

Conference Paper

Humanistic Model in Teaching Writing: One Step to Develop the Students' Motivation

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Abstract

This case study explored the lecturer and the students' experience in teaching-learning process of writing class using humanistic learning model. Humanistic learning model asserts the central role of the whole person in the learning process. Effective teaching-learning process involves the whole person. It does not only involve the mind but also the body and the heart. The central person of the teaching-learning process is the learners (students). Involving two lecturers of writing subject and thirty students, the writer employed classroom observation and questionnaire in collecting the data of this study. Constant Comparative method developed by Glaser and Strauss was used in analyzing the data [1]. Analysis of the observation and interview yielded that humanistic learning model is an effective way for teaching writing subject especially in developing the students' motivation that can be seen from the four indicators of motivation. They are the students' attention, relevance, confidence, and satisfaction. The conclusion suggests the need of the lecturers in implementing the humanistic learning model as an alternative model in teaching-learning process.

Keywords: case study; humanistic learning model; motivation; and writing.

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Received: 2 May 2019

Accepted: 19 June 2019

Published: 3 July 2019

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

1. Introduction

Writing skill develops the communication skill and it is also as a means to transfer knowledge and technology. It provides learners with a way of gaining control over their thought, writing becomes a power instrument of thinking [2]. Writing activities are indicators of increasing demands for higher levels of communicative competence, mastery of content, critical thinking and research skills not only of a globally competitive education but also of an increasing knowledge-based society. It is also a vital component of academic success [3].

For university levels, writing subject plays a key role. The status of writing in language learning has accelerated tremendously since 30 years ago [4]. Writing in a second or foreign language is regarded as one of the most difficult skills for learner to master, particularly in free academic writing. The difficulty is due to the need to generate and

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organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization and to turn such ideas into a readable text [5]. A qualified teaching-learning process of writing becomes the main indicator of language learning. It means the students' writing skill or the ability of the students in writing is the parameter of successful language learning. Thus, teaching-learning process of writing subject must be able to motivate the students to learn and practice of writing. The process must be able to facilitate the students to develop their competence without having feeling of anxiety.

For these reasons previously mentioned, humanistic learning model is one of models that is considered as an effective teaching model for writing subject. The humanistic approach mostly emphasises upon recognizing, valuing the dignity of one's own self-worth of every individual learner and upon developing the self-concept of the learner so, it starts from the assumption that the learner must feel positive about themselves and about their ability to improve and progress towards the realization of their full potential and for this the learner must have a clear and accurate understanding of their own strengths and weaknesses [6].

Humanistic principles emphasize the importance of the individual and specific human needs. The major assumptions underlying humanism are: (a) human nature is inherently good; (b) individuals are free and autonomous and therefore, they can make major personal choices; (c) human beings have unlimited potential for growth and development; (d) self-concept has a significant role in growth and development; (e) individuals are urged to move toward self-actualization; (f) each person defines reality by himself/herself; and (g) individuals have responsibility to both themselves and to others [7].

In addition to the above statements, it is assumed that humanistic teaching model is able to encourage the students to have good motivation. Referring to Gardner's theory, motivation is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language [8]. In line with Gardner, Keller declared the four elements of motivation that stimulate and improve the students' motivation. They are (a) attention, (b) relevance, (c) confidence, and (d) satisfaction. *Attention* is assumed to be both an element of motivation and a prerequisite for learning. For learning to occur attention must be obtained, sustained, and directed to relevant stimuli. *Relevance* emphasizes the importance of learners understanding why they should expend effort on a given task. *Confidence* highlights the importance of students feeling confident in their ability to succeed. *Satisfaction* emphasizes the contribution of feeling satisfied after a learning experience in order

for motivation to continue [9]. Based on the above consideration, this study aims at exploring the students' motivation in teaching-learning process of writing class using humanistic learning model.

2. Literature Review

2.1. Humanistic theory

Humanistic psychology or also called human psychology is a multifaceted approach to human experience and behavior, which focuses on the uniqueness and self-actualization of human beings. Humanistic psychology also contributes to an alternative education known as humanistic education (the whole humanistic through real learning). The development of emotional, social, mental, and career skills in a career focuses on the humanistic education model [10]. The humanistic education places much emphasis on creating a moral climate in the group [11].

Based on the above assumption, it can be stated that in humanistic model, it emphasizes on the cooperation between students and teacher or lecturer. This model places the students as a whole. In this model, the students have chances to express their feeling, criticize and contribution for the better teaching-learning process.

2.2. Teaching and learning model

Teaching or learning is a process that happens to know something new about knowledge. Teachers (lecturers) and students (students) are two important components that interact in the learning process. To facilitate the students to be required is the existence of a model of learning. The learning model is the patterns or planning of a curriculum to select the learning materials, and guide the activities of the teacher (lecturer) in the learning process [12]. In addition, Singh and Sansanwal state that the learning model consists of guidelines for designing activities and the educational environment. Further they state that the characteristics of the learning model are:

1. the existence of clear and specific learning objectives;
2. the existence of a specific environment
3. the existence of clear assessment criteria
4. the existence of specific and scientific procedures

Further, it is stated that a learning model should have six indicators, namely:

1. Focus

Learning objectives and environmental aspects that make up the model.

2. Syntax

The sequence steps of the model / program.

3. Reaction principle

This is related to how teachers recognize and respond to student activities.

4. Social System

It deals with the role of interaction and the relationship between lecturers and students, the type of rules for students.

5. Support System

Additional support that demands and facilities that are usually in the classroom.

6. Application Context

The application of a learning model needs to be tailored to the context of its purpose [13].

3. Material & Methodology

This study uses a qualitative descriptive case study approach to focus on the students' motivation during the teaching-learning activities of writing class using humanistic learning model. This study took place in English Department of Universitas Tidar (Untidar) by using observation and interview. Involving two lecturers of writing subject and thirty students, the writer employed classroom observation and interview in collecting the data of this study. Following constant comparative method developed by Glaser and Strauss, the writer analyzed the data. This method consisted of four stages. They were comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory [1].

4. Results and Discussion

The findings of this study indicate that humanistic learning model is an effective way for learning writing subject especially in developing the students' motivation that can be seen from the four indicators of motivation. They are the students' attention, relevance, confidence, and satisfaction [9]. The attention here is caused by the students'

curiosity about something. Relevance here shows the relationship between the material delivered and students' need. Confidence is students' feeling in their ability to succeed. Satisfaction means it emphasizes the contribution of feeling satisfied after a learning experience in order for motivation to continue.

Based on the observation and interview results, the improvement of the number of the students for each indicator of motivation before and after being treated by humanistic learning model can be seen in the following parts.

4.1. The students' attention

Many students believe that paying attention during teaching-learning process plays key important role in gaining the success of their study. The detail data on the results of the students' interview dealing with the students' attention can be seen in the following table.

TABLE 1: The Data of The Students' Attention.

The Students' Attention							
NO	Item	Pre Treatment Data			Post-Treatment Data		
		Poor	Enough	Excellent	Poor	Enough	Excellent
1	When I study for a test, I try to put together the information from class and from the book	20	7	3	10	15	5
2	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	15	10	5	0	10	20
3	I ask myself questions to make sure I know the material I have been studying	25	5	0	10	15	5
4	When I study I put important ideas into my own words	15	10	5	5	15	10
5	I always try to understand what the teacher is saying even if it doesn't make Sense	15	8	7	5	20	5
6	When I am studying a topic, I try to make everything fit together	15	10	5	5	15	10

Based on the observation and interview data, it can be seen that before the implementation of humanistic learning model, only 33% of the students having enough and good attention in the teaching-learning process of writing class. After implementing the humanistic learning model in teaching writing, it increases into 66%. It is supposed that they had low motivation because they were afraid of making mistakes, worried and felt stress. The humanistic learning model in which it emphasizes on creating moral

climate and cooperation among the group make the students pay good attention on the process. Based on the data, the indicators of students' attention on the teaching learning process are having good preparation for the test, remembering classroom lesson, asking themselves about their readiness of the material, putting important ideas into their own words, paying good attention on the teacher's talk, and trying to make the topic fix together when they were learning.

4.2. The relevance

The relevance here shows the relationship between the material delivered and students' need. Based on the close interview data, the indicators of the relevance are the importance of the material being taught in the class, the students like the material being taught, choosing their own topics, the interesting material, the importance of understanding the subject, and learning from textbook, homework assignment in doing the new assignment. Discussing the relevance, the results of interview data, it can be seen that only 50% of the students belong to enough and excellent category before the implementation of humanistic learning model in teaching-learning process of writing class. After implementing humanistic learning model, it increases into 79% of the students belong to enough and excellent category. The detail data of the interview results can be seen in the following table.

TABLE 2: The Data of The Relevance.

NO	Item	Relevance					
		Pre Treatment Data			Post-Treatment Data		
		Poor	Enough	Excellent	Poor	Enough	Excellent
1	It is important for me to learn what is being taught in this class	15	12	3	5	20	5
2	I like what I am learning in this class	10	10	10	5	20	5
3	I often choose paper topics I will learn something from even if they require more Word	20	7	3	10	10	10
4	I think that what we are learning in this class is interesting	15	10	5	5	17	8
5	Understanding this subject is important to me	13	10	7	5	5	20
6	I use what I have learned from old homework assignments and the textbook to do new assignments	15	12	3	8	17	5

4.3. The students' confidence

The students' confidence here relates to the students' feeling in their ability to succeed. The indicators the writer used in measuring the students' confidence are preferring challenging work to do new things, expecting doing something well, understanding the idea being taught, feeling being good student, feeling of having ability to do good job, and feeling of having good grade. Talking about the students' confidence based on the research data, it is only 37% of the students having enough and good category of confidence before the implementation of humanistic learning model. After implementing humanistic learning model in teaching writing, it increases into 78%. It means 78% of the students have enough and good category of confidence. The data of the research can be seen in the table below.

TABLE 3: The Data of The Students' Confidence.

The Students' Confidence							
NO	Item	Pre Treatment Data			Post-Treatment Data		
		Poor	Enough	Excellent	Poor	Enough	Excellent
1	I prefer class work that is challenging so I can learn new things	22	7	1	2	18	10
2	Compared with other students in this class I expect to do well	20	5	5	10	10	10
3	I'm certain I can understand the ideas taught in this course	22	5	3	5	17	8
4	Compared with others in this class, I think I'm a good student	20	5	5	10	10	10
5	I am sure I can do an excellent job on the problems and tasks assigned for this Class	15	8	7	8	17	5
6	I think I will receive a good grade in this class	15	10	5	3	12	15

4.4. The students' satisfaction

The students' satisfaction here deals with feeling satisfied after a learning experience in order for motivation to continue. Feeling satisfied about something can motivate the students doing something well. Discussing students' satisfaction in writing class, there are some indicators used. They are the expectation of doing something well in the class, trying to learn something from the mistake, feeling that they do useful thing, practicing and answering end of chapter questions. Based on the research data, only 52% of the students have enough and excellent category dealing with the students'

satisfaction in teaching-learning process of writing class. After implementing humanistic learning model, it increases into 79%. It means that the implementation of the model can increase the students' satisfaction which becomes one of the indicators of motivation. The complete data can be seen in the following table.

TABLE 4: The Data of The Students' Satisfaction.

The Students' Satisfaction							
NO	Item	Pre Treatment Data			Post-Treatment Data		
		Poor	Enough	Excellent	Poor	Enough	Excellent
1	I expect to do very well in this class	10	15	5	0	20	10
2	Even when I do poorly on a test I try to learn from my mistakes	17	10	3	5	20	5
3	I think that what I am learning in this class is useful for me to know	15	10	5	3	10	17
4	When I take a test I think about how poorly I am doing	15	10	5	10	12	8
5	I work on practice exercises and answer end of chapter questions even when I don't have to	15	8	7	10	10	10
6	I outline the chapters in my book to help me study	15	10	5	10	10	10

Based on the above data, it can be inferred that the humanistic model of teaching paragraph writing could encourage the students to have good motivation in terms of the students' attention, relevance, confidence, and satisfaction. It can be seen from the above data. Learning process is considered successful if the students understand their environment and themselves. Humanistic education emphasizes meaning personal of the child's existence. In addition to the above data, two lecturers of paragraph writing stated that by implementing the humanistic learning model, the students enjoy the class. They felt free to express their opinion without feeling of anxiety. This kind of feeling makes the students have good attention, confidence, satisfaction and feel that there is a relationship between the material delivered and students' need. In other words, this model can motivate the students to learn.

5. Conclusion

The study reveals that the implementation of humanistic learning model in teaching writing gains important results. This can improve the students' motivation in learning writing. This improvement of the students' motivation can be seen from four aspects of motivation. They are the students' attention, relevance, confidence, and satisfaction.

It can be seen from the increasing number of the students before and after the implementation of the model. However, this study is still far from being perfect since it only observes the students' motivation. It needs to conduct further research in humanistic model of teaching especially related to the other aspects of students' character.

Acknowledgement

This research is fully supported by DIPA Universitas Tidar.

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