

# **COOPERATIVE LEARNING AS THE IMPLEMENTATION OF HUMANISTIC APPROACH ON CHILDREN'S LANGUAGE LEARNING**

## **CHAPTER ONE INTRODUCTION**

### **I.1. Background**

The teaching of English to young children becomes important because English as a foreign language has been introduced to them recent years. There are many teaching techniques that have been develop in primary EFL classroom; however, it is a fact that many of the techniques do not accommodate the needs and motivations of the children (Grant, 1990: 1). The techniques usually implemented in classroom language learning are mostly based on teacher center, which means that teachers deliver all information or knowledge deliberately to their students. According to Mozkowitz (in Johnson and Johnson, 1999: 155), these techniques, which are considered traditional, cannot help children to discover the personal meaning of the language they are so extravagantly provided. Consequently, children become dependent to explore the language and passive.

The condition above, actually, used to happen in kindergarten schools, especially the schools where English is taught as a foreign language. Due to the implementation of the traditional method, the English learning objectives of these schools, such as students are eager to practice asking simple and answering simple questions orally, and to describe things or situations that they see, touch, taste, hear, and feel using simple expressions orally, have not fully been achieved. The cause of this failure, according to Curtain and Dahlberg, 2004: xiv, is because traditional method does not consider the distinctive characteristics and needs found at every level

of cognitive, social, psychomotoric, educational development, second language acquisition, and standards for foreign language learning in developing foreign language teaching and programs.

Realizing the importance of teaching methods to help children understand and acquire English, linguists, such as Wendy and Lisabeth (2000: 23), Benson (1990: 15), and Rebecca (1989: 40) suggest TEYL teachers to develop teaching methods that provide autonomy for learners to discover the meaning of the language themselves, and the methods that are best to apply are those based on the humanistic approach. Humanistic approach has made significant impact on the language learning process since this approach can establish teaching techniques that respect the integrity of learner's personal and acquisition growth (Roger, 1981: 30).

Recently the humanistic approach has been applied in many methods of teaching and learning process. One of them is cooperative learning. The technique in this method is to put the children in groups in which the members' ability varies from one to another. In cooperative learning all members of each group have their own role or job to fulfill every assignment given. If one is having a problem, he or she may learn from his or her friends to overcome it. Theoretically, this method will bring good effects on children personal as well as cognition growth as they are trained and stimulated to develop their social and thinking skill.

The writer, however, still wondered whether cooperative learning also affected children in their language learning; therefore, the purpose of this study was to analyze the effects of cooperative learning as the implementation of humanistic approach on children's personal and acquisitions growth on language learning.

## **I.7. Definition of Key Terms**

As a mean of clarification, the following concepts are defined:

### **1. Cooperative learning:**

The instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson & Johnson, 1989)

### **2. Humanistic Approach:**

The approach in language teaching that respect the integrity of learners, allow for personal and cognitive growth, and take psychological and affective factors into account. (Stevick, in Johnson and Johnson, 1999: 155)

### **3. Language learning:**

A conscious understanding of a language through meaningful and functional settings for individuals. (Longman English Dictionary)

### **4. Cognitive growth:**

Development of understanding process.

### **5. Self-esteem:**

High regard in oneself.

### **6. TK-B students:**

Children of kindergarten who are between five (5) and six (6) years old.

conduct further research for other researchers who have the same interest in their studies.

### **I.5. Theoretical Framework**

The theoretical framework used in this study was first the premises underlying humanistic education, which were mentioned by Mozkowitz (in Johnson and Johnson, 1999: 158-159):

1. A principle purpose of education is to provide a learning environment that facilitates the achievement of the full potential of students;
2. Personal growth as well as cognitive growth is a responsibility of the school;
3. For learning to be significant, feelings must be recognized and put to use;
4. Significant learning is discovered for oneself;
5. Having healthy relationship with other classmates is more conducive to learning;
6. Learning about oneself is motivating factor in learning;
7. Increasing one's self – esteem is a motivating factor in learning.

### **I.6. Scope and Limitation**

This study was a reflection research within a limited scope of sample using two children of TK-B at Buah Hati kindergarten and it was conducted for four months. This qualitative research had a limitation and the limitation was that the findings could be subject to other interpretation.

## **I.2. Statement of the Problems**

The research question the writer attempted to answer in this study was:

What are the effects of the cooperative learning as the implementation of humanistic approach on children's language learning?

Besides the main question above, she also attempted to answer the following questions that could lead me to the answer of the main question. They were:

1. Did the implementation of cooperative learning in language teaching affect the children's enthusiasm on language learning?
2. Did the implementation of cooperative learning in language teaching affect the improvement of children's vocabulary?
3. Did the implementation of cooperative learning in language teaching affect the children's comprehension of oral communication?

## **I.3. Purpose of the Study**

Derived directly from the mentioned problems above, the purpose of this study was to describe the effects of cooperative learning as the implementation of humanistic approach on children's language learning, especially on their enthusiasm on language learning, vocabulary improvement, and comprehension of oral communication.

## **I.4. Significance of the Study**

The result of this study was expected to give the information about the effects of cooperative learning as the implementation of humanistic approach on children's language learning for TEYL teachers, especially those of Buah Hati kindergarten.

Furthermore, the result of this study can also be used as one of the sources to