

Language Psychology Approach on Language and Literature's Learning Process: A Model to Educate the Nation

ABSTRACT: For getting the young generation that like in reading and usual in writing, absolutely, not as easy as fold back the palm. There are many things should be involved, not only human resources but also various supporting factors, so it can grow up the interest in reading and writing on young generation. The factor of time also has role, because growing up the interest in reading is a process, and each process needs time and patient. This paper discusses on model of Indonesian language and literature's learning process based on language psychology (psycholinguistics) to educate the nation, through three steps of mental process, they are: comprehension, production, and bio-neurology. This model is hoped to be applied to teachers and Elementary School students' grade 4th to grade 12th of Senior High School. The arrangement of this model involves the roles of teachers, government, and parents for establishing the education paradigm that can educate the nation. Based on the psychology and language neurology's study, therefore, has been arranged a plain model of Indonesian language and literature's learning process, that is MENUNDAS ("Membaca" or Reading + "Menulis" or Writing → "Cerdas" or Intelligent). MENUNDAS is acquired through the famous Indonesian literature's book that be internalized through activating of sensory and motoric area, so that the intellectual development of nation mentality is existed.

KEY WORD: Psycholinguistics, Indonesian language and literature, mental process, reading, writing, intelligent, and intellectual development of nation.

RESUME: "Pendekatan Psikologi Bahasa pada Proses Pembelajaran Bahasa dan Sastra: Sebuah Model untuk Mendidik Bangsa". Untuk mendapatkan generasi muda yang suka membaca dan biasa menulis, sesungguhnya, tidak semudah membalikkan telapak tangan. Ada banyak hal yang harus dilibatkan, tidak hanya sumber daya manusia tetapi juga berbagai faktor pendukung, sehingga dapat tumbuh dan berkembang mengenai minat baca dan menulis di kalangan generasi muda. Faktor waktu juga memiliki peran, karena perkembangan minat membaca adalah suatu proses, dan setiap proses membutuhkan waktu dan kesabaran. Makalah ini membahas model proses pembelajaran bahasa dan sastra Indonesia berdasarkan pada psikologi bahasa (psikolinguistik) untuk mencerdaskan bangsa, melalui tiga tahap proses mental, yaitu: pemahaman, produksi, dan bio-neurologi. Model ini diharapkan dapat diterapkan pada guru dan siswa kelas 4 SD (Sekolah Dasar) sampai dengan kelas 12 SMA (Sekolah Menengah Atas). Penyusunan model ini melibatkan peran guru, pemerintah, dan orang tua untuk membangun paradigma pendidikan yang dapat mencerdaskan bangsa. Berdasarkan kajian psikologi dan neurologi bahasa, kemudian, telah disusun model sederhana dalam proses pembelajaran bahasa dan sastra Indonesia, yaitu MENUNDAS (Membaca + Menulis → Cerdas). MENUNDAS diperoleh melalui buku sastra terkenal Indonesia yang diinternalisasikan melalui pengaktifan ranah sensorik dan motorik, sehingga perkembangan intelektual tentang mentalitas bangsa terwujud.

KATA KUNCI: Psikolinguistik, bahasa dan sastra Indonesia, proses mental, membaca, menulis, cerdas, dan pengembangan intelektual bangsa.

INTRODUCTION

As stated by Dr. Taufik Ismail in his presentation, in the seminar on Indonesian education system, on November 1-3, 2013

in Bukittinggi, West Sumatera, entitled "Generasi Nol Buku yang Rabun Membaca, Lumpuh Menulis" (the zero book generation who hazy in reading, lame in writing), is an

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information that shocking us as Indonesian, that the generation who born from the previous generation, but not inherit the reading culture. The “zero book generation” that meant by Taufik is the lack of school in Indonesia, which obligates the students to read literature books that have existed since early on 1950 till this time.

Reading literature’s book, according to Taufik Ismail, can raise the student’s addiction feeling on reading book till adult. Positive addiction will exist for long time if students are familiarized to read which is begun through obligatory on reading literature’s book since the school time. That what is not undertaken in Indonesia, particularly since 1950s till now, so that the growth of Indonesian intellectuality is born from the zero book (literature) in school (Ismail, 2013).

The lack of the obligatory on reading literature’s books in Indonesian school that has existed for half century causes Indonesian to be “hazy in reading and lame in writing”. The reading habit is only owned by a little people with “reading ability”, whereas writing ability is only owned by a little people with “writing ability”. Writing for most people is a very hard work, except for the writers and/or journalist. Therefore, reading and writing for mostly Indonesian are still being luxurious things that unworthy to be bought even owned. Reading tradition will not be seen yet in the public, writing tradition will only be owned by writers or journalist, whereas the scientist who writes is not as many as amount of Bachelors, Magisters, and Doctors, even Professor.

The zero book generation, reading ability, and writing habit nowadays are the sequence of fact that should be accomplished, not only by litterateur like Taufik Ismail does with other litterateurs and culturalists, but also by Indonesian people and especially by Indonesian government. As the victim of zero book generation, certainly wishing for the changes so that could take out the zero book generation to be generation who “like in reading and usual in writing”.

For getting the generation that like in reading and usual in writing, absolutely not as easy as fold back the palm. There are many things should be involved, not only human resources but also various supporting factors, so it can grow up the interest in reading and writing for young generation. The factor of time also has role, because growing up the interest in reading is a process, and each process needs time and patient.

What approach that can surmount all those issues? One of them is through approaching of the language psychology that is an approach which emphasizes the comprehension aspect towards educator and learner (education participant) in reading-writing and words’ communication event. Thus, the educator and learner (education participant) unconsciously will need the reading and writing’s habit in their soul and behaviour.

Therefore, this approach is concerned with the learning process, especially in Elementary School and Secondary School, whereas in College just continues what has been used to and become character in having behaviour. Learning process, which can grow up the reading and writing’s habit to educate nation, can only be done by planning and continuity system. The system is legalized by legislation of educational department nationally and applied in learning process.

On the basis of that thought, thus, this paper discusses on the aspect which related to the endeavours in educating the nation through learning process, particularly through the related lesson Indonesian Language and Literature, with a purpose to answer the questions: (1) How to construct the nation character that like in reading and usual in writing?; and (2) What kind of lesson model that relevant applied for educating nation?

THE ZERO BOOK GENERATION AND LANGUAGE PSYCHOLOGY APPROACH

How to encounter the fact of “zero book generation” that “hazy in reading and lame in writing”, as stated by Dr. Taufik Ismail?

The approach which is offered being model of language and literature's learning process is hoped to be a referral through language psychology approach. These approach and model can become input for policy-maker (government) and schools in Indonesia, particularly in Elementary School and Secondary School.

Taufik Ismail (2013) stated that zero book generation has been begun since 1950s. The term of "zero book" means no reading task through school library, so it will cause hazy in reading. Lame in writing is caused of almost no authoring exercise in school. In spite of Taufik Ismail did study on those years and be able in writing and authoring, but he and his friends' ability were not proceed from school library and teacher's guidance. Teacher tended to teach grammar and did not pay attention on authoring lesson in Indonesian subject, and this fact is still occurred till now (Ismail, 2013).

Taufik Ismail (2013) also stated that number of zero book has occurred since 62 years, from the result of interview with respondent of Senior High School graduation everywhere in Indonesia regarding to 4 things, those are: (1) the obligation on reading the literature's book; (2) the availability of obliged book in school; (3) the guidance on writing; and (4) learning the literature.

The answer regarding to the book reading obligation is zero book. As a moment capturing, Taufik Ismail stated that the number of comparison is adequate significance to be contemplated together. If literature book is not mentioned in curriculum, read only the resume, student does not write about that, not available in school library, and not examined, so those would be regarded as zero (zero book generation) for obliged book at Senior High School in Indonesia. Although there is a research proving that there is Senior High School applying the obliged reading on literature book, thus, Taufik Ismail (2013) stated that it is an extraordinary exception.

The auspicious for generation of Hindia-Dutch AMS (*Algemene Middelbare School*), or Senior High School in the Dutch colonial

era, obligates to read 25 titles in 3 years. Every week obligates to write the essay with 1 page length. In 1 semester, student will write 18 essays and 36 essays in 1 year. Thereby, in 3 years, student will write 108 essays. In several Indonesian's Senior High School, that observed by Taufik Ismail, the obligation on authoring is only 3-4 times a year. Therefore, in 3 years, there are only 15 essays, commonly begun with "One day [...]" . It is an unbalanced comparison (Ismail, 2013).

The reading obligation on 25 titles of literature books and writing 108 essays in Hindia-Dutch era, in a school of Hindia-Dutch, to the independent era, since 1945, has not been regarded as important until now. On the obligatory matter, it is having a goal to create the students become litterateurs. The ability of reading and writing is needed in all profession. Reading literature book may sharpen and grow up the culture of reading book generally. Practice on writing may prepare the people to be capable in writing on their own sphere.

The approach of language psychology is one way that can be used to have a stance on human in educating their thought, so it can change the behaviour. J. Aitchison (2008) explained that psycholinguistics is a study about language and mind, or study about mental process in using language. Moreover, H. Clark (1995) stated that language psychology relates to three steps, those are: comprehension, production, and the basis of biologic and neurology (bio-neurology). Therefore, language psychology is a study that learns the mental processes that passed by human in using and meaning the language, either spoken language or written language.

Comprehension is the mental processes that passed by human, so they can comprehend what people say orally and textually, and also comprehend what is meant. Production is the mental process on human-self that makes him/her can speak and write like he/she wants; whereas the basis of bio-neurology is a tool which makes human using language or communicating (Clark, 1995).

If those three mental processes can be processed well by human's brain, then, what will be discussed by someone can be comprehended by others. The matter is how these three processes can be practiced and accustomed to be parts from itself and one system that commonly used by society of a language. The solving is by habit of reading (reading nature and book) to activate, and writing to convey the thought, besides having language orally or speak.

The habit of reading and writing is passed by someone through education process, either in family or school. Both are related by learning matter, not only in learning language but also learning all field of sciences. Language in learning process needs analysis or explanation and behaviour or action about student (Simanjuntak, 2011). In order to student's behaviour can be understood, so all learning process should be divided to more suitable element with competency owned by student.

Competency is a set of planning and regulation about standardized competency, and the communicating way is adjusted with situation and ability of many factors, such as: teacher, facility, first language, curriculum, etc. Curriculum of language competence is knowledge, skilfulness, attitude, and values that realized in habitual of thought and action (Wachidah, 2003). Those various factors exceedingly determine the competence that owned by a student. Therefore, the competence of those various factors should be increased beforehand, then, it can support the student competency as goal. It means, if hoping for reading and writing ability of a student advances, so the various supporting factors will exceedingly need to increase the competency (Jalal, 2011).

Blomfield stated that learning language is the attempting for having behaviour, such as the pertinent cultural and language behaviour (cited in Watson, 2004). Those behaviours can be obtained from reading the works in that language, which reflects the various society life's matters of a language. Thereby, the process of learning-teaching (particularly language), exceedingly, determines the development of individual

personality in comporting the society environment which individual is existing.

Language psychology is the approach which can be used to detail the individual personality of a nation. However, the role of system is exceedingly deciding, because it determines the input, the process, and the result. In education world, it should be consecutively and cannot be distorted.

DISCUSSION

Language psychology approach is method that proposed to remove the "zero book generation" which is hazy in reading and lame in writing, whereas the relevant education system for those matters are by improving the competency and teacher professionally which comprehends the students' competency. This system is a technical that should be established by three paradigms, those are: government, old fellow or society, and teacher or school (Tilaar, 2012). Those three paradigms are the stakeholders that can establish the "like in reading and usual in writing" generations.

About the Language Psychology Approach. Language psychology approach is an effort to educate the human mind, in this context involves the three supporting component, they are: educate the government with its policy, educate the society through habitual, and educate teacher and student through the system that established together. Language is such a bridge to reach the intelligence zone. Therefore, language psychology approach is a demeanor to process and teach oneself through three mental processes, those are: (1) comprehension, (2) production, and (3) bio-neurology. Here is explained those each processes.

First, Comprehension. As H. Clark (1995) stated that comprehension is a mental process that passed by human, so can catch what is said by someone orally and textually, and also comprehend what is meant. In this step, a human certainly needs the competency capable in listening and reading. Listening ability has been acquired by a child since babyhood, whereas reading ability evenly has been acquired

since 6 years old (school age) and quietly will increase the ability to be fluently on 8 years old. The comprehension towards what is listened and read will be processed by a child brain. Despite each child will have difference in comprehension level, but is exceedingly determined by other factor that influence the intelligence.

Several factors that influence the brain intelligence of someone, as stated by J. Rakhmat (2011), not only determined by heredity but also determined by nutrition, activity, and environmental enrichment. Those four things should be established together by parents, school, and government. Comprehension phase is a basis in constructing the intelligence level of someone. This phase should be established since child in pregnancy until mild school. Thereby, pre-school phase, elementary school, and secondary school exceedingly determine, so they can comprehend the knowledge and comprehension.

The comprehension means not only toward what can be seen through literature, but also nature. Reading nature means comprehend and interpret the nature meaning, like seen by the eyesight. In this phase, an individual tries to mean what is seen from nature and literature, and also interpret what is listened by sense of hearing.

Mental process of a normal child while seeing or reading by using eyesight in occipital *lobus*, then temporal *lobus* that relates with the hearing and language will work actively. If eyesight and sense of hearing work actively concurrently, it more activates the neuron in the brain, so that the learning process is occurred, that is the activating of electric impulse which empties to *acson* or branch of neuron.

Based on the comprehension process on a human brain in learning phase, so can be presented a plain model, but has big impact to remove the "hazy in reading and lame in writing's generation", which is the concept: *LIDER-LIS* → *Lihat* (look), *Dengar* (listen), then *Tulis* (write). This concept, if being accustomed and done continually, will be habitual.

The habitual that is supported by secured system will be a culture. The culture of reading and writing actually can be established through this *LIDER-LIS* concept that begun since Elementary School, as Japan government has done in student's learning process, particularly in Elementary School and Junior High School, by writing 4 things everyday as authoring task (*sakubun*), that is writing what in students' mind, what they feel, what they hear, and what they see in daily life (Ismail, 2013). Thus, it will be self-habitual that continued through the obligation on reading book and writing from what is read in higher grade class, such as grade 5th on Elementary School to 12th on Secondary School.

Second, Production. Production is a mental process on someone-self that makes him/her can speak and write as he/she wants. Language, that has been obtained through language acquiring phase, either first language or second language, will be produced step by step accordance with the competency of brain development. According to S. Kohn (1993), linguistically someone's knowledge towards life reality will be stated through three phonological processes in producing word, those are: phonology phase, phonemic phase, and phonetic phase.

Phonology phase is expressing the lexicon naturally, phonemic phase is expressing the language segmental based on the form of lexicon deposit, and phonetic phase means the arrangement of phonetic articulator expression based on the phoneme information that sensitive on its environmental context (Kohn, 1993). Those three mental processes will be produced by normal human or with no linguistics disorder through spoken language and written language. Verbally, he/she will produce the pronounced phone, whereas textually will be produced the phoneme that has been processed by brain, which organizes the writing ability (cf Dardjowidjojo, 2003).

Thus, the more vocabulary increases on a child, the more his/her ability to produced language that has been preserved in his/her

memory. The ability on producing should be trained and exceedingly influenced by environment and education given. The preserved vocabularies in brain should be developed and always enticed then it becomes part of language affluence that owned by a child through enrichment zone, such as read the nature, experience, and book.

One of the ways to entice and develop the vocabularies is by writing what is thought and felt. A child, who has attended the educational years in Elementary School, will be enticed to think and feel various things in running the activity at school. His/her brain will always be contacted by new things that will become knowledge obtained from environment and learning process. On the other hand, child can also produce the experience through what he/she felt during studying and observing the environment, such as feeling happy, sad, angry, etc.

Based on those things, the concept that can be conducted to develop and entice the vocabularies to produce language, and also how to express the feeling from learning experience, are the concept of: *FIRA-LIS* → *Fikir* (think), *Rasa* (feel), then *Tulis* (write). The tradition in writing on what is thought and felt needs to be established since Elementary School, so that child will be accustomed to think on positive things toward the knowledge which recently obtained. Like wise, the writing habitual will be perceived by a child if he/she makes contact with new world; thus, the child will be accustomed to express the feeling through writing that becomes his/her writing ability recently learned more fluent.

Third, Bio-Neurology. The implement that makes human can speak is the basis of bio-neurology or biology and neurology. Therefore, without the basis of biology and neurology, the mental process of comprehension and production will not go on. Human language development is exceedingly concerned with the biology development; beside that, the neurology factor is very important in solving the problem of acquiring, comprehending, and using language, either spoken language or

written language.

The basis of biology relates to speech organ that enables human can speak, especially spoken language and also barrel organ that needs to write. Thus, language is a biology phenomena, particularly biology development, whereas the arising of language ability, besides genetic factor is also decided by environment where human exists, so it can trigger what already exist on human biology. If there is discomfiture on speech organ, so it will pester someone's language, but the most dangerous is if the function of language in brain has discomfiture, so language disorder's occurred.

Reading, as a mental process that operates the *Wernicke* and *Broca* area in brain, is the method in educating the mind that done when someone has been capable in reading. If it has been held since Elementary School, so this habitual will be a necessity for child's brain in its development. If the input in form of writing (reading) is done, so the mental process will not be responded by primer cortex of hearing, but by visual cortex in occipital lobe. Input will not be directly sent to comprehending area and occipital area. So, input will be comprehended by *Wernicke* area then sent to *Broca* area, if it is needed to be responded verbally. If the respond is also visual, so the information will be sent to parietal area to be processed on visualisation through writing.

Therefore, reading and writing activities are one process of mental intellectuality that done continuity so that what caught by *Wernicke* can be continued to *Broca* area for balancing in brain. A person who is familiar in reading and writing, the balancing of neuron activity on language area in left hemisphere is also occurred, as a kind of intellectual development of brain activity. As much information obtained, as creative in its writing so that the function of right hemisphere also works.

Thereby, the concept that can be explained here relating to neurology is: *MENUDAS: Membaca* (reading) + *Menulis* (writing) → *Cerdas* (intelligent). On the basis of that, brain intellectuality actually can be

Table 1:
Reading Obligation and Writing Literature Book

Students of Elementary School		Teachers of Elementary School	
Class 1 - 4:	Daily task, <i>LIDER-LIS</i> and <i>FIRA-LIS</i> .	Class 1 - 4:	Discussing the task.
Class 5:	One local literature book (read and write the resume), <i>LIDER-LIS</i> and <i>FIRA-LIS</i> .	Class 5:	One local literature book (read and tell in the class).
Class 6:	One local literature book, 1 national literature book (read and write the resume), <i>LIDER-LIS</i> and <i>FIRA-LIS</i> .	Class 6:	One local literature book, One national literature book, (read and tell in the class).
Students of Secondary School		Teachers of Secondary School	
Class 7:	Two local literature books (read and write the resume).	Class 7:	Two local literature books (read and discuss with the students).
Class 8:	Two local literature books, Two national literature books (read and write the resume).	Class 8:	Two national literature books (read and discuss).
Class 9:	Two national literature books (read and write the resume).	Class 9:	Two national literature books (read and write).
Class 10:	Two local literature books (read and write the resume).	Class 10:	Two local literature books (read and discuss).
Class 11:	Three national literature books (read and write the resume), One translation literature book (read and write the resume).	Class 11:	One national literature book (read), One translation literature book (read and discuss).
Class 12:	Read and write again the literature book that ever be read.	Class 12:	Discussing the result of students' writing.
Number of reading = 19 books. Number of writing = 17 books.		Number of reading = 13 books.	

done through activating the language area of sensory and motoric. What is read will be comprehended by *Wernicke* area, and then it is processed, made, and continued to *Broca* area as language motoric area that commands the neuron to produce the phonemic in form of written language.

The process, that occurred in written language, has more crystallized compared spoken language, because phoneme production in *Broca* area needs the maximal time process by thinking and arranging it to be word. The crystallization process neurologically is a kind of intellectuality, because has activated a number of neurons relating to language area in brain.

About the Indonesian Language and Literature's Learning Process. On the basis of the explanation above, through this writing is proposed to the policy-maker (government) to apply the language psychology concept. By reason to educate the nation, can be obligated for teacher and student to read and write through

Indonesian literary work, called *MENUDAS* program or "*Membaca* (reading) + *Menulis* (writing) = *Cerdas* (intelligent)". This program is hoped to be a model in learning, starting from Elementary School to Secondary School.

The lesson subjects, which directly related to this program, are the lesson of Indonesian Language and Literature, and the teacher of Indonesian Language and Literature. That model is designed in the reading obligation of Indonesian literary work, and then doing discussion and writing about it. The table of "Reading Obligation and Writing Literature Book" is a *MENUDAS* model in attempting on nation intelligence.

CONCLUSION

To educate the nation, either one is through language psychology approach, relating to three steps: comprehension, production, bio-neurology. Those three mental processes are realized through *LIDER-LIS* concept, namely: *Lihat* (look),

Dengar (listen), and *Tulis* (write). Also *MENUDAS* concept, i.e. *Membaca* (reading) + *Menulis* (writing) = *Cerdas* (intelligent), is a kind of input that obtained through reading, then continued through motoric for writing. This activity involves sensory and motoric area, so that the process of mentalistic intelligence is occurred.

These three forms of mental process exceedingly relates to the system and habitual that continually done. Therefore, *MENUDAS* program can be proposed as one way or model for the reading obligation on the literature book in school, starting from Elementary School to Secondary School. This activity can grow up the interest on reading and writing of students, because of continually habitual process. Yet, this activity is not only applied on students, but also teachers, in this case is teacher on related lesson subject that is Indonesian Language and Literature subject.

As regards to local and national literature book, which is proposed to be read by students for 8 years are as many as 19 books, with the amount of writing is as many as 17 books. The amount of reading obligation by teacher for 8 years is 13 books. This amount is an alternative and can be adjusted with the competency of students, teachers, and book facilities that available in each school.

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