



UNIVERSITI PUTRA MALAYSIA

**THE HUMANISTIC TEACHER: TOWARDS
EFFECTIVE TEACHING- LEARNING PROCESS
IN THE ESL CLASSROOM**

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By

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LIST OF ABBREVIATIONS

SMTAD	-	Sekolah Menengah Tunku Ampuan Durah
SML	-	Sekolah Menengah Labu
SMS	-	Sekolah Menengah Senawang
SMKGV	-	Sekolah Menengah King George V
SMSP	-	Sekolah Menengah St. Paul
SMMAC	-	Sekolah Menengah Methodist Anglo Chinese
SMP	-	Sekolah Menengah Puteri
SMDSA	-	Sekolah Menengah Datuk Sheikh Ahmad
SMR	-	Sekolah Menengah Rantau
SMJL	-	Sekolah Menengah Jalan Loop
SMM	-	Sekolah Menengah Mambau
SMJS	-	Sekolah Menengah Jalan Sikamat
SMSA	-	Sekolah Menengah Sri Ampangan
SMTTJ	-	Sekolah Menengah Teknik Tunku Jaafar
SMTA	-	Sekolah Menengah Teknik Ampangan
KBSM	-	The Integrated Secondary School Curriculum
PMR	-	Penilaian Menengah Rendah
ESL	-	English as a Second Language
ELT	-	English language Teachers



SES	-	Socio- economic Status
ALM	-	Audio Lingual Method
BRQ	-	Background of Respondent Questionnaire
CELTQ	-	Characteristics of the English language Teacher Questionnaire
HVMQ	-	Humanistic Values in Instilling Students' Motivation Questionnaire
HVSQ	-	Humanistic Values in Building Students' Self-independence Questionnaire
AHAQ	-	Application of Humanistic Approaches Questionnaire
RHHAQ	-	Relative Helpfulness of Humanistic Approaches Questionnaire
ANOVA	-	Analysis of Variance

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**THE HUMANISTIC TEACHER: TOWARDS
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The study aimed to determine students' perceptions, to ascertain gender differences in perception and to ascertain socio- economic status (SES) groups differences in perception on how humanistic were the English language teachers (ELT) in teaching- learning process in the English as second language (ESL) classrooms. The aspects being studied were on applying the humanistic values/ non humanistic values by the ELT; instilling motivation and building self- independence among students by the ELT; applying the humanistic approaches by the ELT and the relative helpfulness of the humanistic approaches used by the ELT in the ESL classrooms.

This study was conducted in fifteen secondary schools in Seremban. A total of 202 male students and 182 female students were involved in this



study. A set of questionnaire was administered for data collection. Statistical analysis include frequencies, descriptive, t- test procedures and ANOVA.

The frequencies distributions indicated that majority of the students had favourable perception on all the variables studied. Descriptive analysis showed students' positive perceptions on all the variables studied except for two non humanistic values of the ELT and one humanistic approach applied by the ELT. The finding also indicated that the ELT were more humanistic than non humanistic in teacher- student relationship in the ESL classrooms.

t- tests revealed significant differences in gender overall perception. Female students showed higher perception than male students in all the five variables measured. However, there was no significant difference in gender overall perception on ELT non humanistic values.

Findings also showed significant differences in perception of students from different SES groups on three variables measured. The high SES group had higher perception than other SES groups on ELT humanistic values, instilling motivation among students by the ELT and the relative helpfulness of the humanistic approaches in students' language learning process. Hence, the role of the ELT is utmost importance in determining the success of English language teaching- learning process.



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**GURU HUMANISTIK: KE ARAH PROSES
PENGAJARAN- PEMBELAJARAN YANG EFEKTIF
DI DALAM KELAS BAHASA INGGERIS**

Oleh

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Kajian ini bertujuan menentukan persepsi pelajar- pelajar, perbezaan persepsi antara jantina dan perbezaan persepsi antara kumpulan status sosio ekonomi (SES) yang berbeza terhadap tahap humanistik guru- guru Bahasa Inggeris dalam proses pengajaran- pembelajaran di dalam kelas- kelas Bahasa Inggeris. Aspek- aspek yang dikaji ialah aplikasi nilai- nilai humanistik/ bukan humanistik oleh guru- guru Bahasa Inggeris; penerapan motivasi dan pembinaan sikap berdikari pelajar oleh guru- guru Bahasa Inggeris; aplikasi pendekatan humanistik oleh guru- guru Bahasa Inggeris dan kepentingan pendekatan humanistik yang digunakan oleh guru- guru Bahasa Inggeris di dalam kelas Bahasa Inggeris.

Kajian ini dijalankan di lima belas buah sekolah menengah di Seremban. Seramai 202 pelajar lelaki dan 182 pelajar perempuan terlibat dalam kajian ini. Satu set soal selidik digunakan untuk mengumpul data. Analisis data termasuk taburan frekuensi, deskriptif, prosedur- prosedur



ujian t dan ANOVA.

Taburan frekuensi menunjukkan persetujuan persepsi kebanyakan pelajar terhadap semua pembolehubah yang dikaji. Analisis deskriptif menunjukkan persetujuan persepsi pelajar terhadap semua pembolehubah yang dikaji kecuali dua nilai bukan humanistik guru- guru Bahasa Inggeris dan satu pendekatan humanistik yang diaplikasikan oleh guru- guru Bahasa Inggeris. Dapatan juga menunjukkan guru- guru Bahasa Inggeris lebih bersikap humanistik daripada bukan humanistik dalam perhubungan guru- pelajar di dalam kelas- kelas Bahasa Inggeris.

Ujian t menunjukkan perbezaan yang signifikan antara persepsi keseluruhan pelajar dari segi jantina. Pelajar- pelajar perempuan menunjukkan persepsi yang lebih tinggi daripada pelajar lelaki terhadap kelima- lima pembolehubah yang diukur. Walau bagaimanapun tidak terdapat perbezaan persepsi yang signifikan dari segi jantina terhadap nilai- nilai guru Bahasa Inggeris yang bukan humanistik.

Dapatan juga menunjukkan perbezaan yang signifikan antara persepsi pelajar dari kumpulan SES yang berbeza terhadap tiga pembolehubah yang diukur. Kumpulan SES tinggi didapati mempunyai persepsi yang lebih tinggi daripada kumpulan - kumpulan SES yang lain terhadap nilai- nilai humanistik guru- guru Bahasa Inggeris, penerapan motivasi di kalangan pelajar oleh guru- guru Bahasa Inggeris dan kepentingan pendekatan humanistik dalam proses pembelajaran bahasa pelajar. Oleh itu, peranan guru- guru Bahasa Inggeris sangat penting bagi menentukan kejayaan proses pengajaran- pembelajaran Bahasa Inggeris.

CHAPTER 1

INTRODUCTION

Teachers' Role in Malaysian Education System

Teachers play an important role in the national education policy in Malaysia. They are important social architects in the national education policy. They represent a critical element in translating, mobilising and implementing the national education policy to fulfil our aspiration of attaining a world class status in education.

Pertaining to this aspiration, it has been stated by our Education Minister, Datuk Seri Najib Tun Abdul Razak at the launching of the national- level Teachers' Day celebration on May 16, 1996 in Kuala Terengganu that *the teachers' role is no longer merely as an informant to students, but they must be ready to play the role of counsellor,*



manager and leader. As such, much attention has been given towards new directions in teacher education in order to produce quality teaching force.

Teaching as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the classroom. If we observe a traditional classroom teaching, we find that either the teacher is delivering information or one of the students is reading from the textbook and other students are silently following him in their own textbooks. Therefore, the art of teaching is nothing better than the process of imparting information; the philosophy of someone who knows telling those who do not.

Today, teaching is to help the child to acquire the desired knowledge, skills and also desirable ways of living in the society. Therefore, the main aim of teaching is to help the child to response to his environment effectively. Teaching is the stimulation, guidance, direction and encouragement of learning. To accommodate this aim, the National Education Philosophy was put forward in the Malaysian Education Curriculum. The Malaysian school curriculum KBSM, which was introduced in 1988, encompasses the lifelong education concept which is geared towards the development of a morally upright person who is intellectually, spiritually, emotionally and physically integrated. As stated in the National Education Philosophy, it is clear that our education planners intend to create good and useful citizens, and a progressive

and peaceful nation through education, emphasising the development of wholesome individual. In view of these aims, education in Malaysia emphasises the importance of humanistic education.

Humanistic education helps to cultivate a positive and correct world views, and to develop a wholesome personality. Moskowitz (1978) in her book "Caring and Sharing in the Foreign Language Class: A Sourcebook on Humanistic Techniques" defines humanistic education as educating the whole person in the intellectual and emotional dimensions. Moskowitz (1978) elaborates that humanistic education recognises that it is legitimate to study oneself. The content relates to the feelings, experiences, memories, hopes, aspirations, beliefs, values, needs and fantasies of the students. According to Patterson (1973), there are two aspects in humanistic education. Firstly, teaching subject matter in a more humanistic way, that is, facilitating learning of subject matter by students. Secondly, it is that of educating the non- intellectual or affective aspects of the students, which meant developing persons who understand themselves, who understand others and who can relate to others. Hence, humanistic education integrates the subject matter and personal growth dimensions into the curriculum.

In the English language classroom, the humanistic education is put forward in practice in the integrated KBSM English language syllabus. To achieve the effective teaching- learning process in the English language classroom, the cognitive, psychological and emotional

atmosphere of the classroom is of great importance. These will ensure the success of the stated goals in the National Education Philosophy which emphasises the development of the students as individuals. To achieve the success of humanistic education, the English language teachers play an important role in its implementation in the ESL classrooms.

The English language Proficiency Level of Malaysian Students

The Malaysian students differ widely in their English language proficiency level even though they have equal amount of exposure to the language during their primary and secondary education. The students' language ability range from those who can hardly cope with basic communication needs to those who are very proficient. Reports have shown that the level of English proficiency among the present day students has dropped drastically. Mc Rae (1992) in his article "The Mere Understanding Representation Reading in Practice" mentions that in some parts of Malaysia, notably the Federal capital, learners have considerable exposure to English language besides the usual classroom practice while in some states, the students have less exposure to the language. The problem is multiplied in rural areas and teachers in such challenging situations live and work a yawning gap between theory and practice, ideal world and real world, and which techniques are suitable in educating their students.

Among the major problems identified among the Malaysian students is their inability to be involved in a conversation. Therefore, the listening and speaking skills are often neglected by the Malaysian students even those who excel in writing. Speaking is one of the essentials of language practice. However, teachers are faced with students who are "tongue-tied" and cannot utter a simple sentence correctly in English language. Raphael (1996) points out that students who go abroad to study are often handicapped due to incompetence in speaking and presentation skills and inaccurate listening. Therefore, the government's current efforts to upgrade the standard of teaching in schools should encompass upgrading the standard of spoken English among the students. When they have mastered their spoken English, then they will be more confident in delivering their thoughts in writing.

With globalisation and Malaysia's active role in international relations and trade, the Malaysians command of English is an important aspect. Recognition of the importance of English as a second language in Malaysia has caused many educators to reassess the role of teachers in upgrading the English language proficiency among the students. A more effective environment is needed in the teaching and learning process of English as a second language (ESL) in the Malaysian classrooms. Teachers should facilitate a more relaxed, non-threatening atmosphere in the ESL classrooms in a variety of ways- with their personal style of behaviour, communicative exercises and circular seating arrangements during group discussions. Teachers should not only

be experts in teaching English but should be facilitators of learning English for the students. Teachers should also establish a personal relationship hence facilitating the students to learn English. Therefore, the importance of humanistic role in English language teachers is the catalyst to producing individuals who are proficient and conversant in English.

Statement of the Problem

It is undeniable that today we tend to judge success in education by examination results. Sufean Hussin (1993) says that there is a misconception in the thinking of our students where education is for examinations and an educated person should do well in examinations. This misconception is due to the normal practice in our Malaysian classrooms on the emphasis in examinations. The acquisition of knowledge aims for students to do well in examinations. Malaysian English teachers are also familiar with this aim. This will cause frustrations and pressure among them because they have to complete the English language syllabus to prepare the students for the government examination. They also receive pressure from parents, the school principals and the school board to produce good results in the subject. Teachers are then made into teaching machines to produce what is

expected of them. Under such pressure, the English language teachers may fail to make relevant prescriptions for the building of a thinking, sensitive, humane individuals and instead focused on finishing the English language syllabus, and preparing them for examinations.

As Savignon (1991) rightly argues, "in our effort to improve language teaching, we have overlooked the language teacher." Similarly, in Malaysia, considerable attention has been directed to designing the integrated English language syllabus, producing materials and formulating methodologies, and very little systematic inquiry has been conducted into identifying strategies that will help teachers prepare themselves to be humanistic in nature. It is hence important for English language teachers to provide a learning situation in which their students need not be defensive but rather receptive. Teachers need to cater for the students' learning styles, students' feeling concerning their well-being and all other affective domain which will ultimately contribute to successful language learning. Teachers need to facilitate a relaxed and non-threatening atmosphere in a variety of ways in the ESL classroom for successful teaching and learning.

In Malaysian classrooms, there is an increasing popularity of the affectively-based activities through the inclusion of literature in the English language classes. Students from the non government examination classes are usually involved in group work activities or pair work activities such as in drama and play. Thus, the teachers are able to

facilitate English language learning through dialogues in the drama or play. Therefore, the humanistic values and approaches are observed in our Malaysian classrooms. However, to a lesser extent affectively- based activities are observed in regular government schools. Instead, emphasis was given to educating cognitive development narrowing towards learning for the examinations. Therefore, this study sought to describe the extent of the affectively- based activities in schools towards achieving a humanistic approach.

Objectives of the Study

The general aim of this study is to look into the students' perceptions on the application of the humanistic values and humanistic approaches by the English language teachers in language teaching-learning process. This study also sought to investigate students' perceptions on the relative helpfulness of the humanistic approaches practised by the English language teachers.

More specifically, the study attempts

1. To determine students' perceptions on applying the humanistic values/ non humanistic values in the ESL classrooms by the English language teachers;

2. To determine students' perceptions on instilling motivation and building self- independence among students in the ESL classrooms by the English language teachers;
3. To determine students' perceptions on the extent of applying the humanistic approaches in the ESL classrooms by the English language teachers ;
4. To determine students' perceptions on the relative helpfulness of the humanistic approaches used by the English language teachers in the ESL classrooms;
5. To ascertain differential perception between the male and female students on applying the humanistic values/ non humanistic values in the ESL classrooms by the English language teachers;
6. To ascertain differential perception between the male and female students on instilling motivation and building self- independence among students in the ESL classrooms by the English language teachers;
7. To ascertain differential perception between the male and female students on the extent of applying the humanistic approaches in the ESL classrooms by the English language teachers;
8. To ascertain differential perception between the male and female students on the relative helpfulness of the humanistic approaches used by the English language teachers in the ESL classrooms;

9. To ascertain differential perception of students from different SES groups on applying the humanistic values/ non humanistic values in the ESL classrooms by the English language teachers;
10. To ascertain differential perception of students from different SES groups on instilling motivation and building self- independence among students in the ESL classrooms by the English language teachers;
11. To ascertain differential perception of students from different SES groups on the extent of applying the humanistic approaches in the ESL classrooms by the English language teachers and
12. To ascertain differential perception of students from different SES groups on the relative helpfulness of the humanistic approaches used by the English language teachers in the ESL classrooms.

Answers to the following research questions are sought in this study:

Research Questions

1. What are the perceptions of students on applying the humanistic values/ non humanistic values in the ESL classrooms by the English language teachers ?
2. What are the perceptions of students on instilling motivation among students in the ESL classrooms by the English language teachers ?
3. What are the perceptions of students on building self- independence among students in the ESL classrooms by the English language teachers ?