

ENGLISH TEACHERS' PERCEPTION ABOUT HUMANISTIC APPROACH AND ITS IMPLEMENTATION IN EFL CLASSES IN PRIMARY SCHOOLS

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This study describes the teachers' perception regarding humanistic values in teaching English for young learners in Public Elementary Schools in Badung Regency. The objectives of this study were (1) to find out the perceptions of the English teachers in public elementary schools in Badung Regency on humanism values in teaching English for young learners, (2) to find out how do the English teachers implement humanism values in teaching English as a foreign language in public elementary schools in Badung Regency, and (3) to find out teachers' perceptions about humanism values related to their strategies in teaching English for young learners in the classroom. The results indicated that the English teachers practice often reflect their stated beliefs about humanism values. In dealing with feeling of the students, the activity of both T2 and T3 appeared around 30 times. The average of three teachers was 28.0 or (15.3%). In dealing with students' motivation in learning process, the average was 25.0 or (13.8%). The most activities appeared in this component was 28 times and it appeared mostly in T3. This study offers some contributions to the body of knowledge about teacher's competences, particularly the implementation of Teaching English Learners at the Elementary School.

Keywords: *Humanistic values, Teachers' perceptions, Teaching English for young learners*

1. INTRODUCTION

Today, the concept of young learners started from the pre-school (three years) to elementary school (twelve years) (Imaniah & Nargis, 2017). Talking about children's English use, it depends on the supporting environment. It cannot be denied that next generation students will use English frequently in their activities. For example, the children's ability in English obscured the fact that, though born and raised in Indonesia, they were struggling with the Indonesian language, known as Bahasa Indonesia. Their parents, who grew up speaking the Indonesian language but went to college in the United States and Australia, talk to their children in English. Considering with that issue, the government in Indonesia has decided to equip the learners English as early as possible. Now, officially starting from the first grade of elementary school, the students have learned English and start introducing English although it is in very limited use.

Reflecting on that, Badung government published a Law No. 43 of 2016 that English as a local subject or as a compulsory subject in elementary schools starting from the first grade until sixth grade. The purpose of including English subject in teaching elementary students due to Badung as Regency that famous with the tourism objects. Many visitors from other countries come to Badung every year. Mostly they speak English, so the government prepares young learners in Badung to have the ability to speak English well through make the law to give English subject since elementary school. In the future, the government hopes that the education in Badung can give best output for human resources in tourism field.

However, teaching English for young learners especially elementary students is not the same as teaching English for adolescence learners or adult learners. English should be taught with fun activities in this level and of course many differences appear in the learning environment if it compares to the teens or adult learners. Young learners have their own characteristics which differentiate them from the other levels of learners and need to be considered and understood by the teacher in order to know how to treat and teach them

appropriately (Ratminingsih & Artini, 2013). It is also supported by the statement of Cameron (2001) who explained the difference of young learners and adult learners lies on how they perceive the language, young learners acquire a foreign language while adult learners learning it. In other words, young learners have similar process when they acquire their mother tongue and the foreign language. Thus, in order to make young learners master the target language, enough exposure on the target language should be provided.

To teach elementary students effectively, teachers should take into account certain characteristics of their students. In order to achieve a good learning situation between the teachers and students, the teacher should be considered the needs of the students. In addition, in teaching English for young learners, an English teacher should be creative. It is because young learners have some interesting characteristics that force the English teacher to create a certain teaching and learning condition that can make young learners feel fun and engage during the teaching and learning process.

Brown (2001) proposed that young learners cannot concentrate for a long time and cannot understand an abstract explanation. It means that an English teacher should make their own instruction interesting for the students and try to explain every concept in concrete way. In teaching a foreign language to the elementary students, the teachers have to pay attention to their strategy in teaching because it would affect the students' achievement in the learning process. Rixon (2000) stated that levels of proficiency seem to be dependent on other factors such as type of program and curriculum, number of hours spent in English class, and approach used. He believes that learning for young learners are not just learning but also needed to find out appropriate approach in teaching English for young learners.

There are various approaches to teach English language in the second language context. Teachers of this language apply different approaches convenient or suitable for the learners' specific requirements. Naturalism approach is one of the approaches used where learners are provided with opportunities to acquire language rather than forcing it on learners by emphasizing the language forms (Krashen and Terrell, 1983). The other approach is behaviorism approach. According to Brewer (2007), he wrote about learning as controlled by a system of rewards and punishments. Behaviorist argues that behavior can be shaped by the response and that follows any particular action. There is also constructivism approach. According to Vygotsky as cited in Brewer (2007) described learning as the construction of knowledge within a social context. He believed that development could not be separated from its social context and that learning could lead development. Vygotsky viewed the learners as an active participant in constructing his own learning within the context of interaction with caregivers, a family or community, and a society. The last is humanistic approach. According to Moskowitz (1978) states that "humanistic education is related to a concern for personal development, self-acceptance, and acceptance by others, in other words, making students more human". It is concerned with educating the whole person, the intellectual and the emotional dimensions. Medgyes as cited in Stevick (1991), in the context of language teaching, says "In both the humanistic –psychological approach and the communicative approach, learners are seen not so much as full time linguistic objects at whom language teaching is aimed, but rather than as human individuals whose personal dignity and integrity, and the complexity of whose ideas, thoughts, needs, and sentiments, should be respected." Based on those approaches above, those can be seen that the way of using those approaches is depend on the needs of the students and the learning situation in the classroom. There is no approach which is out of date as long as those approaches still applicable in managing students in the classroom because all of the approaches have their strengths and weaknesses.

Based on the preliminary observation, it can be seen that English teachers in the elementary schools treated their students like being their mother when talked to them, helped them, encouraged them, or even took care of them during the learning process. Caring as a mother to their students is one of examples of how humanism values has being a part of learning process in teaching English for young learners especially in the elementary schools. From this example, the English teachers wanted to put the students' feeling during the learning process in the classroom. In Badung, some English teachers were common in

applying humanism values in their teaching and learning process due to the components of humanism values were suitable in teaching young learners. One of the common component which always appeared was put students' feeling during the learning process in the classroom. Humanism value is a practical term used in teaching and learning process which derived from Humanistic approach. The ultimate purpose of humanism values in education is the learning process that was started and is intended for the benefit of humanizing mankind. Humanizing humans, is to achieve self-actualization, self-understanding, and self-realization students to learn optimally. The concept of humanism values in education according to Al-Khali (2015) is a process of liberation from the oppressive system and raised awareness of the critical processes centered on teachers and learners as subjects in the process of teaching and learning.

The implication of humanism values in education is how teachers to encourage students to think critically and act according to the values of humanity. Since then, the humanism values in education should be applied in the process of learning and teaching in order to produce a good learner and a critical learner (Al-Khali 2015).

In fact, some of English teachers of public elementary schools did not know about the humanism values but still used it when they taught the students. Meanwhile, the other English teachers were familiar with the term of humanism values and realized in applying humanism values in teaching English in the classroom. It can be seen that the concept and the implementation of humanism value still confusing for some English teachers of public elementary schools in Badung Regency. By asking their perceptions of humanism values was necessary to know more their prior knowledge of humanism values and the real teaching and learning situation in applying humanism values in the classroom.

In every day practice, teachers are not commonly aware that the perceptions that they hold about language learning affect their teaching practice and subsequently influence their students' effective learning. Teachers think that what drives them to perform and make a decision about their classroom is just because of the students and the environment. They believe that it is the students who make them to be effective or ineffective teachers. In fact, teachers, students and the environment play a significant role in influencing each other. Teachers' perceptions are something dynamic, changeable, and resistant to contextual factors around them. Perception is regarded as individual interpretation of something which is affected by past experiences, current understanding, present situation, and information (Nikian et al., 2013).

Teachers' perceptions are still relevant topic to study from time to time in the field of second language learning, especially the psychological and pedagogical domains. Within Indonesian context, in which the process of shaping its educational system is on process and discussion on this topic will contribute immensely in the teacher professional development program. In addition, so far the research in English teacher education has focused on secondary and tertiary schools. Very little attention has been paid specifically to elementary levels of English teaching in Badung Regency. It is considered important to comprehend this since the result will be beneficial to develop more effective elementary school English teaching program.

Within this context, the objectives of this study were to determine the perceptions of the English teachers, the implementation, and the relation of the concept and the implementation of humanism values in teaching English for young learners in public elementary school in Badung Regency. Differences of background educations and experiences of the teachers took into account in giving their point of views of humanism values.

2. METHOD

The research design of this study was mixed method design. Mixed method research involved the use of both qualitative and quantitative method in single study or a series of studies to understand a research problem (Creswell, 2012). The type of mixed method used in this study was embedded design analysis.

In this study, the rationale of using the embedded design analysis was to investigate the teachers' perceptions and the implementation of humanism values in teaching English for

young learners in public elementary schools in Badung Regency. Here, the data included the collection of both quantitative and qualitative data, but one of the data types played a supplemental role within the overall design. In addition, the researcher followed up the results in this study with an in-depth qualitative study to explain why this result occurred. The qualitative data can be embedded during the process in collecting the data to support the quantitative data.

To collect the intended data, three methods of data collection were employed, namely: observation, questionnaire, and interview. The observation sheets was used to find out how do the English teachers implement humanism values in teaching English as a foreign language in public elementary schools in Badung Regency and teachers' perceptions about humanism values related to their strategies in teaching English for young learners in the classroom. In this study, interview was conducted to three English teachers at the end of doing the observations to clarify if incomplete and unclear data were found. In addition, the interviews were used to discuss the observed classes, English teachers had the opportunity to comment on their teaching and explain their teaching rationale. This questionnaire gave to three English teachers in public elementary schools in Badung Regency. It designed by providing some statements that represents the premises underlying humanistic education proposed by Mishra (2000) as the grand theory of the questionnaires. This instrument was used to find out the perceptions of the English teachers in public elementary school in Badung Regency on humanism values in teaching English for young learners.

3. FINDINGS AND DISCUSSIONS

In this study, the main source of data was three English teachers in three difference public elementary schools in Badung Regency in academic year 2018/2019. The three English teachers were chosen since they have different backgrounds and experiences in teaching English in public elementary school. Overall, all of the participants were female teachers. The participants came from different backgrounds and experiences in teaching English for young learners. It can be seen through the qualification of the teachers. Only 2 teachers reported that they had a qualification specific to the teaching of English and 1 teacher reported that they had not a qualification in teaching English.

In order to find out teachers' perception on humanism values in teaching English for young learners, the researcher used the guidelines of qualification proposed by Koyan (2012). Based on the guideline, the results of teachers' perceptions on humanism values of three English teachers showed very strong perceptions. The average of Teacher 1 was 4.4. The average of Teacher 2 was 4.7 and Teacher 3 was 4.8. Based on the interval that was $4.0005 \leq M \leq 5.0001$, all of the average categorized very high. Those results indicated that all teachers had very strong perceptions on humanism values because all of teachers got the highest scores than 4.0005. The teachers' perceptions on Humanism values based on the results of the questionnaires indicated that the teachers had a very strong on Humanism values and they already knew some of the concepts of Humanism values appeared in their class when teaching English for young learners.

The observation was used to find out the implementation humanism values in teaching English as a foreign language in public elementary school in Badung Regency. The most activities that appeared were about deal with feelings of the students and deal with students' motivation in learning process. In dealing with feeling of the students, the activity of both T2 and T3 appeared around 30 times. The average of three teachers was 28.0 or (15.3%). In dealing with students' motivation in learning process, the average was 25.0 or (13.8%). The most activities appeared in this component was 28 times and it appeared mostly in T3. Both of deal with students' feeling or students' motivation seemed to be familiar used to teach English for young learners because of the characteristics of students needed more attentions rather than adult learners. Therefore, the teachers always put the students' feeling first in every learning activity in the classroom, appreciated students' achievements, or even motivated the students during the learning process.

All of the teachers' perceptions categorized very strong perception. Meanwhile, the results showed a variation of data of all English teachers in the observations' results. This

study revealed the fact that there was a major confusion between the concept of humanism values and the implementation of it in the classroom. Teacher often believe that they already implemented all components of humanism values in teaching English for young learners. As it can be seen in the table above, there were some differences between what teacher thought to know about humanism values and what they actually implemented in the learning process.

In fact, only two of the components categorized as very consistent which the result was very strong in form of teachers' perceptions of humanism values and very high frequency in the implementation. The two components were about deal with feelings of the students and deal with students' motivation in learning process.

Meanwhile, in the component of deals with cognitive, affective and psychomotor of the students, the result was very strong in the form of teachers' perception (4.5) and high frequency in the form of implementation (18.7). It indicated that between teachers' perceptions and the implementation was slightly consistent. Here, the difference between the teachers' perceptions of humanism values was not far from the result of the implementation.

However, in the component of dealing positively with students' progress toward self-actualization. The result of teachers' perception was 4.4 and it indicated as very strong perception. The teachers' perception results showed that the English teachers thought they know very well the concept of self-actualization of the students, but in reality the results of implementation were only 4.7 or 2.5%. It showed that the result categorized as very low. The result between the teachers' perceptions and the implementations were no consistency. The researcher tried to follow up the results by doing the interview with three English teachers. The interview result showed that most of teachers found difficulty in making the students can solve their own problem in the learning process.

4. CONCLUSIONS AND SUGGESTIONS

There have been some proofs about the strong relation between teachers' perceptions and their classroom practice. Based on the result of data analysis, three points of conclusion can be drawn. They can be explained as follows.

1. The teachers' perception of three English teachers showed a very strong level toward the concept of Humanism values in teaching English for young learners. Here can be seen that all of three teachers already knew some of the concepts of humanism values appeared in their class when teaching English for young learners.
2. The most activities appeared for all of English teachers were deals with feelings of the students and deals with students' motivation in learning process. In dealing with feeling of the students, the activity of both T2 and T3 appeared around 30 times.
3. In term of the relation between the teachers' perception and the implementation, the result showed a range of variation of the data. There were very consistent result and No consistency result. However, it can be assumed that the result showed there was inconsistency data of the teachers from their perceptions and their implementation in the classroom. The researcher tried to follow up the results by doing the interview with three English teachers. The interview result showed that most of teachers found difficulty in making the students can solve their own problem in the learning process.

According to the results of the study above, the researcher assumed that there were some things which need to be improved. The researcher wanted to propose some suggestions.

1. As a matter of fact, this current study conclusion implies some suggestions to be manifested by those involved in English Young Learners teaching and learning programs. Accordingly, this study offers some contributions to the body of knowledge about teacher's competences, particularly the implementation of Teaching English Learners at the Elementary School.

An English teacher at the elementary school is real English Young Learners teachers when the teacher can internalize their strategy in teaching English into practice. Becoming English Young Learners teachers, the English teacher should design and develop the

teaching preparations properly by considering the appropriate approach in teaching young learners. The teacher should demonstrate impressive performance so that the young learners love and enjoy learning English with them. They should build flexible interaction and communication with the school communities. The teachers should also keep improving their professional development. They should actively participate in English teaching forums, any significant professional activities and discuss with proficient other English Young Learners Teachers. In order to achieve these, the police maker should accommodate the English teachers through supporting them in term of professional development.

2. This study is limited of the time and the elementary schools were observed. Therefore the researcher suggested that the further researchers who are interested in doing this study on the same field to dig deeper issues on teachers' perception on humanism values in teaching English for young learners much longer than what has been done by the researcher. So, further study should follow this with the bigger number of population and longer time will be more valuable to get the richer data.

It is hoped that the above research findings will encourage more language researchers and educators to learn more about teachers' perceptions on humanism values in teaching English for young learners especially in public elementary schools. The results from this study may be used to remind elementary school English teachers to strengthen their teaching approach for young learners, especially humanism values because this kind of approach is still applicable to teach English in elementary school. The last, it may be of interest for future researchers to identify further challenges faced by English teachers with different research subjects, instruments, and analysis to enrich the existing theories discussing about the best practice of teaching English for young learners.

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