emphasizes social interaction and scaffolding that facilitates language development among peers. The findings reveal the importance of these theories in designing dormitories that will improve communication and language skills among the students. Behaviorism and Interactionism theories effectively guide language acquisition in English dormitories, thus fostering better proficiency and communication skills. Teachers are able to adopt these insights into an immersive learning environment as a way to enhance comprehensive language development skills among students in a wide range of linguistic backgrounds.

Key words: behaviorism, communication skills, effective strategies, interactionism, language learning dynamics

Introduction

In today's globalized world, proficiency in English is an indispensable asset (Melitz, 2016). English serves as the primary medium of communication in many international settings, including business, science, technology, and diplomacy. Mastery of English enables individuals to participate in global discourse, access a wealth of information, and connect with people from diverse cultures (Sri Andayani, 2022). Despite its significance, achieving fluency in English remains a challenge for many learners due to various factors, including limited exposure and practice (Sokip, 2020).

One of the most effective ways to learn English is by living abroad (Carvalho et al., 2022). Immersing oneself in an English-speaking environment allows for constant practice in real-life situations. Daily interactions with native speakers facilitate a deeper understanding and fluency in the language (Listiawati & Aryani, 2019). This continuous exposure helps learners quickly adapt and gain confidence in using English.

For those unable to relocate, alternative immersion strategies are necessary. One potential solution is to reside in an English-speaking area within one's own country (Bakhov, 2018). In an English area or English dormitory, learners can engage in conversations with other English learners (Mas'ud et al., n.d.; Utomo, n.d.) .This approach can be particularly beneficial for individuals who are bound by professional, familial, or financial commitments. According to B.F. Skinner's theory of operant conditioning, behavior is shaped by its consequences, such as rewards or punishments (Puspita, 2013). Lev Vygotsky's theory of sociocultural learning emphasizes the role of social interaction in shaping cognitive development and learning (Maflah Alharbi, 2023).

Kampung Inggris in Indonesia is a prime example of an English immersion environment. The Language Center Course Dormitory (Kalindra Dormitory) provides a structured environment where residents are required to communicate in English at all times (Saraka, 2020; Locita Cahyarani & Wicaksono, 2023). The dormitory's rules and daily activities are

designed to ensure that learners are consistently exposed to and using English.

According to the behaviorist theory, the environment and its consequences play a crucial role in shaping learners' language behavior. The interactionist theory takes it a step further by emphasizing that the social environment is not just a passive backdrop for learning but an active participant in shaping language development. For instance, when a learner produces an error in their sentence structure, their peer corrects them and provides an explanation for why the sentence is incorrect (Fauzia Rozani Syafei, 2016).

In this scenario, the behaviorist theory suggests that learners' language behavior is influenced by the consequences they receive from their peers and the teacher (Kartakusumah et al., 2022). The interactionist theory adds that these social interactions are not just means of providing feedback but also shape learners' understanding of language and their ability to use it effectively (Iren & Ирена, n.d.).

Methods

This qualitative research employs a method that aims to gain an in-depth understanding of people's experiences, behaviors, and attitudes through non-numerical data collection and analysis (Yadav, 2022). The study aims to analyze how the theories of Behaviorism and Interactionism are applied within the Kalindra Dormitory. By observing and interviewing residents, the study will understand how consistent practice and social interaction contribute to English language acquisition.

This will be a qualitative research study into the influences of Behaviorism and Interactionism theories on methods of language learning and English dormitory design at the Language Center. The data collection will involve students' diaries and semi-constructed interview to get insight into the subjective experience and behavior of participants.

We will select 5 students from the dorms of the Language Center's English Course, making sure there will be a diversity level of language proficiency. This will ensure that some attitude and experience analysis come forth with different learning experiences within the dormitory environment.

For this study, participants will keep reflective diaries throughout the English Immersion program to record their thoughts, feelings, and experiences about language learning, and engage in semi-structured interviews at regular intervals to explore their perceptions of language learning at Kalindra Dormitory (Karatsareas, 2022). The diaries will provide rich qualitative data on students' language learning experiences and attitudes towards English immersion, while the interviews will delve into their interactions with native speakers, language learning strategies, and attitudes towards the target language (Alamri, 2019).

We will recruit participants transparently and seek informed consent, following ethical considerations. The data is gathered through questionnaires, observations, and interviews. Then, it is analyzed into narrative analysis and diary analysis for establishing certain patterns and themes of language learning strategies and dormitory design under Behaviorism and Interactionism theories.

In this study, we will adopt a multimethod approach whereby the combination of the narrative analysis of interview data and diary analysis of everyday life experiences among students may tease out the complicated relationship between behaviorism, interactionism, language learning strategies, and dorm design.

Results and discussion

Through the application of narrative and diary analyses, we will retrieve key themes and patterns of our research questions that provide an all-round understanding of how language learning strategies fit and intermesh with interactions in this setting.

Interviews reveal that the English Area at Kalindra Camp effectively improves participants' English skills. Key themes include: Interviewees praised the camp's supportive, joyful, and comfortable environment as crucial for learning.

The immersive English-speaking environment boosted students' confidence and fluency. Effective practices included mandatory English use and humorous yet helpful punishments.

All participants reported significant improvements in their English-speaking abilities, noting increased fluency and confidence.

Participants enjoyed the program, highlighting its supportive atmosphere and engaging activities.

Recommendations included encouraging more participation from quiet members and incorporating more fun activities.

Kalindra Camp's English Area significantly enhances participants' English through a supportive, immersive environment. Suggestions for increased participation and

interactive activities could further improve the program.

The English Area initiative at Kalindra Dormitory transformed students' writing abilities in a few months, fostering confidence and skill.

Students initially struggled with grammar, vocabulary, and confidence in writing.

Post-program, students showed dramatic improvements in grammar, vocabulary, and confidence, demonstrating creativity and mastery in their writing.

The initiative significantly improved students' writing skills and confidence, fostering a supportive and creative learning environment. The program's rapid success highlights its effectiveness in developing proficient, confident writers.

Conclusion

Both interviews and diaries confirm that the English Area at Kalindra Camp has significantly improved students' English skills. The program's focus on immersion, practice, and positive reinforcement created a supportive environment that enhanced language mastery and confidence. The initiative's success suggests it can greatly impact students' language learning experience

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