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ENGLISH PEDAGOGY THROUGH HOLISTIC APPROACH FOR EFL STUDENTS' ENGAGEMENT IN INDONESIA

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Abstract

Holistic approach has been considered as the approach in teaching and learning process. The purpose of this study was to investigate an English pedagogy using holistic approach for Indonesian students. The study also aimed at exploring students' engagement when learning English. Importantly, engaging students is really needed for Indonesian students as English Foreign Language (EFL) learners in order to build up their motivation to learn English. Moreover, as the conceptual paper, this study used the description procedure in exploring and enriching the development of the explanation of this paper. This paper investigated how much the use of holistic approach helped Indonesian EFL students explore their engagement. The description explained that EFL students intend to have this kind approach to be engaged by their teacher. Further, this framework also may have pedagogical implications for the fields of teachers and students feedback, the study ended with some recommendation to assist and direct the future research.

Keywords

English Pedagogy, Holistic Approach, ESL Students' Engagement, Conceptual Study

1. Introduction

When discussing the language teaching, it always talks about the term as L1 (first language, mother tongue, or native language), L2 (second language, non-native language, or foreign language), language learning, and even the language acquisition. To begin with the explanation of those terms, they would be always as the set of language pedagogy. English for example, this is as the L1 of the native speaker such American, but for the country which is not English as the L1, it may be learned as the second language or foreign language.

Indonesia is a country which has been provided a curriculum of English as a foreign language. That curriculum would have been constructed to gain the language teaching purpose. It is actually believed the concepts of language learning are expected to have the development all aspects of language teaching goals. Importantly, language learning and teaching do not only cover the learning of skills such as speaking, writing, reading, and listening, but they should include the learning to learn, learning to think, to have the interest, social values and roles, the attitudes, and the changes of personality. Therefore, that concept brings to go far beyond learning purpose. Further, Markle and Robbins(2013) have been showing the concept of predicting the students' achievement in learning not only for the final scores but also for the whole of the students' aspect such academic skills, commitment, self-management, and social support. Regarding to this learning purpose, Indonesian students as EFL students may have different characteristic in learning English as the foreign language. They may have different skill to achieve the learning purpose. For example, when a student can master well speaking skill, the other may not. Similarly, when some students are interested to learn how to be good students in English, they do not want to engage themselves to be as the same as with their other friends.

Further, that case above will be a necessary need for teacher to be more creative and collaborative with other teachers to have an alternative way to overcome it. Happily, the holistic approach arises to develop the language pedagogy and language learning. The holistic approach in learning, it designs the four outcomes in learning, the following are: course is designed and planned, discipline would always be taught and supported, and students' learning achievement is assessed, and make the contribution to the maintenance

of the students' support system (Patel, 2003). It also supported the other aspects such as the personal, and the professional development. These two aspects actually will not go far from the relationship between teachers and students with all levels in order to pursue the whole education's achievement (Hare, J., 2010). In addition, the holistic approach which takes a place as in a modern high education is discussed the students interest and given the contribution of developing the students critical thinking. Related to the latest curriculum in Indonesia, 2013 curriculum is aimed to implement the new ways of teaching and learning process on ELT. This curriculum would have been implemented in order to engage students in learning English whereas teachers will be the facilitator rather than being controlled the whole classroom from the beginning until the end of the classroom. In other words, the learning should gear the concept of student-centered classroom. Not only that, teachers should also have various teaching strategies in order to engage the students as the student-centered. Zohud, N.W. (2015) presented that most of teachers do agree that different strategies affect the students' learning and they should use strategies that suit the students' level. Moreover, Brown, H.D. (2015) emphasized that learner-centered instruction includes the techniques that focus on the learners' needs, styles, and goals. Also, give some control to the students, for example: group work or strategy training). Regarding to this point, the holistic approach could be arisen to support the concept of 2013 curriculum in order to engage students' motivation in learning English. Thus, this paper is going to explore more about the English pedagogy through the holistic approach for Indonesian students' engagement as the English Foreign Students (EFL). Queensland, D.M (2007) emphasized that the holistic approach would have covered the curriculum design, the goal analysis of the whole person/community, literacy, numeracy, and any local language which should be contextualized and embedded.

Moreover, to be more detailed explanation, the next section describes the English pedagogy and the holistic approach itself discussed in section 2. Then, in section 3, there will be a description of English foreign language students' engagement. English learning and teaching in Indonesia are discussed in section 4. The action of the holistic approach and the students' engagement are addressed in section 5 and 6. The broader discussion on the relevance approach in English pedagogy for students' engagement is developed in section 7 before offering the conclusion and suggestion in the final section.

2. English Pedagogy and The Holistic Approach

English is in Indonesia today one of symbols of people's achievement in education whether in the national or international level. Importantly, English skill will be most required to face MEA (Masyarakat Ekonomi ASEAN). Regarding to this case, Iskandar (2016) argued that there are three reasons why English is an important skill for Indonesian especially for preparing Indonesian' future in order to be prepared well in having the relationship among ASEAN countries. First, English is the media for getting the knowledge. By having a good skill in English, people will know many things in different subjects. Second, English would be an alternative way to have the good job. This is because there are many companies who seek people who are able to master in English. It can be proved by providing the English test scores such as TOEL or IELTS. Third, English can be used to promote the local products from Indonesia. For example, a farmer can have the chance to go International level when he can speak English to promote the agriculture products. Those reasons have been considered among sixty English teachers from different faculty which is held on February 2016 at Unsyiah (Universitas Syiah Kuala). By considering this purpose, English pedagogy needs to be upgraded in order to gain the language teaching goals. Thus, it should be combined all aspects of language teaching learning that can be provided by holistic approach. The following explanation about English pedagogy and holistic approach will be discussed the step.

English Pedagogy

Kukulka-Hulme, Norris, and Donohue (2015) emphasized a pedagogical framework. They believed that making the learning relevant to the learners' lives and language needs has always aimed by English language teachers. Thus, they proposed the pedagogical framework covered teacher wisdom, device features, learner mobility, and language dynamics.

Teacher Wisdom

This aspect highlights the teachers' experience, teachers' strategies, personal role, and effective task designs. Westbrook, D.J, Durrani, D.N., et al.(2013) assumed that if teachers have not seen or experienced the different way of teaching, they can be expected that they would face the difficult way to put themselves in the classroom. Therefore, teachers training could be applied in order to get *teacher wisdom*.

Device features

This may include the all devices which can be used in English language teaching. For example, multimedia devices, textbooks, or any other supporting features in ELT. Regarding to the development of ELT, Susanti, A. (2014) emphasized that one of some teaching device features that can be used is internet. She argued that most of respondents on her research were familiar with the use of internet in order to develop their (teachers) professional and for their teaching needs.

Learner mobility

Learner mobility take account of places and times when pupils can learn, context and cultures they occupy, and learners' goals which motivate pupils to keep on learning.

Language dynamics

Language can be said that it is dynamic which responds to diversity of communication channels and involving the language use.

Regarding to the pedagogical framework above, here are several connecting concepts related to that pedagogical framework.

- ***Outcomes***

The outcome investigates the activity on ELT which can lead to improve the language proficiency and other outcomes. Teacher wisdom takes places to provide the 'design' of outcomes while the dynamic nature of language may arise to get the possible outcomes.

- ***Inquiry***

All the devices of features used in ELT are not only tools for teaching learning but they should be the other alternative instruments for supporting teaching and learning process. Using the computer, for example,. Computer does not only provide how it helps whether teachers or students in teaching and learning. It may use for capture or share language data. Besides, that computer can be used for having the internet, so that there will be various ways to do in learning. Reading online books, for example. Internet is actually cannot be separated from human social life because it has many impacts on society and education (Chou, 2015). Related to the ELT, therefore, inquiry may be defined about how the activity relate to ever changing context of language use.

- ***Rehearsal***

This stage requires the activity which can make the most resources to enable more practice. It is because the classroom environment helps students practice their target language in order to prepare for target language communication and get helpful personal feedback.

- *Reflection*

In the reflection stage, teachers are able to deploy their teaching experiences. It may from their strategies to let them to know that those strategies will work with their pupils. Besides, teachers have to control the learning process and give feedback for their students. Further, Kolb, A.Y and Kolb, D.A (2008) argued that the teaching and learning process should indicate the relationship between the concrete experiences and abstract concept. So that, by knowing these concepts, teachers can have the feedback as the basis for their observation and reflections. Therefore, they could be the models for their learners who can correct the language forms, for example.

The Holistic Approach

The holistic approach covers four outcomes based on the Institute of Learning and Teaching (ILT). Those four outcomes are design and plan a course, teach and support learning in the discipline, assess students' learning achievements, and contribute to the maintenance of student support system (Patel, 2003). These outcomes cover other aspects such as personal and professional development and the development of a community of the knowledge. Further, Patel (1994) argued that the holistic teacher is a learner too. It is because the knowledge has to be discovered by the holistic teacher. Moreover, the holistic approach shows five aspects of learning and teaching interaction (Patel, 2003). The aspects are: knowledge – self – personal and professional development – discipline – learning and teaching.



Figure 1: *The concept of holistic approach on students' development*

- ***Knowledge***

This aspect aims to provide the value of the learners' learning and their lives. It can be how to make students gain the knowledge and how they achieve the top grades. Therefore, the holistic teacher needs to make learners into inquiring, questioning, as well as scholarly.

- ***Self***

The self as the foundation of the critical learner and the needs of the self were recognized by the holistic approach.

- ***Personal and professional development***

The discipline of the holistic learners will contribute to their professional development. While the holistic teachers' needs to provide the appropriate lesson to the learners' personal and professional. Moreover, the holistic approach also will be the innovative approach to establish the holistic understanding of the socio-ecological system (Bisley, Kang H., et al., 2009). By seeing this concept, it would be the way to develop someone's personality and his/her professional.

- ***Discipline***

To be a critical learner, the discipline knowledge will be the foundation of it. The holistic teachers are expected to teach the discipline confidently to their students. Consequently, if the holistic teacher has a weak knowledge of the discipline, it will de-motivate students, while a knowledgeable one with arrogance and lack of patience will constantly alienate students.

- ***Learning and teaching***

A method of interaction between a teacher and learners will be the basis of the learning and teaching situation. This is may be wider than the teaching aids using in the classroom or outside the classroom because a method of interaction will purpose the teaching goals. One example of the methods is holistic approach. This method was believed to develop learners to be critical, confident, and independent ones. Thus, it will help the learners to expand their potential in language particularly English and to be critical ones when they understand the situation. Priyanto (2009) clearly stated that when learners understand the context of the situation, they will be able to identify the reason why they should use the language. Moreover, the aim of this method has led to the improvements in pedagogy.

3. English Language Teaching (ELT) in Indonesia

A variety of the changes of curriculum over the past decade has changed in several times. Prior to 2004 that was called a Competency Based Curriculum. Then, it was replaced by a Genre Based Approach. In 2006 and 2013, the further changes of curriculum made by the governments that are now referred to as the Curriculum 2006 and Curriculum 2013. Regarding to the change of the national curriculum in 2013, the textbooks were not regulated by the government, but for because of the change of the new curricula, the government created a significant change of the instructional material that is the new text books curriculum are created centrally by the government.

Further, the purpose of this new curriculum would be different from the previous curriculum. This new curriculum has emphasized about the “thinking patterns”. This means that the learning process has to become centered on the students rather than was centered on the teachers. Lo, J. Hyland, F. (2007) has presented the benefit on giving more chance for the students. On his action research, it has shown that the learners’ motivation and engagement would be increased. They would be able to compose their writing using the new programme developed by Lo. By seeing this concept, the students’ abilities should be developed (Li, J., 2012). Moreover, the learning activity was not only from teachers to students, but the interactive learning process will cover the interaction among teachers and students, students and society, the environment, and other resources. This idea brings the concept that the passive learning process will be changed into the active learning process.

Larson (2014) argued in his paper that critical pedagogy could implement the rational viable ELT method in Indonesia. This aims to make the materials will be more relevant and meaningful to the students. Besides, the result is expected to increase the language proficiency and also for the students’ awareness to the issues and problems that they always find in their daily lives.

4. The Holistic Approach in Action

When implementing the holistic approach in ELT, it is proposed to have the result of the objectives of teaching and learning itself. Applying this kind approach is not only gained to the students’ achievement on their language proficiency, but it may include the students’ self-development. Because the holistic approach holds the knowledge, self, discipline, and the propose of the learning and teaching, it can cover the requirement of the

language teaching. Importantly, the language teaching requires a concept of the nature of language, how the students' view of the nature of language learning, how the language teachers' view of the language teaching, and the language teaching occurs in a given context.

In line with the concept above, the concept of the nature of language, the students' view of the nature language, teachers' view and other concept will emphasize the main discipline that may be arisen to deal with this concept is the language competence of the learners and language pedagogy that may be viewed in a context, setting, or background. Bahous (2011) provided the relationship between teachers and students. On teaching and learning process, teachers may help the students by developing the materials that will be used in the class, engaging the students for their goals and providing the relevant activities for different topic and the relevant academic purposes. Further, the language context itself may be filtered through the students' environment such as in certain social, cultural, and political contexts.

5. Holistic Approach and Indonesian Students' Engagement

The aspects that are covered by the holistic approach instead of the knowledge, self, discipline, and learning and teaching, the holistic approach also discover the outcomes of the development of someone namely their physical, emotional, social, cognitive, and environment (Head Start Bureau, 2004). The physical may be administered to their health, the opportunities for having the exercise and physical fitness. Then, the emotional is the capability of coping with the stress, the ability of expressing a range of emotions, and the ability in engaging the meaningful play or work. While the sense of belonging or community can be addressed to the social aspect and having the ability to sustain intimate relationship. Further, the cognitive can be filtered on how the ability to concentrate on something, to remember or even to solve the problems. Additionally, the experience of living, working, and doing some activities can be addressed on the environmental. Therefore, the role of teachers is really needed for students' engagement because teachers or even the educators can and do affect the students' level of their engagement in learning (Brewster, 2000).

Considering the holistic concept above, it is important to engage the Indonesian students as the foreign language students. English for Indonesian students is not only gained of how Indonesian students have the proficiency of the language itself, but how

they expand their potential related to several aspects such as cognitive or knowledge, emotional, physical response, social interaction with their community in order to experience their living. Therefore, to engage the students in language teaching, the language teachers have to consider several points related to their teaching. The following ways provided on this paper are:

Arrange of the classroom

This seems a simple way in arranging the classroom, but it can establish the goal of the teaching and learning process. For instance, how to put the pictures on the wall, where the tables, chairs, or the board should be put, and how to decorate situation of the class in order to make a comfortable atmosphere. This can help not only for students to be comfort in the class but the language teacher also may have a space to go around and have interaction with one another.

Treat students to be supervised and disciplined

Learners sometimes need the close supervision from teachers in order to make them use the material safely and help them to prevent the accidents. Therefore, the discipline should be treated by teachers to their students. In other words, the discipline should be used to guide students to be behaved and teach them a social skill positively rather than a punitive manner.

Promote the curriculum to a meaningful learning

The language teachers have the opportunity to use the appropriate materials related to the topic discussed, and apply various activities in the teaching and learning process. They may also use the experiences to support their teaching which should engage the learners and build their skills in all development of areas.

Take the communication to each other

Taking the communication is a vital point in the language teaching. Thus, the tone of voice and the choice of words or even the body language should be the parts of communication for self and others.

6. English Learning through Holistic Approach for Indonesian Students' Engagement

Based on the explanation above, this paper will also explore more about several aspects that should be considered in teaching the second language for EFL learners. ELT for Indonesian students through the holistic approach in order to engage them is expected

to hold the learning goals focusing on all human development areas particularly in language. The development will be in four areas, namely cognitive, physical, psychological, and spiritual.

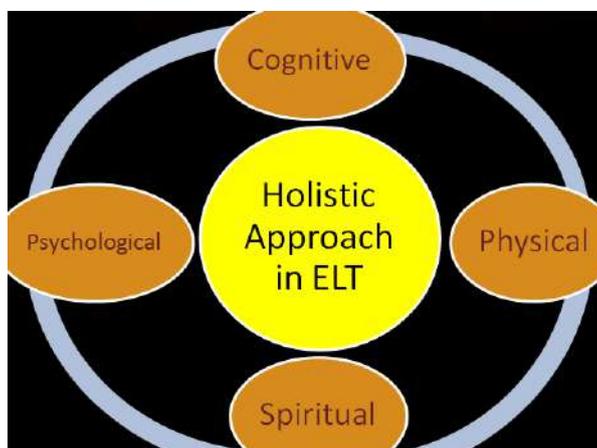


Figure 2: *The holistic approach on ELT for students' engagement*

Cognitive

The cognitive is the first aspect of engaging the Indonesian students in teaching the language. It shows how the students to concentrate in learning something. When learning English, teacher needs to get his attention to the students' concentration. The teacher's focus will depend on the level of the students. Different level will get different treatment from their teacher. For example, the treatment for junior high school students will be different from students of senior high school. It is because their concentration will based on their interest on teaching and learning process. Moreover, the cognitive covers the students' memory skill. It will show how the students can master the language especially English. Further, the cognitive also includes the students' logical reasons and their creative skills. Thus, by having concentration, memory skill, reasoning and logic, and creative skill, it will help students to develop their potential.

Physical

The holistic approach actually seeks to develop people. The holistic that is in the teaching and learning approach gains to stimulate the learning environment. In physical area, this stimulates to develop the students physically. It is also inherently reflective which can be by nature reflective. The physical area is purposed to the learning and teaching interaction form of the learners. Further, the physical area covers several aspects such as gross motor skill, fine-motor skill,

Gross motor skill, in this aspect, the learners are able to use whole body movement which include the small or large body. They are able to move using their body. For example, when teaching the body parts to them, they may do some activities related to their bodies such running using legs, talking using mouth, hearing using ears, etc. This gross motor skill is important for students because they will enable to perform the everyday functions such as the previous examples.

Moreover, fine-motor skill is the ability involving the smaller muscles of someone's body. This skill always involves the fingers which sometimes coordinated with eyes. This skill is an essential one to perform the learners' everyday skills. For example, how they hold something, write something, cut the objects, etc. Ironically, without the ability of completing the everyday tasks, the learners' academic performances will be compromised.

Psychological

The psychological area in the teaching and learning process has been a major things that have to do by the psychologist from the early part century to the present. In the psychological area, learners are going to learn about how to engage their social skills. They will learn how to take a part in community and have the relationship among their environment.

Additionally, they also will learn how to have the communication skill in terms of expanding their potential. The role of the English teachers may be needed in order to guide their students to communicate properly. Further, the students also will be trained how to control their emotional aptitude and behavioral traits. The psychological area is not only provided how the students engage themselves to get the relation but they will be trained of how to be behave and to control their emotion when they are in the learning process. By having this aspect on its learning, this may be the result of their development. So, the good behavior and well controlled emotion can be applied not only in the teaching and learning process but may be occurred in their society. Therefore, the next aspect of this area will be the self-identity. This means that all the aspect that the learners got from learning will be their identity.

Spiritual

The curriculum in Indonesia includes the outcomes in terms of the students' characteristics. The role of the spiritual area in this approach supports of building up the

learners' good characteristics. The aspects of the spiritual cover *Eemaan, Taqwa, and Ihsan*. Additionally, the role of teacher actually is not only expanding the students cognitive, physical, and psychological areas, but teachers are required to teach their students in order to be good people who have the good character.

Based on the explanation above, the implementation of holistic approach to engage the students especially in Indonesia can be done in those four ways. These ways are believed to be the alternative ways of engaging students in ELT because Indonesian need to be improved their English skill. Moreover, the first thing to do in order to improve their English skill can be done by engaging them so that they will be willing to study English. Therefore, the characteristics of the implementation of the holistic approach to engage Indonesian students in ELT are:

- Focus on the learners' needs on gaining the knowledge
- Encourage learners to have the critical thinking
- Engage students to be creative learners
- Reinforce students to be active
- Stimulate students to produce the communication whether in written or spoken form in standard or high proficiency with a good manner
- Offer the opportunity to students to be independent

Regarding to the characteristic above, here are the guidelines of the holistic approach for Indonesian students' engagement

- Make sure that teachers have well prepared in preparing the lesson and material. The lesson or materials should be more interesting and will be given in interactive ways.
- The activities should be more variety.
- Students centered, teachers could be the mediator or facilitator.
- Teachers' roles are needed in order to manage the classroom.
- Give the students some choices to the topic they like most to write or to tell.
- Let students to set some goals for their emotional aptitude and self-identity.
- Help the students to become aware of their own styles, strength, and weaknesses.

7. Conclusion and Suggestion

It has been argued in this paper that ELT through holistic approach could be one of some alternative ways to engage Indonesian students as the foreign language students. Its

implementation would result in establishing their cognitive in terms of the knowledge, their physical response of learning the language, their psychological aspect in supporting to gain the teaching and learning goals and their well character. By gaining all these areas, this paper would provide the perspectives that in engaging the students in learning language can be done in some ways, one of them is implementing the holistic approach. However, the holistic approach in language learning requires further research in order to have more contribution in English Language Teaching (ELT).

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