

CHAPTER V

CONCLUSION AND SUGGESTIONS

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Based on the analysis of the Moskowitz's examples of the application of humanistic exercises in a speaking class and of the advantages of those exercises in improving the students' speaking ability in the previous chapters, the writer concludes that adapting humanistic techniques in the speaking class can be an effective strategy to enhance a conducive speaking class by conducting affective activities which motivate the foreign language learners to actualize themselves – their ideas, feelings, interests and experiences. In this study, the writer offers a solution to exchange a boring and monotonous speaking class into a creative and affective one to the teachers by enforcing humanistic techniques using Moskowitz' humanistic exercises which mostly contain self-disclosure, self-reflection and self-concept about the students themselves and others.

By participating in those humanistic exercises, it is believed that the students' speaking ability can be improved progressively. The students do not only have large opportunities to actualize their original thoughts and feelings but they can also learn how to build up a healthy relationships with their teacher and classmates, how to accept others as what they are. The humanistic exercises will provide positive influences in the foreign language learning, especially in speaking, in motivating the students to speak up to express their ideas and feelings and in creating a social-

affective learning climate in which the students do not only know how to accept and appreciate themselves but also how to treat others as a 'whole-person', as a human, by participating in classroom activities cooperatively. Therefore, if the examples of the application of Moskowitz's humanistic exercises stated precededly are analyzed, all of those exercises can be performed in group-discussion activities because in a group-discussion, the students can share their ideas, feelings, imagination, experiences and comments to each other. They can learn better from their classmates by taking a part in a group-discussion. It is believed that the students can learn how to care about others and appreciate their ideas and feelings. The principle of student-centered approach is really realized in these humanistic techniques. The teacher can act as a facilitator to enhance the students' speaking ability and to monitor the groups that get stuck and need help.

The most obvious characteristic of humanistic exercises proposed by Moskowitz is their focus on the positive values of the learners themselves and their classmates. By analyzing those Moskowitz's humanistic exercises, the writer believes that all of the exercises require the students to create their positive self-concept and self-perception toward others. These exercises tend to avoid the interference of negative feelings or perceptions in the learners themselves and others in doing the classroom activities. By accentuating on the positive values, the students are able to learn how to respect themselves and others and accept them as what they are. Moreover, by having a positive self-concept and perceptions to others, the students will be more aware of

expressing themselves. They will dare to speak-up without being afraid of making mistakes anymore. Briefly, based on the analysis of the application of Moskowitz's humanistic exercises in speaking class, the writer needs to emphasize again that by developing the students's personal growth, the cognitive and the affective dimensions, through the self-actualization, the positive self-concept towards the students themselves and others, and the social-affective learning climate, it is believed that Moskowitz's humanistic exercises are able to improve the speaking ability of the English Department students, especially those who study in intermediate and advanced levels. This emphasis is also intended to answer the research problem stated precededly.

However, humanistic exercises can not be used as a 'panacea' for all bad teaching and learning situations. The teachers should be wise to appropriately apply humanistic exercises in class. If the teachers see that their students become bored with the subject matter learned or with the monotonous technique used by the teachers, these humanistic exercises can be an affective 'medicine' to create a conducive speaking class. But if some students do not have a willing to speak up and participate actively in classroom activities because of some internal factors coming from themselves such as illness or personal/family problems that may bother them so much, the teacher must be careful to adapt these humanistic exercises in this crucial situation. The teacher must search for other appropriate strategies to attract their interest and motivate them to speak up.

Hopefully, this study can be a useful volume for the teachers who really want to exchange a boring and monotonous speaking class into a conducive one which has a social-affective learning climate so that the students can build up their positive self-actualization and self-concept about themselves and others.

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