

CARL RANSOM ROGERS' THEORY IN PARAGRAPH WRITING CLASS

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Abstract

This paper aims at describing the model of teaching paragraph writing based on *Carl Ransom Rogers'* theory. *Carl Ransom Rogers* is one of the leading figures of humanist learning theory. Based on this theory, the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. The significance of the learner (significant learning) is very influential on the learning process. It occurs when learning is felt relevant to the needs and goals of the students. Related to the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening Character Education (*Penguatan Pendidikan Karakter*), abbreviated as *PPK*, it is necessary to develop the models of teaching and learning of paragraph writing that can integrate the skills of writing and character education. It proved that implementing models of teaching paragraph writing through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model supports the establishment of communication and personal relationships between persons and individuals, groups within the school community. It means that through those models, the learners can acquire the knowledge of writing and character education as well.

Keywords: *Carl Ransom Rogers'* theory, character education, humanist learning theory, paragraph writing skill

Introduction

Writing subject has a very important role in English Language teaching. This course is not only for fostering communication skills but also for transferring science and technology. This ability is an important indicator for the students' success in language learning. Writing activities require the students to be able to express ideas, knowledge, experiences, concepts, and feelings. The ability to write well can have a positive impact on our lives since writing can be an art, but it can also be the task of the artist to create the masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be fictional nor can any lives be influenced (Currier, 2008). Further it is stated by Alexander (2008), that strong writing skills may enhance the students' chances for success. In line with Alexander, Suleiman in Hosseini, et.al (2013) asserts that "writing is a central element of

language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.". Examining this multidimensional nature of the writing process helps in comprehending of writing fundamentals. Hand et al. in Hosseini (2013) states that: "You can have the greatest technical skills in the world, but without solid communication skills, who will know and who can understand?" This raises a concern about the progression of ESL instructions from oral conversations to written prose.

Discussing the importance of writing in language teaching, it cannot be separated from the model of teaching writing itself. Along with the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening the Character Education, it is necessary to develop the models of teaching and learning

of paragraph writing that can integrate the skills of writing and character education. Strengthening Character Education Program (*Penguatan Pendidikan Karakter*), abbreviated as *PPK*, is the education movement under the responsibility of the educational unit to strengthen the character of learners through harmonization of the heart, taste, thought, and sport with the involvement and cooperation between educational unit, family, and society as part of the National Movement of the Mental Revolution (*Gerakan Nasional Revolusi Mental/ GNRM*). The regulation states that *PPK* is implemented by applying *Pancasila* values in character education, especially among religious values, honesty, tolerance, discipline, hard work, independent creativity, democracy, curiosity, spirit of nationality, love of the country, respect for achievement, communicative, peaceful, reading, caring, caring, and responsible. The Implementation of *PPK* in the Education Unit of the Formal Education can be integrated in the intracurricular activities; Cocurricular; and Extracurricular. Based on the above statements, this study aims at describing the teaching model of paragraph writing based on *Carl Ransom Rogers' Humanistic Theory*.

Discussion

1. The Humanistic Learning Theory of Carl Ransom Rogers

Humanistic psychology or also called human psychology is a multifaceted approach to human experience and behavior, which focuses on the uniqueness and self-actualization of human beings. For some humanistic psychologists, it is an alternative, whereas for some other humanistic psychologists it is complementary to the traditional emphasis of behaviorism and psychoanalysis. Humanistic psychology also contributes to an alternative education known as humanistic education (the whole humanistic through real learning). The development of emotional, social, mental, and career skills in a career focuses on the

humanistic education model (Rachmahana, 2008)

Related to the theory of humanism, Carl Ransom Rogers is one of the leading figures of humanist learning theory. Rogers is an American psychologist and educational expert who was born on January 8, 1902 in Oak Park, Illinois, Chicago. Rogers says "when I trust students ... I change from a teacher and evaluator to a facilitator in the learning process". According to Rogers the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. Rogers also said that the significance of the learner (significant learning) is very influential on the learning process. Significant learning occurs when learning is felt relevant to the needs and goals of the students. Furthermore Rogers said that every human being has the potential to learn naturally. Thus the learning process must be student oriented (student centered) because the learning process occurs abstractly and can only be observed if there are changes in behavior different from the previous one.

2. Teaching and Learning Model

Teaching or learning is a process that happens to know something new about knowledge. Teachers (lecturers) and students (students) are two important components that interact in the learning process. Teachers (lecturers) should be able to facilitate students to learn. Teaching / learning is the organizing and management of good classroom conditions between teachers (lecturers) and students with each other interact so that the acquisition of new knowledge for students who are the center of the activity. To facilitate the students to be required is the existence of a model of learning. Discussing the learning model, Joyce and Weil (2000) state that the learning model is the patterns or planning of a curriculum to select the learning materials, and guide the activities of the teacher (lecturer) in the learning process. In addition,

Singh and Sansanwal (1991) state that the learning model consists of guidelines for designing activities and the educational environment. Further they state that the characteristics of the learning model are:

- a. the existence of clear and specific learning objectives
- b. the existence of a specific environment
- c. the existence of clear assessment criteria
- d. the existence of specific and scientific procedures

Further, it is stated that a learning model should have six indicators, namely:

- a. Focus

Learning objectives and environmental aspects that make up the model

- b. Syntax

The sequence steps of the model / program

- c. Reaction principle

This is related to how teachers recognize and respond to student activities.

- d. Social System

It deals with the role of interaction and the relationship between lecturers and students, the type of rules for students.

- e. Support System

Additional support that demands and facilities that are usually in the classroom.

- f. Application Context

The application of a learning model needs to be tailored to the context of its purpose.

Based on these criteria, the development of paragraph writing teaching and learning model based on humanistic learning theory of *Carl Ransom Rogers* refers to the theory of Joyce and Weil (2000) as well as the humanistic learning theory of Carl Ransom Rogers.

3. The Model of Teaching Paragraph Writing based on Carl Ransom Roger

Greenberg and Rath (1985, p. 12) claim that writing is a powerful instrument of

thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on environment. Students are often unaware of the power of the written word, yet the written word enables the writer, perhaps for the first time, to sense the power of language to affect other. Through using, selecting and rejecting and rearranging language, the student comes to understand how language is used.

Since writing is a powerful instrument of thinking, it needs a certain model of teaching that can be able to integrate the knowledge of writing and values. Dealing with this, developing a model of teaching writing is needed. *Carl Ransom Rogers*' theory is used in developing this model. Based *Carl Ransom Rogers*' theory, the learning process is to help learners to be able to achieve their self-realization in accordance with the basic skills and uniqueness of the learners. The significance of the learner (significant learning) is very influential on the learning process. It occurs when learning is felt relevant to the needs and goals of the students. Based on Rogers' theory, there are some principles of learning. They are: a) the desire to learn, b) significant learning, c) learning without threat, d) self-initiated learning, and e) learning and change (Djiwandono, 2006).

Dealing with Rogers' theory in its implementation, the teaching-learning process must be open education, cooperative learning, autonomous learning and student-centered learning (Rumini, 1993).

Discussing this model, it cannot be separated from lecturer's/teacher's emotion during the teaching-learning process in the classroom. How the teacher manages the teaching-learning process in the classroom plays a great role in the successful learning. Based on *Carl Ransom Rogers*' theory, the writer proposes six models of teaching paragraph writing. They are as follows.

a. Question and Answer Model

Question and answer model is a model of teaching paragraph writing in which the teacher (lecturer) can help the students in comprehending the material by asking them some questions. In addition to that, the students also have rights to ask some questions to the teacher or lecturer if they felt that they did not understand of certain materials. This model can be implemented in teaching paragraph writing in order the students understand the learning material.

b. Humanistic Model

This model emphasizes the cooperation between students and teacher or lecturer. This model places the students as a whole. In this model, the students have chances to express their feeling, criticize and contribution for the better teaching-learning process. This model can be implemented in teaching paragraph writing by giving the students chances to give some inputs or contribution for improvement of the teaching-learning process. Arnold (1998) in Khatib (2013) views that the humanistic education places much emphasis on creating a moral climate in the group. Davis cites that such an approach is based on Habermas (1984, 1990) who has made important contributions regarding the place of values in discourse procedures. Arnold advocates an approach similar to Habermas 'ideal speech situation' where participants are free from coercion and deception can weigh evidence objectively, are open to other perspectives, and can reflect critically on their own assumptions.

c. Creative Problem Solving Model

Shoimin (2014), reveals that Creative Problem Solving (CPS) learning model is a model of variation in learning by solving problems through systematic techniques in organizing ideas and creative ideas to solve problems, followed by strengthening of skills. Creative Problem

Solving (CPS) learning model begins with systematic techniques, in the form of presentation of a problem by expressing ideas and creative mindset organized or systematic. After that based on ideas that appear, it is selected the right idea to solve the problem. The next step is the idea applied to solve the problem.

d. Demonstration Model

Demonstration is a very effective teaching model of teaching and learning because it helps the students to find answers by own effort based on correct facts. Demonstration is a teaching method that shows how the process of something happening. The demonstration method is methods that involve students in learning to demonstrate directly the process of something into learning materials. It can make the teaching clear and concrete, because the students can observe the objects to be demonstrated, then students can practice directly from what has been observed using the steps. It is in line with Towns & Grant (1997) that that state in order to develop significant learning, students must process information actively. Cooperative learning activities can create an environment in which students actively pursue their tasks by sharing insights, ideas and representations, providing feedback, and by teaching each other. The latter is also very consistent with studies that show that demonstrations in science encourage generalization because they promote active involvement by students and also enhance students' attention level. It may also be beneficial to include elements of cooperative learning in demonstration lessons, in order to improve students' understanding of what is taught (Eilks, Prins & Lazarowitz, 2013).

e. Discussion Model

Discussion is a process of exchanging information, opinions and experience. In the discussion, there is always a debate. In this method, it needs to have moderators, notaries and some participants. Dealing with the discussion model, Zarkasih (2009) states that

the benefits that can be obtained in the implementation of the discussion, are as follows:

- i. getting certainty whether he has understood or considered the thing he has learned correctly.
- ii. creating and developing attitude as well deeds of democratic students.
- iii. absorbing more what has been learned and what he hears through the opinions of his friends.
- iv. learning together or discussing in mastering the material learned better.
- v. growing the students' attitude and critical thinking.
- vi. having the ability to express opinions in a language that is good and right.
- vii. cultivating a sense of cooperation, tolerance and social sense.

f. Grouping Model

As a basic language skill for second language learners, Writing needs to be paid close attention to. How to achieve better results in English teaching and how to develop students' writing competence remain a great task for English teacher (lecrurer). Grouping model is one of the models that can be applied in teaching writing. The benefits of grouping model are as follows. Increasing the students' motivation to learn.

- i. Fostering a person's learning motivation.
- ii. Solving the problem learned easier, because it involves the minds of two or many people.
- iii. Developing better communication skills.
- iv. Helping someone develop special skills for collaborative efforts, which enable one to tackle a more complex problem than they can themselves.
- v. Improving understanding through discussion and explanation.
- vi. Giving and receiving feedback.
- vii. Learning to plan and managing the time

Dealing with grouping model, Li li, Luo and Chen (2015) state that how to group the students is an important issue that greatly influences the effectiveness of teaching and learning. Only when students are divided

into appropriate groups, can they cooperate and help each other in the learning process. On the contrary, the inappropriate group will reduce the expected effectiveness of these methods.

Based on the above description, it can be inferred that the above models are parts of humanistic learning model since those models teach the students to have a deep and unselfish sense of humanity. Through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model, they emphasize that education first and foremost is how to establish communication and personal relationships between persons and individuals, groups within the school community. It in line with Arbayah's statement (2013) who states that according to humanistic theory, the purpose of learning is to humanize humans. Learning process is considered successful if the students understand their environment and themselves. Humanistic education emphasizes meaning personal of the child's existence. Learners are free to determine the purpose of education according to the needs and interest. The above models of teaching and learning of paragraph writing support the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 on Strengthening the Character Education, on *Penguatan Pendidikan Karakter*), abbreviated as *PPK*.

Conclusion

Based on the above description on Carl Ransom Rogers' Theory in Paragraph Writing Class, it proved that implementing models of teaching and learning paragraph writing through Question and Answer, Humanistic, Creative Problem Solving, Demonstration, Discussion, and Grouping Model supports the enactment of the President of the Republic of Indonesia number 87 of 2017 on September 6, 2017 dealing with Strengthening the Character Education, on *Penguatan Pendidikan Karakter*), abbreviated as *PPK*. Through

these models, the learners can acquire both knowledge of writing and character education since education first and foremost is how to establish communication and personal relationships between persons and individuals, groups within the school community.

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