

**BANDURA'S LEARNING THEORIES:  
TEACHING PRONUNCIATION FOR TEACHERS IN KINDERGARTEN**

**AYU BANDU RETNOMURTI**  
*ayubandu@gmail.com*

**English Education Department  
Faculty of Language and Arts  
University of Indraprasta PGRI Jakarta**  
*Jl. Nangka No 58 Tanjung Barat Jakarta Selatan, DKI Jakarta*

*Diterima: April 2017; Disetujui: Oktober 2017; Diterbitkan: November 2017*

**ABSTRACT**

There are so many to be found inappropriate to pronounce the English vocabularies for students in all education level in Indonesia. Therefore, it needs appropriate pronunciation practice for kindergarten teachers, by using modeling method from Bandura's theory, to be learned for students in the beginning which is when they are in Kindergarten. This research is important to be carried out because the level of making characters by them in teaching learning process starts from kindergarten era. In here, the source of the data from TK Sekar Ananda Depok. The research finding is based on taking sample in practicing teachers one by one, the total of teachers in TK Sekar Ananda is 10 teachers, but 8 teachers who did not yet pronounce well and 2 teachers who have pronounced well. From the data, it can be showed that the amount of sample in pronounce the vocabularies for teachers which is who did not yet pronunciation well is many more than the sample who have pronounced well, that is because inappropriate to pronounce the English vocabularies for students in Kindergarten. Here are some of the main in modeling method from students who taught by their teachers in TK Sekar Ananda such as Attention, Retention, Reproduction, and Motivation. By using modeling method from Bandura's theory, to pronounce the English vocabulary, the English teacher has to introduce the features of pronunciation like consonant sounds and vowel sounds to their students in order to increase the ability to pronounce the vocabulary well.

*Keywords: Pronunciation, Vocabulary, Modeling Method, Bandura's Theory*

**ABSTRAK**

*banyak ditemukan ketidaktepatan pelafalan kosakata Bahasa Inggris siwa pada jenjang pendidikan di Indonesia. Oleh karena itu, sangat diperlukan adanya sebuah pelatihan pelafalan kosakata Bahasa Inggris yang tepat untuk guru Taman Kanak-kanak (TK), dengan menggunakan metode modeling dari teori Bandura, untuk diajarkan kepada para siswa TK. Sumber data berasal dari TK Sekar Ananda Depok. Adapun, temuan penelitiannya diambil berdasarkan pengambilan sampel dengan mempraktekkan pelafalan bagi para guru satu demi satu yaitu jumlah para guru di TK Sekar Ananda sebanyak 10 orang, tetapi 8 guru belum melafalkan dengan baik, dan 2 guru lainnya sudah melafalkan dengan baik. Dari data tersebut, tersebut dapat dilihat bahwa jumlah sampel dalam mempraktekkan pelafalan kosakata Bahasa Inggris paling banyak yaitu ditemukan masih banyak guru yang belum melafalkan dengan baik, hal itu disebabkan karena masih banyak ditemukan ketidaktepatan pelafalan kosakata Bahasa Inggris pada siswa-siswi di TK. Berikut beberapa unsur utama dalam proses peniruan dari siswa yang diajarkan oleh gurunya di TK Sekar Ananda adalah Perhatian, Mengingat, Reproduksi gerak, dan Motivasi. Dengan menggunakan metode peniruan dari teori Bandura, Untuk mengajarkan pelafalan kosakata dalam bahasa Inggris, seorang guru bahasa Inggris harus memulai dengan pengenalan tentang fitur pelafalan seperti bunyi konsonan dan vokal guna meningkatkan kemampuannya dalam melafalkan kosakata dengan baik.*

*Kata Kunci: Pelafalan, Kosakata, Metode Peniruan dan Teori Bandura*

## INTRODUCTION

There are so many to be found inappropriate to pronounce the English vocabularies for students in all education level in Indonesia. Therefore, it needs appropriate pronunciation practice for kindergarten teachers, by using modeling method from Bandura's theory, to be learned for students in the beginning which is when they are in Kindergarten. This research is important to be carried out because the level of making characters by them in teaching learning process starts from kindergarten era. In social life, human beings can interact each other to fulfill their needs. Based on the reason above, human beings need something which can support their existence in this world. Education and learning can be reached from human beings live to dead. The acquiring relates to the process in achieving the desire. Modeling as the social cognitive theory suppress the observation and imitation by students in seeing the teacher's behavior surrounding as the main effect and can influence the learning result. The process of learning by watching others; a therapeutic technique used to effect behavioral change. The therapy Bandura is most famous for, however, is modeling therapy. The theory is that, if you can get someone with a psychological disorder to observe someone dealing with the same issues in a more productive fashion, the first person will learn by modeling the second. Based on learning English, pronounce the English vocabulary has followed the rule of that language. Therefore, by using modeling method in Bandura's theory, teachers suggested to become the good example or role model in pronouncing the English vocabulary, which is the students can get the real information in order to be applied in their life. The main purposes to get data in kindergarten level which is taking sample in TK Sekar Ananda Depok, West Java are to explain the reason that there are so many to be found inappropriate to pronounce the English vocabularies for students in all education level in Indonesia, and to explain how to pronounce vocabulary for students earlier. The internal contribution can give understanding comprehensively for students to pronounce the English vocabulary. Whereas, in external contribution can give new knowledge especially in majoring English pronunciation or vocabulary.

Albert Bandura was born December 4, 1925, in the small town of Mundare in northern Alberta, Canada. He was educated in a small elementary school and high school in one, with minimal resources, yet a remarkable success rate. After high school, he worked for one summer filling holes on the Alaska Highway in the Yukon. He received his bachelor's degree in Psychology from the University of British Columbia in 1949. He went on to the University of Iowa, where he received his Ph.D. in 1952. It was there that he came under the influence of the behaviorist tradition and learning theory. While at Iowa, he met Virginia Varns, an instructor in the nursing school. They married and later had two daughters. After graduating, he took a postdoctoral position at the Wichita Guidance Center in Wichita, Kansas. In 1953, he started teaching at Stanford University. While there, he collaborated with his first graduate student, Richard Walters, resulting in their first book, *Adolescent Aggression*, in 1959. Bandura was president of the APA in 1973, and received the APA's Award for Distinguished Scientific Contributions in 1980. He continues to work at Stanford

to this day. Behaviorism, with its emphasis on experimental methods, focuses on variables we can observe, measure, and manipulate, and avoids whatever is subjective, internal, and unavailable -- i.e. mental. In the experimental method, the standard procedure is to manipulate one variable, and then measure its effects on another. All this boils down to a theory of personality that says that one's environment causes one's behavior. Bandura found this a bit too simplistic for the phenomena he was observing -- aggression in adolescents -- and so decided to add a little something to the formula: He suggested that environment causes behavior, true; but behavior causes environment as well. He labeled this concept reciprocal determinism: The world and a person's behavior cause each other. Later, he went a step further. He began to look at personality as an interaction among three "things:" the environment, behavior, and the person's psychological processes. These psychological processes consist of our ability to entertain images in our minds, and language. At the point where he introduces imagery, in particular, he ceases to be a strict behaviorist, and begins to join the ranks of the cognitivists. In fact, he is often considered a "father" of the cognitivist movement! Adding imagery and language to the mix allows Bandura to theorize much more effectively than someone like, say, B. F. Skinner, about two things that many people would consider the "strong suit" of the human species: observational learning (modeling) and self-regulation. Of the hundreds of studies Bandura was responsible for, one group stands out above the others -- the bobo doll studies. He made of film of one of his students, a young woman, essentially beating up a bobo doll. In case you don't know, a bobo doll is an inflatable, egg-shape balloon creature with a weight in the bottom that makes it bob back up when you knock him down. Nowadays, it might have Darth Vader painted on it, but back then it was simply "Bobo" the clown. The woman punched the clown, shouting "sockeroo!" She kicked it, sat on it, hit with a little hammer, and so on, shouting various aggressive phrases. Bandura showed his film to groups of kindergartners who, as you might predict, liked it a lot. They then were let out to play. In the play room, of course, were several observers with pens and clipboards in hand, a brand new bobo doll, and a few little hammers. And you might predict as well what the observers recorded: A lot of little kids beating the daylight out of the bobo doll. They punched it and shouted "sockeroo," kicked it, sat on it, hit it with the little hammers, and so on. In other words, they imitated the young lady in the film, and quite precisely at that. This might seem like a real nothing of an experiment at first, but consider: These children changed their behavior without first being rewarded for approximations to that behavior! And while that may not seem extraordinary to the average parent, teacher, or casual observer of children, it didn't fit so well with standard behavioristic learning theory. He called the phenomenon observational learning or modeling, and his theory is usually called social learning theory. Bandura did a large number of variations on the study: The model was rewarded or punished in a variety of ways, the kids were rewarded for their imitations, the model was changed to be less attractive or less prestigious, and so on. Responding to criticism that bobo dolls were supposed to be hit, he even did a film of the young woman beating up a live clown. When the children went into the other room, what should they find

there but -- the live clown! They proceeded to punch him, kick him, and hit him with little hammers, and so on.

For those reasons, the characteristic of cognitive social theory in modeling method suppresses the observation their behavior as the model, not only the modeling but also the pronunciation. So, it can be concluded that the modeling is one of the methods to get information. This is because of the process, the students can observe the teachers' behavior as the example in modeling. To pronounce the English vocabulary, the English teacher has to introduce about features of pronunciation like sounds of consonant and vowel to their students. Furthermore, this is suggested by Kelly (2000: 1). Finally, it needs the introduction like short training to increase the ability in pronouncing the English vocabularies for teachers by taking sample in TK Sekar Ananda, Depok.

## METHODOLOGY

The method that used is modeling which is the process of learning by watching others; a therapeutic technique used to effect behavioral change. The use of modeling in psychotherapy was influenced by the research of social learning theorist Albert Bandura, who studied observational learning in children, particularly in relation to aggression. Bandura pioneered the concept of vicarious conditioning, by which one learns not only from the observed behavior of others but also from whether that behavior is rewarded or punished. Bandura concluded that certain conditions determine whether or not people learn from observed behavior. They must pay attention and retain what they have observed, and they must be capable of and motivated to reproduce the behavior. The effects of observed behavior are also stronger if the model has characteristics similar to those of the observer or is particularly attractive or powerful (the principle behind celebrity endorsements). Bandura maintained that television offered a major source of modeling, educating thousands of people to drink certain sodas or use brand name soaps. The aim of Bandura's study in modeling method was to demonstrate that if children were passive witnesses to an aggressive display by an adult they would imitate this aggressive behaviour when given the opportunity.

All these variations allowed Bandura to establish that there were certain steps involved in the modeling methods as follows:

1. Attention. If you are going to learn anything, you have to be paying attention. Likewise, anything that puts a damper on attention is going to decrease learning, including observational learning.
2. Retention. Second, you must be able to retain -- remember -- what you have paid attention to.
3. Reproduction. At this point, you're just sitting there daydreaming. You have to translate the images or descriptions into actual behavior.
4. Motivation. And yet, with all this, you're still not going to do anything unless you are motivated to imitate, i.e. until you have some reason for doing it.

## RESULT AND DISCUSSION

### RESULT

To pronounce the English vocabulary, the English teacher has to introduce about features of pronunciation like sounds of consonant and vowel to their student according to Kelly (2000:1). Features of pronunciation consist of features of phoneme and features of suprasegmental as we can see in Figure 1.

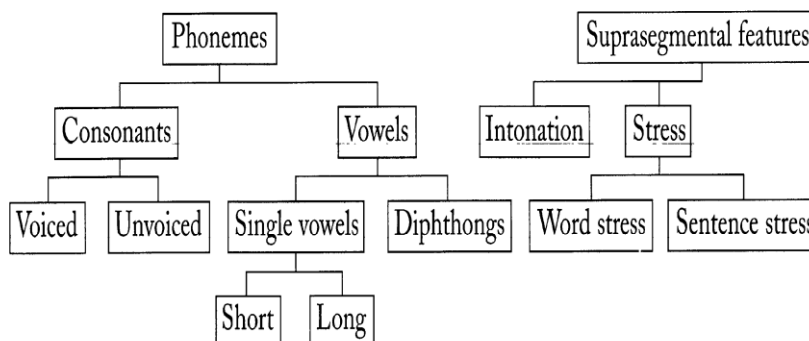


Figure 1. Features of Pronunciation

### DISCUSSION

From the table above, it can be known that English phonemes consist of consonant and vowel sounds. All teachers in TK Sekar Ananda Depok can practice this table of pronunciation below. There are differences between Indonesian and English consonant sounds. English consonants differed in two sounds such as:

#### (1). Consonant sounds

- a. Plosive
  - Bilabial : /p/ dan /b/
  - Alveolar : /t/ dan /d/
  - Velar : /k/ dan /g/
- b. Affricate
  - Palato-alveolar : /tʃ/ dan /dʒ/
- c. Fricative
  - Labio-dental : /f/ dan /v/
  - Dental : /θ/ dan /ð/
  - Alveolar : /s/ dan /z/
  - Palato-alveolar : /ʃ/ dan /ʒ/
  - Glottal : /h/
- d. Nasal
  - Bilabial : /m/
  - Alveolar : /n/
  - Velar : /ŋ/
- e. Literal
  - Alveolar : /l/

- f. Approximant
  - Bilabial : /w/
  - Palato-alveolar: /r/
  - Palatal : /j/
  - Velar : /w/

Table 1. English Consonant Sounds

		Place of articulation							
		Front							Back
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)				r	j	w	

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)



Figure 2. Documentation of TK Sekar Ananda Depok

Based on the figure above in TK Sekar Ananda Depok, after the teachers have learned in pronunciation, we can see that the study case of students in Social learning theory of modeling is an approach to child development which states that children develop through learning from other people around them. In particular social learning theorists emphasise the role of observation and imitation of role models. In general, social development is seen as a continuous learning process, rather than as happening in stages. The social learning approach has its origins in the traditional theories of classical and operant conditioning - the behaviourist perspective. Behaviourists try to explain the causes of behaviour by studying only

those behaviours that can be directly observed and measured. For behaviourists the study of private mental processes (cognitive process like memory or perception) had no place in psychology. Along with other behaviourist psychologists, the social learning (SL) theorists believe that all behaviour is learned. Although SL theorists agree that we should observe what is observable, they also believe that there are important cognitive processes which need to be studied to explain behaviour. These cognitive processes cannot be observed but can only be inferred from observing actual behaviour. It is important to note that although SL theorists take cognitive factors into account it is still, primarily, behaviour which is of interest. The aim of Bandura's study was to demonstrate that if children were passive witnesses to an aggressive display by an adult they would imitate this aggressive behaviour when given the opportunity. Three measures of imitation were obtained. The observers looked for responses from the child that were very similar to the display by the adult model. These were: 1. Imitation of physical aggression (for example, punching the doll in the nose) 2. Imitative verbal aggression in vocabulary (for example, repeating the phrases "Pow!" or "Sock him in the nose". 3. Imitative non-aggressive verbal responses (for example child repeats "He keeps coming back for more"). They also looked at two types of behaviours that were not complete imitations of the adult model:

1. Mallet aggression (for example, child strikes toy with mallet rather than Bobo.)
  2. Sits on Bobo (for example, child sits on Bobo but is not aggressive towards it)
- they also recorded three aggressive behaviours that were not imitations of the adult model. These were all aggressive behaviours which were not carried out by the model. 1. Punches Bobo 2. Non-imitative physical and verbal aggression 3. Aggressive gun play

The results enabled the researchers to consider: (a) Which students imitate the models, (b) Which models the students imitate (c) Whether the students show a general increase in aggressive behaviour or a specific imitation of the adult behaviours. The findings support Bandura's Social Learning Theory. That is, students learn social behaviour such as aggression through the process of observation learning - through watching the behaviour of another person.

Related to modeling methods from Bandura as follows:

1. Attention. For example, students are sleepy, groggy, drugged, sick, nervous, or "hyper," students will learn less well. Likewise, if they are being distracted by competing stimuli. Some of the things that influence attention involve characteristics of the model. If the model is colorful and dramatic, for example, they pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, they will pay more attention. And if the model seems more like yourself, they pay more attention. These kinds of variables directed Bandura towards an examination of television and its effects on kids!. If you are going to learn anything, you have to be paying attention. Likewise, anything that puts a damper on attention is going to decrease learning, including observational learning. If, for example, you are sleepy, groggy, drugged, sick, nervous, or "hyper," you will learn less well. Likewise, if you are being distracted by competing stimuli. Some of the things that influence attention involve characteristics of the model. If the model is

colorful and dramatic, for example, we pay more attention. If the model is attractive, or prestigious, or appears to be particularly competent, you will pay more attention. And if the model seems more like yourself, you pay more attention. These kinds of variables directed Bandura towards an examination of television and its effects on kids!

2. Retention. For example, students must be able to retain -- remember -- what they have paid attention to. This is where imagery and language come in: they store what they have seen the model doing in the form of mental images or verbal descriptions. When so stored, they can later “bring up” the image or description, so that they can reproduce it with their own behavior.
3. Reproduction. For example, they’re just sitting there daydreaming. Students have to translate the images or descriptions into actual behavior. So they have to have the ability to reproduce the behavior in the first place. They can watch Olympic ice skaters all day long, yet not be able to reproduce their jumps, because they can’t ice skate at all! On the other hand, if they could skate, their performance would in fact improve if they watch skaters who are better than they are. Another important tidbit about reproduction is that our ability to imitate improves with practice at the behaviors involved. And one more tidbit: Our abilities improve even when we just imagine ourselves performing! Many athletes, for example, imagine their performance in their mind’s eye prior to actually performing.
4. Motivation. For example, with all this, students’re still not going to do anything unless they are motivated to imitate, i.e. until they have some reason for doing it. Bandura mentions a number of motives:
  - a. past reinforcement, ala traditional behaviorism.
  - b. promised reinforcements (incentives) that we can imagine.
  - c. vicarious reinforcement -- seeing and recalling the model being reinforced. Notice that these are, traditionally, considered be the things that “cause” learning. Bandura is saying that they don’t so much cause learning as cause us to demonstrate what we have learned. That is, he sees them as motives. Of course, the negative motivations are there as well, giving you reasons not to imitate someone:
  - d. past punishment.
  - e. promised punishment (threats).
  - f. vicarious punishment.

Like most traditional behaviorists, Bandura says that punishment in whatever form does not work as well as reinforcement and, in fact, has a tendency to “backfire” on us. Self-regulation -- controlling our own behavior -- is the other “workhorse” of human personality. Here Bandura suggests three steps:

1. Self-observation. We look at ourselves, our behavior, and keep tabs on it.
2. Judgment. We compare what we see with a standard. For example, we can compare our performance with traditional standards, such as “rules of etiquette.” Or we can create arbitrary ones, like “I’ll read a book a week.” Or we can compete with others, or with ourselves.
3. Self-response. If you did well in comparison with your standard, you give yourself rewarding self-responses. If you did poorly, you give yourself punishing self-



responses. These self-responses can range from the obvious (treating yourself to a sundae or working late) to the more covert (feelings of pride or shame). A very important concept in psychology that can be understood well with self-regulation is self-concept (better known as self-esteem). If, over the years, you find yourself meeting your standards and life loaded with self-praise and self-reward, you will have a pleasant self-concept (high self-esteem). If, on the other hand, you find yourself forever failing to meet your standards and punishing yourself, you will have a poor self-concept (low self-esteem).

Recall that behaviorists generally view reinforcement as effective, and punishment as fraught with problems. The same goes for self-punishment. Bandura sees three likely results of excessive self-punishment: a. compensation -- a superiority complex, for example, and delusions of grandeur. b. inactivity -- apathy, boredom, depression. c. escape -- drugs and alcohol, television fantasies, or even the ultimate escape, suicide. These have some resemblance to the unhealthy personalities Adler and Horney talk about: an aggressive type, a compliant type, and an avoidant type respectively. Bandura's recommendations to those who suffer from poor self-concepts come straight from the three steps of self-regulation:

1. Regarding self-observation -- know thyself! Make sure you have an accurate picture of your behavior.
2. Regarding standards -- make sure your standards aren't set too high. Don't set yourself up for failure! Standards that are too low, on the other hand, are meaningless.
3. Regarding self-response -- use self-rewards, not self-punishments. Celebrate your victories, don't dwell on your failures. Self-control therapy.

The ideas behind self-regulation have been incorporated into a therapy technique called self-control therapy. It has been quite successful with relatively simple problems of habit, such as smoking, overeating, and study habits.

1. Behavioral charts. Self-observation requires that you keep close tabs on your behavior, both before you begin changes and after. This can involve something as simple as counting how many cigarettes you smoke in a day to complex behavioral diaries. With the diary approach, you keep track of the details, the when and where of your habit. This lets you get a grip on what kinds of cues are associated with the habit: Do you smoke more after meals, with coffee, with certain friends, in certain locations...?
2. Environmental planning. Taking your lead from your behavioral charts and diaries, you can begin to alter your environment. For example, you can remove or avoid some of those cues that lead to your bad behaviors: Put away the ashtrays, drink tea instead of coffee, divorce that smoking partner.... You can find the time and place best suited for the good alternative behaviors: When and where do you find you study best? And so on.
3. Self-contracts. Finally, you arrange to reward yourself when you adhere to your plan, and possibly punish yourself when you do not. These contracts should be written down and witnessed (by your therapist, for example), and the details should be spelled out very explicitly: "I will go out to dinner on Saturday night if I smoke fewer cigarettes this week than last week. I will do

paperwork instead if I do not.” You may involve other people and have them control your rewards and punishments, if you aren’t strict enough with yourself. Beware, however: This can be murder on your relationships, as you bite their heads off for trying to do what you told them to do! The therapy Bandura is most famous for, however, is modeling therapy.

The theory is that, if you can get someone with a psychological disorder to observe someone dealing with the same issues in a more productive fashion, the first person will learn by modeling the second. Bandura’s original research on this involved herpephobics -- people with a neurotic fear of snakes. Albert Bandura has had an enormous impact on personality theory and therapy. His straightforward, behaviorist-like style makes good sense to most people. His action-oriented, problem-solving approach likewise appeals to those who want to get things done, rather than philosophize about ids, archetypes, actualization, freedom, and all the many other mentalistic constructs personologists tend to dwell on. Among academic psychologists, research is crucial, and behaviorism has been the preferred approach. Since the late 1960’s, behaviorism has given way to the “cognitive revolution,” of which Bandura is considered a part. Cognitive psychology retains the experimentally-oriented flavor of behaviorism, without artificially restraining the researcher to external behaviors, when the mental life of clients and subjects is so obviously important. This is a powerful movement, and the contributors include some of the most important people in psychology today: Julian Rotter, Walter Mischel, Michael Mahoney, and David Meichenbaum spring to my mind. Also involved are such theorists of therapy as Aaron Beck (cognitive therapy) and Albert Ellis (rational emotive therapy). The followers of George Kelly also find themselves in this camp. And the many people working on personality trait research -- such as Buss and Plomin (temperament theory) and McCrae and Costa (five factor theory) -- are essentially “cognitive behaviorists” like Bandura.

So, central to Social Learning Theory is the identification of which types of models are more likely to be imitated. Albert Bandura is, best known for his role in developing modelling method through social learning theory.

## (2) Vowel sounds

English vowel sounds consist of monophthongs and diphthong. For monophthong divides into short vowel and long vowel.

Table 2. English vowel sounds

Vowels		Diphthongs	
i:	bead	eɪ	cake
ɪ	hit	ɔɪ	toy
ʊ	book	aɪ	high
u:	food	ɪə	beer
e	left	ʊə	fewer
ə	about	eə	where
ɜ:	shirt	əʊ	go
ɔ:	call	aʊ	house
æ	hat		
ʌ	run		
ɑ:	far		
ɒ	dog		

Based on the information above, it can be known that pronunciation in English sounds divided into two sounds which are consonant and vowel sounds have each part which pronounce according to the rules of pronunciation.

## CONCLUSION

In social life, human beings can interact each other to fulfill their needs. Based on the reason above, human beings need something which can support their existence in this world. Education and learning can be reached from human beings live to dead. The acquiring relates to the process in achieving the desire. Modeling as the social cognitive theory suppress the observation and imitation by students in seeing the teachers' behavior surrounding as the main effect and can influence the learning result. The process of learning by watching others; a therapeutic technique used to effect behavioral change. The therapy Bandura is most famous for, however, is modeling therapy. The theory is that, if you can get someone with a psychological disorder to observe someone dealing with the same issues in a more productive fashion, the first person will learn by modeling the second. Based on learning English, pronounce the English vocabulary has followed the rule of that language. Therefore, by using modeling method in Bandura's theory, teachers suggested to become the good example or role model in pronouncing the English vocabulary, which is the students can get the real information in order to be applied in their life.

All these variations allowed Bandura to establish that there were certain steps involved in the modeling methods are Attention, Retention, Reproduction and Motivation. By using modeling method from Bandura's theory, to pronounce the English vocabulary, the English teacher has to introduce about features of pronunciation like sounds of consonant and vowel to their students in increasing the ability to pronounce vocabulary well.

Related to learn English, by using modeling method in Bandura's theory, teachers suggested to become the good example or role model in pronouncing the English vocabulary, which is the students can get the real information in order to be applied in their life. Not only knowing about English pronunciation, but also practicing directly.

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