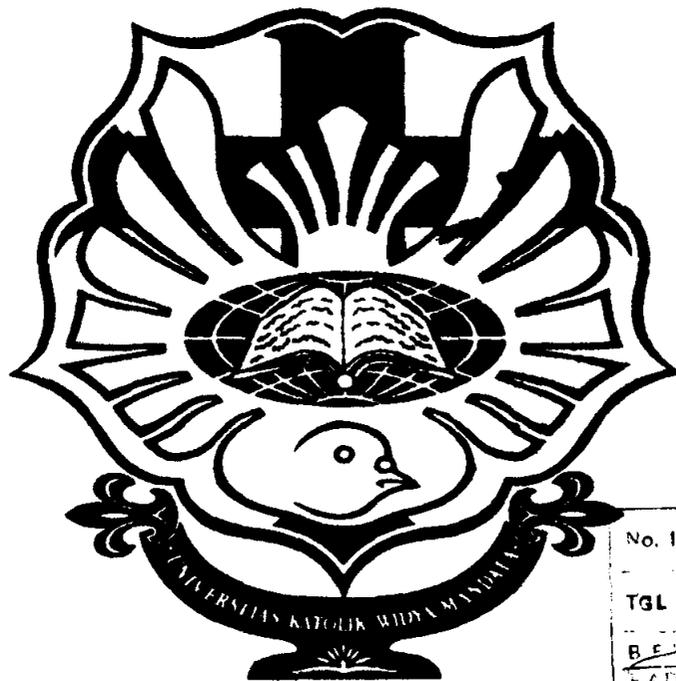


SOME SUGGESTED EXERCISES BASED ON MOSKOWITZ'S  
HUMANISTIC EDUCATION THEORY FOR TEACHING  
SPEAKING TO ENGLISH DEPARTMENT STUDENTS IN  
INTERMEDIATE AND ADVANCED LEVELS

A THESIS

As a Partial Fulfillment of  
the Requirements for the Sarjana Pendidikan Degree  
in English Language Teaching Faculty



By :

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AUGUST 2001

## APPROVAL SHEET

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This thesis entitled "Some Suggested Exercises Based On Moskowitz's Humanistic Education Theory for Teaching Speaking to English Department Students in Intermediate and Advanced Levels", prepared and submitted by Wella Yunia, has been approved and accepted as a partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:

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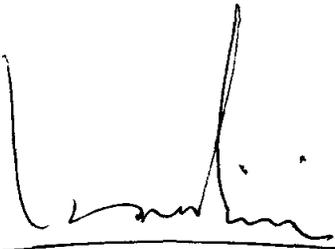
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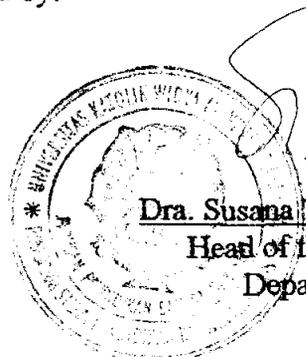
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Surabaya, August 12<sup>nd</sup> 2001

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## ABSTRACT

Yunia, Wella. 2001. Some Suggested Exercises Based on Moskowitz's Humanistic Education Theory for Teaching Speaking to English Department Students in Intermediate and Advanced Levels. Widya Mandala Catholic University.

Key Words: humanistic exercise, personal growth, self-concept, social-affective learning climate.

English has become an important language in communication. Most EFL (English as a Foreign Language) students need to learn English in order to be able to actualize their ideas, feelings and interests fluently in daily conversations by using their target language. It cannot be denied that each student has his or her own purpose and motivation to learn a foreign language. One wants to learn English because he or she needs to know the cultures of Western people and the other needs it for his or her career. Whatever their motivations and purposes are, the beginning step to help them to be able to reach their own goals is to encourage them to speak and express themselves in a conducive learning atmosphere.

Due to the fact above, a speaking class is expected to be interesting which motivates the students to speak their target language. Unfortunately, most speaking classes have turned out to be monotonous and boring classes. Most students feel that they have been wasting their valuable times in speaking classes by staying in a strict learning atmosphere and listening to a particular subject matters which are unrelated and not responsive to their lives (Moskowitz 1978:7-8). On the other side, teachers have seen this condition as a common problem in learning a foreign language without caring anymore whether or not their students really listen to them seriously and enjoy the learning climate and classroom activities. To solve this crucial educational 'dilemma' in speaking class, the writer wants to propose an affective solution to the teachers by suggesting Moskowitz's humanistic exercises to be adapted in their speaking classes. Therefore, in this case, the writer states that the research problem of this study is about how Moskowitz's humanistic exercises can improve the speaking ability of the English Department students, especially those who study in intermediate and advanced levels. According to Moskowitz's theory, humanistic exercise can be stated as a kind of exercise that puts the students into relevant and responsive topics and activities by providing them large occasions to express themselves freely, to actualize their thoughts and feelings based on positive values they have in themselves and others (Moskowitz 1978:31). It is assumed that humanistic exercises can enhance the students personal growth, the cognitive and emotional aspects, by motivating them to participate in affective classroom activities which enable them to speak up.

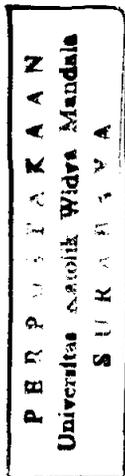
In answering the research problem above, this study will be conducted in a library research in which the writer will analyze the Moskowitz's examples of the application of humanistic exercises in teaching speaking to EFL students. In this analysis, the writer tries to find how those humanistic exercises really involve all of the Moskowitz's procedures (Moskowitz 1978: 33-35) of humanistic exercises: (1) state the purpose and introduction of the exercise, (2) provide the directions for the exercise with examples of responses needed in it, (3) processing the activity, (4) summarizing the purpose and the learning activities. In this case, the writer tries to find about the application of Moskowitz's procedure in the exercises examined. Through the finding above, the writer will provide a further explanation about the influence of the procedures in giving a humanistic 'touch' in the application so that they really represent the Moskowitz's characteristics (Moskowitz 1978: 31-32) of humanistic exercises: (1) sharing leads to caring, (2) building a climate of acceptance, (3) building a feeling of trust, (4) accentuate the positive. Based on the analysis of the application of Moskowitz's humanistic exercises, the writer also tries to find about the contributions or the advantages of those exercises in educational development, particularly in improving the students' speaking ability. Briefly, to answer the research problem of this study, the analysis on the application of Moskowitz's humanistic exercises will be conducted in a library research to achieve two findings: (a) the application and the influence of the use of Moskowitz's procedure in presenting humanistic exercises to teach speaking, (b) the advantages of Moskowitz's humanistic exercises in improving the speaking ability.

Based on the analysis, the writer concludes that Moskowitz's humanistic exercises are believed to be able to improve the speaking ability of the English Department students in intermediate and advanced levels, by providing them large opportunities to actualize themselves freely and to build up a positive self-concept toward themselves and others. Besides that, by motivating the students to make close relationships with their classmates, these Moskowitz's humanistic exercises may enhance a social-affective learning climate in speaking class.

Finally, the writer expects that this study can provide an educational contribution for the teachers who are willing to create a conducive speaking class which is warm, supportive and non-threatening.

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