QUESTIONING CYCLE MODEL IN ENGLISH LEARNING: THE COLLABORATION OF HUMANISM AND CONSTRUCTIVISM APPROACH AT STATE PRIMARY SCHOOLS IN PALEMBANG

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Abstract: This developmental research was aimed to design, try-out, and revise the effectiveness of model in English learning in elementary school. The method in this research was Research and Development (R & D). This research began with the development of learning material, learning process, and instrument evaluation that would be tested limitedly in three elementary schools and 6 teachers and would be tested widely in 15 elementary schools and 30 teachers through questionnaire, observation, interview, and result analysis. The improvement of the final product of *questioning cycle* model in English learning that collaborated humanism and constructivism approach was based on the feedback in the field trial. The special target that wanted to be achieved in this research was to create an interesting model in English learning for students and learning textbook-centered to make English teaching and learning process easy and fun for primary school pupils. Besides, the model could contribute to scientific publication.

Key words: *questioning cycle model, English learning, humanism approach, constructivism approach*

English is one of complimentary subjects in elementary school. Based on the Government Policy Number 060/U1993 on 1994 explains that the curriculum in elementary school level include some complimentary subjects can be programmed based on the need and condition of school. As a complimentary subject, English is not forced and required to teach in basic level in Indonesia. This is caused by the chalenges that must be faced when a foreign language will be adopted by school, mainly the constraints related to the teacher like: Does he/she follow a training for teaching English for young learners? Is there instruction book of teaching that can facilitate to face the pupils? What kind of approach that can be applied?

The main purpose of teaching English in Elementary School is to introduce the foreign language to the children and try to make the process of learning fun. In other words, the process must be creative and innovative. In the implementation, learning process should be based on the learning orientation. It deals with Marshall (1987, p.8) who states that learning orientation of teacher hopes the students to learn because the purpose of learning is to make them fun.

The observation in the previous study found that teachers in some public elementary schools in Palembang adopted teacher-centered method and applied behaviorism approach and used worksheet (LKS) which are difficult for learners. In fact, fun learning is seldom applied because learning orientation adopt

working orientation, learners work with their worksheets. It creates the learners know what language is, but not how to use it. It means that communicative language learning doesn't work. That's why, to reach the goal, the researchers will investigate the way of collaborating humanism and constructivism approach by Questioning Cycle model to create English learning in elementary school oriented to the students and to produce the easy instruction book (module) for teaching.

Many studies about learning English in elementary school level have been done. A research about the development and challenges in learning English has been done by Wong (2007) in Singapore, it concludes that reading in English is very important for pupils, but teachers do not only direct them to read but they have to read critically. Another investigation, focusing on the improvement of English learning in basic level, observed in Vietnam and Filiphine by using appropriate instruction strategy, learners can understand and use English (Loc, 2007; Hermosa, 2007). Besides, Shin (2006) use ten innovative ideas in learning English for beginners. Furthermore, students of S1 and S2 attempt to use many techniques in learning English at elementary school, but the research about the collaboration of two approaches in learning process was never investigated before. The previous study just used one approach as behaviorism, humanism, snd constructivism.

This research aimed to design, to try out, to evaluate and to revise the model of learning English by collaboration of humanism approach and constructivism approach in elementary school of Palembang. This learning model includes the learning activities (syntax), social system, principal of reaction, support system, and instructional and nurturant effect. The implementation of this learning model is described according to the learning components as follow: (1) teacher's and students' activity, (2) learning material, (3) learning method, (4) and learning evaluation. Specifically, this

reasearch has purpose to: (1) design the model of learning English, (2) to improve the teachers' ability in teaching English, (3) analyze and explain the effectiveness of the model, and (4) to try out the appropriate games and songs.

THE MODEL OF ENGLISH LEARNING

The model of teaching is an instructional design which can facilitate the students in getting information, ideas, skills, norms and the way of thinking and to motivate them by applying the integrated component strategy series. The model is the process of learning English by collaboration of the humanism approach and constructivism approach to improve the teacher's ability in teaching and the students' ability in knowing English. The model is based on the three main reviews, namely material, structure and function.

According to Joyce, Weil, and Calhoun (2000, p.135), all the teaching models include these elements: (1) syntax, (2) social system, (3) principal of reaction, (4) support system, and (5) instructional and nurturant effect. The first element refers to the details or stages the model's activity so the phases are identified clearly. Then the social system signs the relation between students and teacher, including the norms or principal which should be adopted and developed to the implementation of the model. Principal reaction as the third element means the teacher's attitude and behavior to respond to how the students process the information used in accordance with the questions made by the teacher. The important duty for teacher in this phase is to apprehend the students' readiness in getting new information and new mental activity to understand and to apply. The fourth element for the teaching model is support system, it means the elements are in support of teaching system in the implementation. Teacher helps students in processing the data. The last element puts forth the concept in instructional effect and the logical thinking, the mental effect

in examining and caring to the science in the nurturant effect.

APPROACHES OF ENGLISH LEARNING

Nowdays, many teachers and learners of elementary schools level in Asia are carrying out the process of learning English in class. They need some effective approaches to learn English. So far, theory and research which support to learn English in elementary school are not many yet. English, as a foreign language in Indonesia, has been complementary subject in basic level.

Although it is still a foreign language, English has been a language consumed by all the people. Governement has issued the law of Indonesia Republic Number 2 on year 1989 about National Education System followed by the government rule number 28 on year 1990, which mention about the development of human resources.

At the beginning, elementary school can add the subjects in its curriculum (the policy of education and culture department, Republic of Indonesia number 0487/14/1992 Chapter VIII), but a year later government by the decree of Education and Culture Department number 060/U/1993 date 25 of February 1993 states that elementary school can give English material early as a complimentary subject and can be started at grade 4 of elementary school.

Paul (2007) observes that English learning oriented to the teacher even in practice it oriented to the learners. At the beginning, a teacher attempts to create fun and relax class in order to make learners comfortable to speak, but it is usually changed into controlled class. Teacher may encourage the learners to make mistake in speaking, but then they are rated based on the objective test using multiple choice and/or true or false.

According to Sosiowati (2008) learners can study hard and happily if the teacher can harmonize the way of teaching and the way of learning for learners. He cited suggestion from Davidoff and Berg (1990) that teacher should know the way of students' learning, namely: 1) student can learn better and fast if the method of teaching is adapted by the way of students' learning, 2) if learning is in a good process, students' confidence will raise, and 3) if students were bored, the method can divert the students' attention on lesson. They conclude as:

> ...teaching young learners is a challenge considering that this group has unique characteristics and since the teacher is teaching in the critical level, the teacher must keep improving herself to be able to provide good and correct language input to be used as the starting point of learning English by the young learners she is dealing with. This challenge should actually make the teacher enthusiatic in doing her job and to be successful, she has to be patient because she is dealing with those who cannot yet speak English; if they already speak good language, they would not be in you're her class and she would be unemployed; creative in matching the teaching and learning styles, positive because the students will adapt her attitude toward learning ESL and EFL, relax because they are just children, and innovative because she is dealing with curious young people who are very eager to learn something new. She should not damage the motivation because it can affect their future performance.

It indicates that learners in elementary school age have unique character, big curiosity, and good immitator. Teacher must improve and innovate the knowledge and skill of English well and correctly, use innovative, creative, and fun learning to fulfill the learners' characters, and also build up their motivation to get the better future.

Next, in the process of learning, there are three approaches used like behaviorism, humanism and constructivism. Behaviorism approach focuses on the teacher. Teacher controls learners' attitude and learning process. Teacher also has only one subject. He/she

only teaches the structure of a sentence by repetition practices and try to avoid the learners to make mistakes. Meanwhile, humanism and constructivism approach focuses on the learners but even they are independent. Humanism emphasizes the importance of learners' mind and feeling in order to facilitate them to reach their potency by interacting to develop some skills related to humanism.

Contructivism approach focuses on the learners individually. Students are active explorers and learners. Dealing with this, Scholnik, Kol, and Abarbanel (2006, p.12) state that learning is a process that involved active acquisition, not passive one. Based on both approaches oriented to the students, the researchers collaborate both of them to make effective and fun English learning for learners.

QUESTIONING CYCLE MODEL

Questioning Cycle Model is pioneered by David Paul. It is one of the teaching models which may make learners active and fun in learning English. It is expanded from his observation from a child who observed software in a computer store and paid attention to the problem seriously when he used the device.

He wanted to solve the problem by himself. He did many things to face the risk by positive thinking. Initially, he asked his parent to help, then he tried to solve his problem by himself. He learned, made a mistake in operating the software and learned from the mistake. He still played with the sophisticated media and tried to solve the problem until he succeeded. He noticed the patterns and the work principle of the device step by step. The result of Paul's observation (2007) is illustrated as this following cycles.
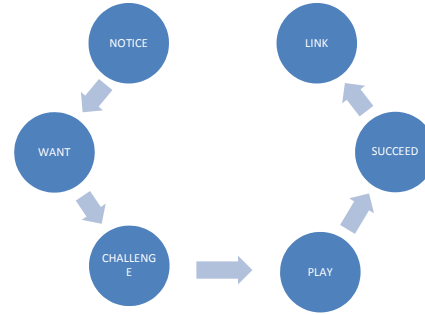

Figure 1: Questioning Cycle

In the first cycle, learners observe the new words and new patterns while they are playing. Teacher should not teach them, just facilitate them with the words and patterns of the lesson in their activities. Teacher should let the learners to observe them and to include them in a game. Then if the learners have enjoyed the activity, they would find the meaning and the pattern given by the teacher. The third cycle, if the words or the patterns have been known by the students and they know the technique to find the meaning of the words, they will keep trying. The next cycle, learners can do many things, trying the new words and the patterns, making mistakes in "learning", finding the examples from the pattern of new sentence and using it to express their feeling. In the *succeed* cycle, learners will succeed to understand and to use the word and make a simple sentence, if the target language is in the phase of students' achievement. In the last cycle learners enter to the internalisation stage, where they do the activity combined with the target of what they learn and that the language syllabus used by the teacher is suitable with their needs. They also have built mental model to interpret English.

GAMES AND SONGS IN CHILD-CENTERED LEARNING

Learners can comprehend what the teacher said even before they understand the words, intonation, gesture, mimic, and teacher's attitude. In other words, they can interpret what the teacher meant.

By comprehending non verbal language, learners start to understand the language. Halliwell (2004, p.3) states: "Young Children do not come to the language classroom empty handed. Instead, they have already been well-established with set of instincts, skills and characteristics which help them learn another language". This statement supports the reality that learners in class have been ready to interpret the meaning without understanding the words literally, have skills in using language limitedly but creative, feel happy to find and create fun activity, and be ready to imagine and speak.

Next, pupils love game and song. Teacher needs to keep watching and focus on the learning so the learners are not lulled to play with English (Paul, 2007, p.50). In fact, games and songs are always given by teacher to love English. But they have to be managed wisely in process of learning. Both learning media are very useful to grow their desire in learning English. It supports statement from Griva (2007, p.26) that context of teaching is learning not acquiring.

Games and songs seem as effective media for students to learn. Those learning media are varied and easy to find. Paul in his book entitled Teaching English to Children in ASIA provides 100 games and some songs (2007, p.182). By this research, the writers also wanted to observe and to find solution about the appropriate time to do games and what kind of game that is suitable for students in Indonesia. Besides, Questioning Cycle model by the collaboration of humanism and constructivism approach can be developed..

METHODOLOGY

This research used Research and Development (R & D) method form Gall, Gall, and Borg (2003). According to Sukmadinata (2007, p.164), R & D is a good method to improve practice." There are three steps in this research. They are; 1) literature study and field study where the result was made as the basis in designing development of model, 2) model development was tested in limited try-out and wider try-out in repeated cycles was done to improve the model, and 3) validate model to identify the effectiveness of model as a product of development by using experimental design.

The subjects in this research were teachers and the forth grade students in the public elementary school in Palembang. In the first year of this research, the researchers would try-out the model and train teachers to teach English at elementary school.

Techniques used to collect the data were test, questionnaire, and learning model. Test was used to get information about learning result. Meanwhile, questionnaire was used to collect information about the quality of learning process. The last technique was learning model. This model was constructed by three important aspects in developing model; 1) model orientation, 2) learning model, and 3) model application.

RESULTS AND DISCUSSION

There are three steps in this research. They are literature study and field study, model development, and model validation. Based on the result of literature study and field study, it was found that the new things gave the advantages for model development. Besides, learning model, learning material and instrument evaluation was also developed and tried-out. Literature review gave the accurate data to design and try it out. This is the result of field study in form of the application of questioning cycle model.

In the first activity, the researchers (teachers) taught vocabulary in English related to things in the classroom, such as chair, table, whiteboard, clock, cupboard, bag, pen, book, eraser, etc. Media used in this research were flash cards.

Noticing
In this activity, students learned new words in English by involving them to learn by themselves, they were not taught

to translate the words into Bahasa Indonesia. There were some words that were already known by the students, but it is not complete. In this case, teacher explained in the language that could be understood by the students. Then, teachers chose the card randomly, and the students started thinking, huh? What's that?

Wanting

Children enjoyed this activity very much and they wanted to know what words they got in the cards. Then, they had to put the cards near the things based on what was written in the cards. (Based on the instruction of the teacher). For example; they got the word *frame,* the children brought the card next to the frame.

Challenging

When the children did not understand the words given, they asked to the teacher: What's this in English, ma'am? Even when the teacher asked them to write 10 words that were just learnt, there was a child who wrote the words incorrectly. He felt challenging to find the correct spelling then he revised it by himself.

Playing/Experimenting

Many activities could be done by the children while they were playing. They had an experiment by trying to match the words with the pictures. If it was incorrect they would try it again until they felt satisfied because they had found the words.

Succeeding

After they succeeded to find the words, wrote the words in correct spelling, and pronounced it correctly, the children could use the words in the simple sentences, for example; *this is a pencil*.

Linking

Teacher matched learning goal that was written in the lesson plan, and did teaching and learning activity in the classroom by involving the children actively. As feedback, teacher asked children to repeat words learnt after teacher pointed the things. After that,

children could correlate the words with other things in their house or in their environment. Then, the children could make a prediction about what would be leant.

Based on the limited try-out, the researchers could identify which part of questioning cycle that was not really maximal in the learning process. Here, the researchers found that the children still found difficulty in experimental cycle, they tried to play and often made a mistake, and they learned from the mistakes. Besides, linking cycle as the last step was also less understood by the children. Therefore, the researchers and team discussed about the result of try-out and agreed to revise it. After the discussion, it was found that every cycle in this model was had the same importance, so it needed to be developed. Because the team of the researchers agreed to activate the children through this model, the weakness found in limited try-out process was developed. The researchers believed that the enthusiastic of the children at the beginning which was high enough could be better if every cycle applied well and optimally. Here the role of the teacher would be shown dominantly.

The researchers realized that the first cycle, noticing, was done less maximally. The researchers did not give enough opportunity to the children to think about the things being observed. The effect was there were two cycles that made children less active and did not know what would be done in experimental and linking cycle. Experimental and linking cycle must be developed by spreading the other pattern of language target.

In the second activity in the field trial, almost the same like the first activity, the researchers focused on teaching about fruits in English. The children were asked to match the words with the pictures. For development, the teacher could apply teaching technique with a song, such as the song with the

title "Papaya dari Pasar Minggu" which was translated into English.

Papaya, mango, banana, guava
They are sold in Pasar Minggu
Then the price is not so fixed
Twenty five cents could be ideal price
Papaya, orange, rambutan, duren, duku and
also the other fruits
Come on all my friends let us buy any fruit
that you really like to have and eat ....

In this field trial, the researchers combined humanism and constructivism approach to see the potential effect in learning English by using questioning cycle. The potential effect was shown from the quality of learning result, attitude and motivation of the children done in cycle in form of classroom action with the significant result from the first cycle to the second cycle. The second cycle, the students were given pretest. The average score of the students in the pretest was 55,30, 60 % from the total of the students. In the second meeting in the second cycle, the students were given posttest which was 78,25 of average score.

CONCLUSION

Based on the result of limited try-out and field trial, it could be concluded that Questioning Cycle Model could activate the students because this model collaborated humanism and constructivism approach.

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