

## PROMOTING HUMANISTIC TEACHING THROUGH SPEECH ACTS AWARENESS

**Andri Donal**

English Education Department of  
University of Pasir Pengaraian  
[andriandol101@gmail.com](mailto:andriandol101@gmail.com)  
085278488229

### Abstract

Education is very important because it is a moral enterprise that shapes human development. A good education system should be able to develop students' potential by appreciating the diversity owned by students without pressure, force and violence especially from the individual of a teacher. In the context of classroom, developing autonomy and humanity is not a natural process, but an interactive process between teacher and students under social power relationships. Teacher's speech acts in the classroom potentially break the humanistic education principles. Discussing the relationship between teacher's speech acts and the humanistic teaching is interesting to be explored. A teacher, someone who has authority in the classroom should be able to implement the humanistic teaching. Humanistic teaching is a teaching process that considers the principles of humanism involving the consideration of each individual's potential and self-actualization. Because in teaching learning process, the interaction between teacher and students occurs naturally. It needs teacher's awareness in uttering speech acts. Teachers must be aware that their speech acts will have great impact to students. It can shape students' attitude not only towards teacher but also to lesson taught by that teacher. Therefore, promoting the implementation of humanistic teaching through teachers' speech acts awareness is a must.

**Keywords:** *humanistic teaching, speech acts, students' attitude, learning interest*

### Introduction

Education has a very important role for human life and has a strategic position to ensure continuity and development of the life of the nation. In this case, education can be a reflection of the quality of a nation. The essence of education is a humanizing process to realize the human being as a human creative freedom that is embodied in its culture. McKenna (1995) argues that the objective of education is to facilitate the development of the student to achieve self-actualization. In addition, it is also stipulated in Law No. 20 of 2003 on National Education System, Article 3, which reads:

The function of National Education is to develop and build the character as well as the civilization of the nation's dignity in the framework of the intellectual life of the nation, aimed at developing the potential of learners in order to become a human who is faithful and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable

To achieve these educational goals, educators (particularly teachers) are in the vanguard. Without teachers, there is no education. In other words, Teacher who has responsibility and important role in directing the education goal.

One role of a teacher is teaching and educating the students in the classroom. In the teaching and learning process in the classroom there are many interactions happen. Teacher and students can interact each other. They can discuss and share not only about the learning material but also about other topics. Intentionally or unintentionally, in interaction with students, a teacher utters some speech acts that can motivate the students or in the contrary can also decrease students' motivation. It means that the teacher's speech acts in the classroom can impact to students' motivation in learning whether positive or negative effect.

Therefore, in the classroom the teacher should be aware to her/his speech acts. Teacher should eliminate in using unmotivating words. In addition a teacher should consider that using unmotivating words in classroom can be imitated by the students and it is not suitable with the purpose of education in humanizing the human. It is also one kind of breaking humanistic principles in teaching in the classroom. In other words, promoting humanistic teaching should be a must for teachers in the classroom by awaring their speech acts in order to reach education goal.

### The History of Humanistic Approach

The history of humanistic approach was started by the humanistic psychology movement, formally established in 1962. According to Grogan (2008:1) this movement sought to address broad questions of individual identity, expression, meaning and growth that had been largely neglected by post-war American cultural institutions in general and by the discipline of psychology in particular. In The development of humanistic approach was influenced by some humanism figures' arguments. There are several humanism figures regarding to learning theories of humanism such as Arthur Combs, Carl Roger and Abraham Maslow.

According to Cicciarelli (2011: 1515), Arthur Combs along with Donald Syngg states that to understand human behavior, the time must be taken to consider the point of view of other. They believed that if one wanted to change another person's behavior that he or she must first modify his or her beliefs or perception. Moreover, they also argued that for individuals, the learning will occur as long as it is meaningful for them. Moreover, they argue that in learning activities teachers should not impose a material that is not liked by the students. So that students learn in accordance with what is desired without any coercion whatsoever. So teachers must understand the behavior of students by trying to understand the world's perception of students. If a teacher wants to change students' behavior, he/she should try to change the beliefs or views existing students. While Maslow, the founder of humanistic psychology, views that human has hierarchical needs from basic to highest ones. People have a variety of needs that differ in immediacy and which need satisfying at different times. He arranged these needs in a hierarchy, whereby the more basic needs towards the bottom take precedence over those higher up (e.g. everyone needs to have their achievements recognized, but will put this need to one side if they are starving hungry). Maslow believed that those who satisfied all their needs might become self-actualisers: rare, remarkable people who fulfill their potential completely. However, he also thought that prolonged periods where a particular need was not satisfied could result in a sort of fixation. The last is Carl Roger. Carl Rogers' idea about behaviour centre on the self, which is the person's consciousness of their own identity. Rogers believed that people could only fulfill their potential for growth if they had a basically positive view of themselves (positive self regard). This can only happen if they have the unconditional positive regard of others – if they feel that they are valued and respected without reservation by those around them.

In the earlier of humanistic approach emergence, Carl Roger and Abraham Maslow began to think about humanism as the third psychological orientation that followed theories of behaviorism and psychoanalysis. At that time humanism emerged as a reaction to psychoanalysis and behaviorism approach, which dominated psychology. Humanist felt that both psychoanalysis and behaviorism were too pessimistic and mechanistic in looking at human's behavior, either focusing on the most tragic of emotions or failing to take the role of personal choice into account. Different with psychoanalysis and behaviorism, as said by Lei (2007), the humanistic approach, on which humanistic education is based, emphasizes the importance of the inner world of the learner and places the individual's thought, feelings, and emotions at the forefront of all human development. Moreover, humanistic approach cannot be separated from humanistic psychology which focused on each individual's potential and stressed the importance of growth and self-actualization. It means that the basic assumption of humanistic psychology as the base of humanistic approach was that people are innately good, with mental and social problems resulting from deviations from this natural tendency.

### The Principles of Humanistic in Teaching

Humanistic approach explains that the essence of every human being is unique, has the potential individual and internal impetus to develop and determine behavior. Humanistic focuses on the issue of how each individual is affected and guided by personal purposes they connect to their own experiences. In addition, humanism also covers the diversity in thinking, and ideas are developing under different cultural, social and political conditions. In that regard, each human being is free and has a tendency to grow and achieve self-actualization. Further stated that human needs are tiered, consisting of tiers or security needs, recognition and self-actualization. In the context of classroom, the humanist view focuses on democratic classroom environment, inclusive school climate, positive relationships, and open communication among all organizational levels (Rideout and Koot, 2009). In the other words, the focus of humanistic approach is making students enjoy in learning by conditioning peaceful atmosphere in the classroom.

Different with other approaches, the goal of humanistic education, according to Maples quoted by Katib (2013), moves beyond cognitive and intellectual education to let in the education of the whole person. It regards personal growth and the growth of creativity and to some extent the self-directed learning. The students should be given more attention in learning. Education from a humanist perspective focuses on developing rationality, autonomy, empowerment, creativity, affections and a concern for humanity. This concern for humanity expresses the relation to other people (Veugelers:2011:1). Therefore in the end of education, the expectation is how to make a fully functioning person. Receptiveness to experience, an existential path of living in which life is ongoing, flexible, adaptive process, and faith in the organism as the

foundation for behavior are characteristics of the person who is able to learn and to conform to change (Maples in Katib, 2013).

Stevick (1990: 23) mentions five emphases within humanism which are described as follows:

1. **Feelings:** They include both personal emotions and esthetic appreciation. This aspect of humanism tends to reject whatever makes people feel bad, or whatever destroys or forbids esthetic enjoyment. When teachers are ready to teach, they may not bring their problems in the classroom.
2. **Social relations:** This side of humanism encourages friendship and cooperation, and opposes whatever tends to reduce them. A good teacher should be able as partner for students. When the students face difficulty whether about lesson or personal life, a teacher should be able become the good hearers for them.
3. **Responsibility:** This aspect accepts the need for public scrutiny, criticism, and correction, and disapproves of whoever or whatever denies their importance.
4. **Intellect:** It includes knowledge, reason, and understanding. This aspect fights against whatever interferes with the free exercise of the mind, and is suspicious of anything that cannot be tested intellectually.
5. **Self-actualization:** It deals with the quest for full realization of one's own deepest true qualities. This aspect believes that since conformity leads to enslavement, the pursuit of uniqueness brings about liberation.

In addition, there are some basic principles of humanistic view of education that are used to develop the objectives of learning (Gage and Berliner, 1991). They are the following:

Students will learn best what they want and need to know. That is, when they have developed the skills of analyzing what is important to them and why as well as the skills of directing their behaviour towards those wants and needs, they will learn more easily and quickly.

Knowing how to learn is more important than acquiring a lot of knowledge. In our present society where knowledge is changing rapidly, this view is shared by many educators from a cognitive perspective.

Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. Most educators would likely agree with this emphasis, but would also advocate a need to develop a student's ability to meet external expectations.

Feelings are as important as facts. Much work from the humanistic view seems to validate this point and is one area where humanistically oriented educators are making significant contributions to our knowledge base.

Students learn best in a non-threatening environment. This is one area where humanistic educators have had an impact on current educational practice. The orientation espoused today is that the environment should be psychologically and emotionally, as well as physically, non-threatening.

In the implementation of humanistic teaching, there is the important component that cannot be ignored, he is the teacher. There are some conditions required by a teacher in implementing the humanistic teaching. Carl Rogers (1969) quoted by Jhonson (2014) describes three conditions should owned by humanism teachers. They are:

1. **Respect.**

Teachers must respect each student and accept them for who they are, unconditionally., what Rogers calls unconditional positive regard (UPR). This respect for students helps to promote their own self-respect and sense of self-efficacy, which in turn enhance learning.

2. **Empathetic understanding.**

Teachers must be able to see things from the students' point of view. This purposes the teacher can know and feel what students feel such as be excited, lost, confused, frustrated, curious, anxious, confident, or bored. By realizing these feelings, teachers will be more care to their students.

3. **Genuineness or congruence.**

Teachers must be themselves. They are not playing a role or projecting what you believe a teacher should be. Rather, they are in touch with their own feelings and reacting authentically. Genuine teachers do not have to rely on methods or techniques; rather, they can trust their own emotions and experiences to guide them.

These conditions can be seen not only from teacher's attitude to the students, but also can be recognized from teacher's speech acts. Do the teacher's speech acts humanize students or in the contrary, dehumanize the students? In other words, teacher's speech acts can reflect whether a teacher implement the humanistic teaching or not.

### Speech Acts in the Classroom

While in teaching and learning process, the teacher will interact mostly with students. In the interaction with students, teacher will utter some expressions in form of speech acts. In uttering speech acts

in the classroom, sometimes the teacher does not consider that his/her speech acts will impact to students' learning attitude. The teacher's speech acts in the classroom can influence students' view to the teacher and lesson delivered by teacher. The speech act is basic unit of language used to express meaning, an utterance that expresses an intention (Searle 1969). Speech acts are the underlying actions performed when someone speaks. Moreover, Yule (2006: 118) defines speech acts as the action performed by a speaker with an utterance. In addition, recognizing the speech acts performed in the production of an utterance is important because it is the speech act that to some extent tells what the speaker intends someone to do with the propositional content of what he says. The acts of speech of the speaker in the relationship to the hearers. It is not only the matter of the words which are uttered by the speaker, but it also relates to the speaker's intentions to the hearers (Bach, 1994:1). It means that the purposes of speech acts are to produce an effect in form of action done by the hearer (Leech, 1983: 163). Here are the example forms of speech acts: inform, prohibit, command, promise, refuse, etc.

In addition, according to Yule (1996: 48), the action performed by producing an utterance will consist of three related acts. They are a locutionary act, illocutionary act, and perlocutionary act. Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. Illocutionary act is performed via the communicative force of an utterance. Perlocutionary act is an utterance with a function without intending it to have an effect. Another expert, Leech (1983: 199) briefly defines them as:

locutionary act: *performing an act of saying something*

illocutionary act: *performing an act in saying something*

perlocutionary act: *performing an act by saying something*

Moreover he explains that locutionary act is the basic act of utterance, or producing meaningful linguistic expression. The locutionary act can be viewed as a mere uttering of some words in certain language, while the illocutionary and perlocutionary acts convey a more complicated message for the hearer. An illocutionary act communicates the speaker's intentions behind the locution and a perlocutionary act reveals the effect the speaker wants to exercise over the hearer.

In general, speech acts can be categorized into five types. Verschueren (1999: 24) classified speech acts into assertive, directive, commissive, expressive and declaration speech acts.

- Assertives: expressing a belief, making words fit the world, and committing the speaker to the truth of what is asserted.
- Directives: expressing a wish, making the world fit the words, and counting as an attempt to get the hearer to do something.
- Commissives: expressing an intention, making the world fit the words and counting as a commitment for speaker to engage in a future course of action.
- Expressives: Expressing a variety of psychological states, and simply counting as expressions of a psychological state.
- Declarations: Not expressing any psychological state, making both the words fit the world and the world fit the words, and the point of which is to bring about a change in (institutional) reality.

However, among these five speech acts, in the context of the classroom, the declarative speech acts lessly uttered by teachers in the classroom. Here is the description about teachers' speech acts in the classroom.

**Assertive speech acts.** The assertive speech acts, the utterance of a teacher to ensure the students with the teacher's argument to make they agree or believe with teacher's idea. A teacher usually utters assertive act when there is a different argument among student. The role of the teacher here is how to omit students' doubtiness towards different argument. Besides that a teacher also uses assertive speech acts in defending his/her argument.

**Directive speech acts.** In the classroom, a teacher usually utters this speech acts as the attempt to get students doing something. The directive speech acts can be classified into six forms of act; command, request, prohibition, permission, suggestion, and question.

A teacher usually gives command or instruction to students because he assumes that he has an authority to give instruction to students and students are expected doing the teacher's command. For example a teacher instructs students to pay attention to the lesson. Instruction or command tends to have more restrictive acts. In the contrary, a teacher also uses the less restriction act by using request expression. The forms of expression can be identified in the using of modality.

Moreover, a teacher sometimes prohibit students doing something. It is often expressed by the negative form of the verb, though it may be expressed by the affirmative form as well. In addition, a teacher, someone who has authority in the classroom, also can give permission or not to students. Permission speech acts is purposed to control the hearer, in the classroom context is students. For example in giving permission when a student comes late. Not only by giving permission, the form of teacher's power in the classroom also can be seen in influencing students by giving suggestion or advice. There are some reasons why a teacher

gives advice to students in the classroom. First, to motivate students. One way of motivating students is by sharing teacher's experience. Second, to give consideration to students in choosing an option (Donal, 2015). The last directive speech acts usually uttered by a teacher in the classroom is question act. A teacher usually gives questions for some reasons, such as to test, need clarification, stimulate students to be active and etc.

The expressive speech acts, the teacher's psychological states about the students. It is usually to express the happy and unhappy feeling. To show that a teacher is happy to students, he or she can give appreciation by uttering happiness expression. In the other hand, when a teacher find unpleasant thing in the classroom, he or she can spontaneously utter the displeasure expression. It is to show the disappointed feelings.

#### **Implication of Teachers' Speech Acts towards Students' Attitude in Learning.**

A teaching and learning process cannot be separated from the teacher and students' interaction. This interaction can shape the view of listener to the speaker. In the context of classroom, teacher's speech acts can shape the students' attitude not only to the teacher but also to the lesson. Consequently it will affect to the students' achievement. The effect can be in short term or long term. Here are the students' attitude towards teacher's speech acts in the classroom (Donal, 2015).

##### **Positive attitude.**

###### **Raising students' motivation.**

In the classroom, the role of a teacher does not only teach the lesson but also can motivate the students. A teacher must be able as inspirator for students. For Indonesian people, the status of a teacher is still appreciated. A teacher still becomes the role model for people especially in village area. A good teacher can be as inspirator for the children. Many children want to be a teacher when they are in adult. It can be caused from the teacher's speech acts in the classroom. When a teacher teaches heartily, it will form the deep impression to students. Besides that when a teacher can explain the lesson clearly, it means the teacher has planted the great impression to that lesson. For example, when there is a teacher can teach English enjoyable, it will make students to be interested in learning English.

###### **Building students' discipline.**

Discipline is considered as a key to be successful people. To create discipline students is not easy. It needs the teacher and students commitment. When the regulation has been agreed, the teacher and students must commit with it regulation. For example in giving dispensation from the late coming, a teacher must *commit not only to the students but also to themselves. It also should be supported by the punishment for breaking this commitment.* Another example is in applying the English environment. It is very useful for students to improve their English ability.

###### **Increasing students' awareness**

The reaching of learning goal is not only teacher's responsibility but also the students'. The university students must be aware that their success in education is themselves responsibility. By giving question in the classroom, a teacher can increase students' critical thinking. Students must be able to think quickly.

###### **Growing students' respect to teacher**

The goal of teaching can reached if both teacher and students are respect each other. For Indonesian people, teachers are considered as the parents for their children in the school. It means that the position of teachers equals to their parents at home. Therefore, students must be respect to their teacher.

##### **Negative Attitude**

Teacher's speech acts in classroom also can form the students' negative attitude. Here are the students' negative attitudes towards teacher's speech acts.

###### **Making students' Anxiety.**

Students' anxiety to a teacher can be caused from teacher's speech acts. Sometimes a teacher does not know that his/her speech acts can make their students are anxious to them and to the lesson. When a students had bad experiences from a teacher, that students tend to avoid that teacher. Because of the situational factor where that students cannot avoid from that teacher the students have to learn with the teacher hurting her/his. Consequently the students will hate to that teacher and tries to avoid related to the teacher including the lesson taught by the teacher. For the long term, this condition can make that students hate the subject although taught by different teacher. The teachers' speech acts can make students' anxiety such as blaming students, teacher's bad feedback, strict instruction and etc.

###### **Decrease students' motivation.**

Teacher's speech acts can decrease students' learning motivation. The successful teaching is not only depends on Teacher's teaching method but also teacher's speech acts. Many teachers uses good method in teaching, but in the fact they cannot use good speech acts to their students. Consequently the application of good method can be hidden by the use of speech act. Finally, the inappropriate speech acts can decrease students' motivation in learning.

It can be concluded that teacher's speech acts will have great impact to the students' learning achievement. When students have negative attitude to teacher's speech acts, it will decrease students' achievement. Meanwhile, when the students have positive attitude to teacher's speech acts, it will increase students' motivation. In other word, the teacher must be able to create humanistics learning.

### Conclusions & Suggestion

The humanistic approach emerged as a reaction to psychoanalysis and behaviorism approach, which dominated psychology. Humanist felt that both psychoanalysis and behaviorism were too pessimistic and mechanistic in looking at human's behavior. In the other hand, the humanism emphasized the importance of the inner world of the learner and places the individual's thought, feelings, and emotions at the forefront of all human development.

The principles of humanistic teaching involves that students will learn best what they want and need to know, knowing how to learn is more important than acquiring a lot of knowledge, self-evaluation is the only meaningful evaluation of a student's work and feelings are as important as facts.

Teachers as the controllers in the classroom have the important role in the success of humanistic teaching implementation in the classroom by aware to their speech act and owning humanistic condition such as respect, emphatic understanding and genuineness or congruence.

In interaction in the classroom, a teacher mostly utter three speech acts categories; directive, assertive, and expressive. These speech acts have influence to students' learning attitude both positive and negative attitude. The positive attitude can be in the form of raising students' motivation, building students' discipline, increasing students' awareness, and Growing students' respect to teacher. Besides that, it also can impact to students' positive speech acts. It can be in form of making students' Anxiety and decreasing students' achievement.

It is suggested that to reach the National Education goal (The function of National Education is to develop and build the character as well as the civilization of the nation's dignity in the framework of the intellectual life of the nation, aimed at developing the potential of learners in order to become a human who is faithful and pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable), it needs teachers' awareness in promoting the humanistic teaching principles in the classroom.

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