

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Commonly English has become more and more important in communication. Most people learn English as a foreign language in order to be able to speak the language in daily interactions or oral communication both in formal and informal settings to express their ideas, feelings, or interests. According to Drs. Odo Fadloeli, M.A (1986:iv) "language is speech and written is secondary". Therefore he claims that if we learn a foreign language, we would not ever be satisfied unless we are able to speak or communicate orally in that language. Due to this fact, a speaking class is supposed to be interesting. However, the real situation in everyday speaking class has turned out to be in contradiction. It has become a boring and monotonous speaking class where students are too much controlled and parroting. The teachers tend to control their students too much in doing their classroom activities. They oftenly interfere the students' ideas and participation and do not give their students a freedom to actualize themselves.

The cause of this situation is that teachers' preparation before starting the lesson usually tries to cope with the problem on how to pass their subject matter along to the students according to the syllabus given and somehow neglects the existence of students as individuals (Moskowitz 1978:10). They do not consider that

learning a foreign language can develop fear, the feeling of uncertainty and insecurity to the students. They will then lose their motivation to study or will not dare to speak during the lesson.

Education, in practice, especially in learning a foreign language, is not only a matter of passing the subject matter to the students but also, the most important thing, a matter of accepting and understanding the personal aspects of the learners, the cognitive as well as the affective aspects such as their feelings, ideas, values, beliefs, interests, expectation, motivation, etc. As its implication, Moskowitz (1978:7) observed that today's youth cry for education that will help them make sense of their lives and the world around them. They want a kind of learning which is more personal and human. For this reason, various humanistic exercises are proposed to be adapted in foreign language learning, especially in speaking classroom to create a conducive atmosphere of learning. It is because up to now, many students feel that they have been wasting a plenty of time in their classrooms which are unrelated to them and not responsive to their original ideas and interests and Moskowitz believed that this kind of phenomenon has emerged in a common situation of foreign language learning, particularly in speaking class (Moskowitz 1978:7-8). It shows that while the students are talking about what they want to and are interested in, teachers often feel that they have been out of the subject and must get back to the content. As a matter of fact, talking about something which is more individual and responsive to the students' lives can attract their attention in building up a true 'live' speaking class and enhance their participation in classroom activities.

To be able to solve those crucial cases above, teachers are demanded to search for more exciting ways to get through into their students' existence as individuals, as human. It is important to develop positive feelings on students about themselves and their classmates and find out more about what they are like. Such an approach will help increase the esteem and understanding students have for themselves and others. They will become more motivated to learn to use their foreign language and, as a result, will be more likely to learn (Moskowitz 1978:13). The terms used to describe this type of ways are 'confluent', 'affective', or 'humanistic' techniques which mostly involve self-reflection and self-disclosure methods of teaching language as means to self-knowledge (Galyean 1977:91). These kinds of ways concentrate on how to impress the foreign language learners in a conducive speaking class by providing many opportunities to them to take a part in an affective interaction and communication actively in which they are able to actualize their positive thoughts and feelings, and to build up positive relationships with their teacher and classmates so that a social-affective learning climate will exist.

1.2 Statement of the Problem

Based on the background of the study above, the writer wants to make an analysis on Moskowitz's humanistic education theory and its exercises. The major problem to be answered in this study is 'How can Moskowitz's humanistic exercises improve the speaking ability of the English Department students, especially those who study in intermediate and advanced levels?'

1.3 Objective of the Study

The objective of this study is referred to answer the above problem by providing a further clarification in descriptive analysis on how Moskowitz's humanistic exercises can improve the speaking ability of the English Department students, especially those who study in intermediate and advanced levels. This objective is designed to propose some suggested exercises based on Moskowitz's humanistic education theory to speaking teachers to solve an educational 'dilemma' about 'under-pressured' learning in a boring and monotonous speaking class.

1.4 Significance of the Study

However, because the field of humanistic teaching is relatively new, the works that have been done to date are still in insufficient condition. Therefore, more studies need to be conducted to ascertain and strengthen the advantages of applying humanistic techniques for speaking class. The further analysis or information stated in this proposed study is expected to give a somewhat clear picture about how Moskowitz's humanistic exercises can improve the speaking ability of the English Department students, especially those who study in intermediate and advance levels. It is also intended primarily to teachers who are eager to establish a conducive speaking class by creating a warm, supportive, accepting and non-threatening climate.

1.5 Theoretical Framework

This study is based on the theory of Moskowitz's humanistic education and exercises and the theory of speaking and communicative approach. Moskowitz (1978:19-20) states that there are some of the basic premises underlying humanistic education, as follows:

1. A principal purpose of education is to provide learning and environment that facilitate the achievement of the potentials of the students.
2. Personal growth as well as cognitive growth is the 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. Human beings want to actualize their potential.
6. Having a healthy relationship with other classmates is more conducive to learning.
7. Learning more about ourselves is a motivating factor in learning.
8. Increasing one's self-esteem enhances learning.

In the theory of communicative approach, Finnochiaro and Brumfit (1983:90) claim that there are two assumptions that underly this theory. The first assumption is that we are concerned in the classroom with language use, not language knowledge. The second is the view that we learn language most effectively by using it in a realistic situation. Based on these assumptions of communicative approach, the writer concludes that spoken language plays a crucial role in humans' lives. Learning to talk

in the target language as the major goal of many students is undeniable, however (Norman F. Davis 1980:36).

1.6 Assumptions

This study is based on these following assumptions:

1. Humanistic exercises are assumed as effective and affective strategies to motivate the students to actualize themselves, to build up their positive self-concept about themselves and their classmates, and to create a social-affective learning climate.
2. By providing large opportunities to the students to actualize themselves freely, it is believed that the students will have a courage to speak their target language to express their thoughts, feelings, interests, imagination, expectation and experiences.
3. Moskowitz's humanistic exercises which mainly focus on the learners' positive values, are assumed as confluent ways to create a conducive speaking class because they helps the students to support their self-actualization and to create their positive self-concept and a climate of acceptance in learning the foreign language.
4. By accentuating on the positive values, humanistic exercises teach the learners to accept themselves as what they are, appreciate the potentials they have in them and treat their classmates as a 'whole-person', as human.

1.7 Scope and Limitation

Because of the limited time and in order not to be broad, this study is restricted to the following:

- The study is focused on the analysis on how Moskowitz's humanistic exercises can improve the speaking ability of the English Department students, especially those who study in intermediate and advanced levels. Therefore, the analysis of this study will concentrate on the Moskowitz's examples of the application of humanistic exercises and the advantages of those exercises in teaching speaking to EFL students.
- This study is limited on the field of speaking skill as one of the important skills needed in a foreign language learning. The other reason to strengthen this limitation is because all of Moskowitz's humanistic exercises use group-sharing and discussion activities which are considered to be more effective and confluent enough in teaching speaking so that the students will have much opportunity to express their ideas and feelings orally.

1.8 Definitions of Key-Terms

In this study, the writer thinks that it is really important to state some definitions of particular key-terms discussed in her study in order the readers will not have a misunderstanding and misinterpretation about these following terms.

1. Humanistic Education:

It is a special type of interaction in itself consisting of sharing, caring, acceptance, and sensitivity (Moskowitz 1978:22).

2. Humanistic Exercises:

A kind of exercises that enables the foreign language learners to reflect upon their own needs, wants, interests, values and behaviours and to share these all with their teachers and classmates (Moskowitz 1978:31).

3. Exercise:

(1) Use or practice (of the mind or the body) through effort or action; (2) An activity or task intended for physical or mental training (Oxford Advanced Dictionary 1989:418).

4. Speaking:

The oldest and most universal way for human beings to express their thoughts and feelings orally (Chenfield 1978:140-141).

1.9 Methodology

This study is expected to be a library research. The writer will analyze the Moskowitz's examples of the application of humanistic exercises in teaching speaking to EFL students based on the Moskowitz's theory of the procedures and the characteristics of humanistic exercises. Based on the analysis of the application, the writer will provide a further clarification about the advantages of those exercises in

improving the speaking ability of the English Department students, especially those who study in intermediate and advanced levels.

1.10 Organization of the Study

This study consists of five chapters. Chapter one discusses background of the study, statement of the problem, objective of the study, significance of the study, theoretical framework, assumptions, scope and limitation, definitions of key-terms, methodology, and organization of the study. In chapter two, the writer discusses the theory of speaking and communicative approach, while in chapter three, the theory of Moskowitz's humanistic education and its exercises. In chapter four, the writer proposes the 'meat' of this study in which she analyzes the examples of the application and the advantages of Moskowitz's humanistic exercises in speaking class. Finally, the writer concludes her study and gives some suggestions in chapter five.