HUMANISTIC CONTEXT TO INCREASE BIPA LEARNERS' WRITING SKILLS

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Abstract

BIPA learners sometimes find difficulties in writing text. One of the main reasons is that they needed help finding the right context for the text they had to write. Humanistic context can be the answer to that problem to increase learners' writing skills. This context can be applied in BIPA writing learning process to enhance the learners to elaborate on their surroundings or relevant topics based on what they experienced in life. This research was written to describe the use of humanistic context in BIPA learners' learning in Balai Bahasa Universitas Pendidikan Indonesia. The method used is qualitative descriptive research method learners writing text results became the primary data after humanistic context was introduced in class. The results showed that the learners are insignificantly rested in exploring the correlation between text in the learning process with any humanistic context they have experienced. They also notice simple things from their surroundings for their writing topic. In the end, they can write a text with rich content of things they have known and related to genre text they learned. The results of this research can be a stimulus for future research to conduct the BIPA learning process with a humanistic approach.

Keywords: BIPA writing skills, humanistic context, writing learning

Abstrak

Pembelajar BIPA terkadang menemukan kesulitan dalam menulis teks. Salah satu alasan utamanya adalah mereka membutuhkan bantuan untuk menemukan konteks yang tepat untuk teks yang harus mereka tulis. Konteks humanistik dapat menjadi jawaban atas permasalahan tersebut untuk meningkatkan keterampilan menulis peserta didik. Konteks ini dapat diterapkan dalam proses pembelajaran menulis BIPA untuk meningkatkan peserta didik untuk mengelaborasi lingkungan sekitar atau topik yang relevan berdasarkan apa yang mereka alami dalam kehidupan. Penelitian ini ditulis untuk mendeskripsikan penggunaan konteks humanistik dalam pembelajaran pembelajar BIPA di Balai Bahasa Universitas Pendidikan Indonesia. Metode yang digunakan adalah metode penelitian deskriptif kualitatif hasil belajar siswa menulis teks menjadi data primer setelah konteks humanistik diperkenalkan di kelas. Hasil penelitian menunjukkan bahwa peserta didik secara signifikan beristirahat dalam mengeksplorasi korelasi antara teks dalam proses pembelajaran dengan konteks humanistik apapun yang mereka alami. Mereka juga memperhatikan hal-hal sederhana dari lingkungan sekitar mereka untuk topik tulisan mereka. Pada akhirnya, mereka dapat menulis teks dengan konten yang kaya akan hal-hal yang mereka ketahui dan terkait dengan genre teks yang mereka pelajari. Hasil penelitian ini dapat menjadi stimulus bagi penelitian selanjutnya untuk melakukan proses pembelajaran BIPA dengan pendekatan humanistik.

Kata kunci: *keterampilan menulis BIPA, konteks humanistik, pembelajaran menulis*

INTRODUCTION

Bahasa Indonesia bagi Penutur Asing (BIPA) is bahasa Indonesia language acquisition for foreign speakers. This program has been applied in formal institutions for more than 20 years. By the end of 2020, there are 355 formal institutions that held BIPA programs for foreign speakers in 41 countries outside Indonesia with more than 72.746

BIPA learners (Badan Bahasa Kemdikbud, 2021). Nowadays, there is a significant increase in BIPA learners due to economical aspects that impact foreign coming to Indonesia for work purposes. BIPA as foreign language learning must adopt foreign language learning approaches. In this context, many BIPA teachers elaborate on foreign language learning approaches in class. Every class of BIPA always has a goal to increase learners' competency in Indonesian language which are listening, speaking, reading, and writing. To fulfill these goals, teachers must be creative and innovative when applying learning strategies.

A humanistic approach is one of the learning approaches that combine the learning process with critical thinking through human capability in exploring life. Humanism is a many-faceted philosophy, congenial to this modern age, yet fully aware of history's lessons and the philosophic tradition's richness. Humanism's task is to organize the chief elements of intellectual truth into a consistent and intelligible whole and to make that synthesis a powerful force and reality in the minds and actions of living persons (Lamont, 1997). The correlation between humanism itself with language learning can be seen in those learning processes.

Teacher and learner discuss their perspective about the material context that can be relied on real-life phenomena. A humanistic approach encourages learners to talk about their attitudes, to think about themselves and others, and thus influence the development of positive interaction in classes (Arifi, 2017). The main goal of this approach in foreign language learning for learners is not only to speak or write in Indonesian language but also can express their perspective through the material context in class. Learners have to elaborate their critical thinking in order to achieve great language acquisition in stating an opinion. Moskowitz (1978) gives several instructions to apply a humanistic approach in foreign language learning, which are;

1. Personal growth
2. The development of human values should be ensured
3. The learners should be engaged emotionally as well as intellectually
4. Behaviors that cause anxiety and stress should be avoided
5. Learners should be actively involved in the learners' process
6. Learners can and should take responsibilities for their own learning

Based on the strategies above, teachers must have to follow the steps of the learning process, starting with building context until reflecting on the result of the discussion at the end of class. Praising the affective factors in humanistic theory, if they are followed properly, they will surely result in successful learning, and its absence in practice will fail any latest theory (Nunan, 1991). On the other hand, following the right steps of learning strategies can build the right atmosphere for learners to focus on the main goal of learning itself.

The purpose of this research is to describe how the implementation of a humanistic approach can increase BIPA learners' writing skills. The result of research conducted by Fedorenko (2018) shows that learning processes with a humanistic approach also give a significant impact on learners' foreign language acquisition. Learners can give feedback on material context through questions, comments, elaborations, and justifications. Akter & Al Mamun (2019) result of the research shows that teachers have to consider the affective factors to achieve through a humanistic approach to language teaching. Based on previous results of studies, the important thing of applying the humanistic approach is increasing learners' skills with their own humanistic sense.

METHOD

This research used a descriptive qualitative method. Bogman & Taylor stated that the qualitative method is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (in Moleong, 2007). Observation is conducted in class to pay close attention to the learner's response during a discussion with the teacher. The data of this research is learners' writing text with a humanistic context. Interpretation data is applied by analyzing learners writing text to find their main statement of context in real life.

RESULT AND DISCUSSION

Teachers in class must have to introduce genre texts in Indonesian language before getting into a discussion about the humanistic context. The success and failure of reaching the target in the learning process depend upon the teacher (Cook, 1996). In this research, the teacher can adapt important elements of the humanistic approach which are reflective,

dialogic, and democratic (Veugelers, 2011). Learning steps that are applied by the researcher in class are stated following below.

Table 1. Learning Steps With a Humanistic Approach

Initial Activity	• Teacher and learner discuss the structure of exposition text in Indonesian language.
Main Activity	• Teacher gives stimulation context using audio/video. • Teacher and learner discuss the main problem stated in the audio/video. • Teacher asks the learners' perspective about the main problem. • Learners speak about their perspective and position (agree/disagree) on the main problem. • Teacher gives a response and discusses the solution to the main problem with the learner. • Teachers allow learners to write another statement of their perspective using the structure of exposition text in Indonesian language.
Closure Activity	• Teachers and learners discuss their findings in a discussion activity about the main problem.

Researchers used these learning steps for BIPA learners' in the upper intermediate level (BIPA 4 & 5). There are 3 BIPA learners in BIPA 4 level and 2 learners in BIPA 5 level. The learning process was conducted in Balai Bahasa Universitas Pendidikan Indonesia as one of the formal institutions that held the BIPA program.

The humanistic context that applied in the main ideas of problems that were discussed in class has significant differences. Real-life problems that researchers choose based on BIPA learners' vocabulary acquisition and their competencies to elaborate the context. Learners were very interested to state their perspectives during the discussion activity. They find any correlation between the main topic and their knowledge or what they have experienced. Teachers also give feedback on their statements and stimulate learners to find solutions together. These solutions can be applied in the future so that learners are ready to face any similar phenomenon in real life. Learners also write their

statements in exposition text. The results of their writing are very impressive. They can explore arguments to strengthen their perspective or solution to the problems. The main topic and arguments they write about problems in the exposition text are stated below.

Table 2. Real-Life Problems and Learners' Statement in Writing Exposition Text

BIPA 4		
Topic	**Learner**	**Learners' Statement**
▪ Social media influences communication with others	Learner 1	▪ Social media makes it easier to communicate with others. On the other hand, there are significant disadvantages if people are not wisely using social media.
▪	Learner 2	▪ The disadvantages of using social media can result in very harmful crimes.
▪	Learner 3	▪ Social media can help us to get information also from internet sources. Hence, there are many hoaxes in internet sources that can lead to misinformation.
▪ Bad service in public service institutions	Learner 1	▪ Bad service caused by public service institutions do not pay attention to their quality services.
▪	Learner 2	▪ Citizens have to supervise public institution services to send a complaint form to the institution.
▪	Learner 3	▪ There is a need for socialization by public service institutions to inform citizens of the proper regulation of their services.
BIPA 5		
Topic	**Learner**	**Learners' Statement**
▪ The impact of using online loans	Learner 1	▪ Online loans can impact the family economy. Parents can neglect their obligation to manage the family economy to pay loans.

	Learner 2	• If needed, online loans can be helpful. We still have to remember there are many disadvantages to taking loans.
• Bribe action to get a job position in a company	Learner 1	• Bribe is one action that will bring many difficulties in the future.
•	Learner 2	• This kind of action can impact the work environment. People who bribe for their position maybe not be capable enough to do their job.

We can see from the table above there are various learners' perspectives stated in their exposition text. They also strengthen their thesis with other arguments. Teachers and learners reflect on their findings to find a solution to the problem. These kinds of real-life problems can imply a humanistic context in the learning process. The other main goals of this humanistic learning are to stimulate the learners' critical thinking and sharpen their language skills in Indonesian language.

The class in a humanistic context should have an interesting context for learners. They can elaborate on critical thinking because they are interested in real-life contexts in material lessons. Teachers have to pay attention to choosing a text to build up in discussion. The teacher behaves as a facilitator while the student is in control of their education (Bentham, 2002). The impact of discussion in class has to find any solutions to problems, good behavior, or new insight to increase learners' understanding. The use of the humanistic approach begins with the thoughts that create an educational experience in today's society, the focus has been shifting from achieving academic goals to self-realization (Javadi & Tahmasbi, 2020). In the end, the success of a humanistic approach in a foreign language can be seen through learners' behavior. We can find how they deal with any real-life problems after learning their context in class.

Learners' personal character will develop during the time of learning. We can't see the results in a very short time. They have to recognize, adapt, and apply any input in the humanistic learning approach step by step. Teachers also get a good impact from this learning approach, the same as what learners get. Humanistic language teaching brings a new view of the language teacher which includes a recognition of the importance of his or

her personal development (Arnold, 1998). The topic or real-life problem selection in the learning process is a realization teacher to find solutions or different perspectives. Teachers have to build their own perspective about the material context so that the discussion activity begins with a problem statement and continues with the teacher's statement.

Humanistic approaches in BIPA learning have a big opportunity to enhance the learner's skill. In this research, BIPA learners have significant improvement in writing because they already build up the context in a discussion activity. Learners do not have hard difficulties stating their thoughts in exposition text. Furthermore, learners also explore new vocabulary from discussion in the learning process. This humanistic approach will enhance many aspects of learners' language skills in Indonesian language.

CONCLUSION

The humanistic approach is related to the discovery of ideas, dialogue between students and teachers, democratic attitudes, and reflective activities in learning. BIPA students will be stimulated to think critically by exploring their thoughts on the contexts of problems that are present in class discussions. BIPA teachers can further explore students' language skills through this learning scheme. The findings of this research are stated below.

1. Learners' responses were very interesting during the discussion activity about real-life problems. They elaborate on any knowledge or experiences and discuss solutions with the teacher.

2. There are various learners' perspectives that can build up solutions to facing real problems in life. Teachers also can get new insights from discussion activities.

3. Learners' writing skills improve because they can write exposition text without any difficulties stating arguments.

This research can be a stimulus for BIPA teachers to explore many learning strategies using a humanistic approach. There is hope that BIPA learning continues to develop by using an approach or learning strategy that makes it easier for learners to master language skills in Indonesian language.

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