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THESIS

THE IMPLEMENTATION OF HUMANISTIC BASED-MEANINGFUL LEARNING IN ENGLISH LANGUAGE TEACHING AT PESANTREN

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UNIVERSITAS KH MUKHTAR SYAFAAT

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MOTTO AND DEDICATION

MOTTO:

DEDICATION:

With deep gratitude and boundless love, I dedicate my work to:

1. My beloved parents, thank you for being my greatest source of strength throughout this journey. Your love, understanding, and endless support have carried me through every challenge and uncertainty. Even when your support was not always expressed through words, your actions consistently showed how much you cared and how often you placed my needs above your own. Your sacrifices, patience, and sincere prayers have been the foundation of everything I have achieved. This accomplishment belongs as much to you as it does to me. Thank you for always believing in me. I love you to the moon and back Mamski and Papski.

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DECLARATION OF AUTHENTICITY OF THESIS

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I hereby declare that this thesis, entitled "The Implementation of Humanistic Based-Meaningful Learning in English Language Teaching at Pesantren," is my original work. To the best of my knowledge, this thesis contains no material previously published or written by another person, except where appropriate acknowledgment is made in the text. I also declare that this thesis has not been submitted for any degree or diploma at any other institution.

I take full responsibility for the content of this thesis and the accuracy of the information presented herein. Any ideas, findings, or quotations from the work of others have been properly cited and referenced in accordance with academic standards. If any violation of academic integrity is found in the future, I am willing to accept the consequences in accordance with the regulations of the university.

Banyuwangi, 09 Juni 2026



Declaration,



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ABSTRACT OF ENGLISH

Nuvus, St., Azizatun. 2026. The Implementation of Humanistic-Based Meaningful Learning in English Language Teaching at Pesantren. Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, Universitas KH Mukhtar Syafaat (UIMSYA), Blokagung Banyuwangi.

Keywords: Humanistic Approach, Meaningful Learning, English Language Teaching (ELT), Passive Learners, Boarding School.

English Language Teaching (ELT) in competitive boarding school environments (pesantren) often faces challenges of language anxiety and mechanical rote learning. This study aims to describe the implementation of humanistic-based meaningful learning in ELT at Pesantren and identify students' perceptions of its implementation. Employing a qualitative case study design at SMP Bustanul Makmur Genteng, data were collected through classroom observations, in-depth interviews, and documentation, then analyzed using Miles and Huberman's model. The findings revealed that the teacher successfully implemented this approach by acting as a facilitator who created a non-threatening learning environment (Rogers' principle) and connected learning materials to students' personal experiences and emotionally resonant objects (Ausubel's principle). Consequently, students perceived the learning highly positively, viewing the class as a psychological "oasis" amidst the rigorous boarding school schedule. This strategy significantly reduced language anxiety, bypassed stressful memorization, and successfully transformed initially passive learners into enthusiastic communicators. In conclusion, the integration of humanistic and meaningful learning approaches is highly transformative in fostering students' intrinsic motivation and speaking confidence.

ABSTRACT OF INDONESIA

Nuvus, St. Azizatun. 2026. The Implementation of Humanistic-Based Meaningful Learning in English Language Teaching at Pesantren. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas KH Mukhtar Syafaat (UIMSYA), Blokagung, Banyuwangi.

Kata kunci: Pendekatan Humanistik, Pembelajaran Bermakna, Pengajaran Bahasa Inggris (ELT), Siswa Pasif, Sekolah Berasrama.

Pengajaran Bahasa Inggris (ELT) di lingkungan sekolah berasrama (pesantren) yang kompetitif sering menghadapi tantangan tingginya kecemasan berbahasa dan hafalan mekanis (rote learning). Penelitian ini bertujuan untuk mendeskripsikan penerapan pembelajaran bermakna berbasis humanistik dalam ELT serta mengidentifikasi persepsi siswa terhadap penerapannya. Menggunakan desain studi kasus kualitatif di SMP Bustanul Makmur Genteng, data dikumpulkan melalui observasi kelas, wawancara mendalam, dan dokumentasi, lalu dianalisis dengan model Miles dan Huberman. Hasil penelitian menunjukkan guru berhasil menerapkan pendekatan ini dengan bertindak sebagai fasilitator yang menciptakan lingkungan belajar tanpa ancaman (prinsip Rogers) serta menghubungkan materi dengan pengalaman pribadi dan benda berkesan milik siswa (prinsip Ausubel). Siswa memberikan persepsi yang sangat positif, menganggap kelas ini sebagai "oase" psikologis di tengah ketatnya jadwal pesantren. Strategi ini secara signifikan menurunkan kecemasan, mengurangi beban hafalan, dan berhasil mengubah siswa yang awalnya pasif menjadi komunikator yang antusias. Disimpulkan bahwa integrasi pendekatan humanistik dan bermakna sangat transformatif dalam menumbuhkan motivasi intrinsik dan kepercayaan diri siswa.

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The only way the author can provide suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah 'Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

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St. Azizatun Nuvus

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CHAPTER I

INTRODUCTION

1.1 Research Background

English Language Teaching (ELT) plays a crucial role in equipping students with communication skills in the global era. English is not only studied as an academic subject but also as a communication tool used in various life contexts, including educational, social, and professional contexts (Bajuri Sahnan, 2024). Therefore, English learning is expected to develop students' comprehensive language competencies, encompassing listening, speaking, reading, and writing skills, as well as the ability to use the language meaningfully in everyday life.

However, in practice, English learning in the classroom is often teacher-oriented and focused solely on achieving academic grades. The learning process tends to emphasize grammar mastery, vocabulary memorization, and solving exercises without providing sufficient space for students to connect the material to their experiences and needs (Fajarina & Sumanto, 2025). This condition leads to students being passive, lacking motivation, and struggling to understand the tangible benefits of learning English. As a result, learning often lacks meaningful meaning for students.

Learning that focuses solely on delivering material without actively engaging students has the potential to hinder meaningful understanding (Pektaş, 2022). Students may be able to remember material in the short term, but struggle to apply it in real-life contexts (Murphy et al., 2023). Therefore, a learning approach is needed that connects learning material to students' experiences, prior knowledge, and lives. One relevant approach to addressing this problem is meaningful learning.

Meaningful learning is a learning process that emphasizes the connection between new knowledge and students' existing knowledge and their life contexts. Through meaningful learning, students not only receive information but also understand the

meaning and purpose of what they are learning (Bawole & Dahlan, 2025). In the context of ELT, meaningful learning enables students to use English as a means to express ideas, feelings, and experiences, making learning more relevant and meaningful to their lives.

In addition to meaningful learning, a humanistic approach is also an important foundation for creating student-centered learning. The humanistic approach views students as whole individuals, encompassing not only cognitive aspects but also affective and social aspects (Amini et al., 2025). Humanistic learning emphasizes the importance of a supportive learning environment, positive relationships between teachers and students, and respect for students' differences and personal experiences (Amir et al., 2024). In English learning, this approach can help create a comfortable classroom atmosphere, reduce student anxiety, and increase their confidence in using English (Amini et al., 2025).

By considering the characteristics of the humanistic approach, it is clear that the learning process focuses not only on delivering material but also on how students interpret their learning experiences. Learning that ignores the emotional aspects and personal experiences of students has the potential to discourage active engagement in the learning process. Therefore, a learning approach is needed that not only respects students' humanity but also connects learning material to their real lives. An approach that integrates humanistic values with meaningful learning is relevant, particularly in English language learning, which demands active involvement and courage in communication.

Based on this need, humanistic-based meaningful learning is understood as a learning approach that integrates the principles of meaningful learning with a humanistic approach. This approach emphasizes learning that is relevant to students' lives while also addressing their emotional and psychological needs. The teacher acts as a facilitator, helping students build understanding through meaningful learning experiences, dialogue, and reflection (Benu et al., 2025). In ELT, this

approach encourages students to actively engage in learning activities, such as discussions, group work, and the use of English in real-life contexts.

The current educational context in Indonesia also supports the implementation of meaningful and humanistic learning. The implementation of the Independent Curriculum emphasizes student-centered learning, character development, and the connection between learning and real life (Zainuddin et al., 2025). These principles align with humanistic-based meaningful learning, which places students as the primary subjects in the learning process and encourages the creation of meaningful learning experiences.

Although conceptually, the humanistic and meaningful learning approaches have been widely discussed in educational studies, their application in English language learning in the classroom still requires further study. In practice, teachers face various challenges in implementing meaningful learning, such as time constraints, differences in student characteristics, ancurriculum requirements. Furthermore, research specifically examining how humanistic-based meaningful learning is implemented in ELT is still relatively limited, especially at the Junior High School level.

Most previous studies have focused more on student learning outcomes or academic achievement, while the learning process and student learning experiences often receive less attention. Yet, understanding how meaningful and humanistic learning is implemented and how students perceive it is crucial to improving the quality of English language learning. Student perceptions can provide insight into the extent to which the learning is truly meaningful and tailored to their needs.

To address this research gap, the present study focuses on Bustanul Makmur Junior High School Genteng, Banyuwangi, an "A"-accredited private school under the auspices of the Bustanul Makmur II Islamic Boarding School Foundation. As a leading school with high academic standards and an integrated boarding school system, Bustanul Makmur Junior High School provides a unique learning environment for English language learning.

Although the school has implemented various innovative programs such as "English Zone" and "Educamp," the high academic pressure and busy boarding school schedule pose unique challenges, particularly in maintaining students' emotional well-being and intrinsic motivation.

Based on initial observations, there is a tendency for students in high-achieving environments to focus more on formal evaluation results than on meaningful language use in real life. This situation suggests the need for a humanistic learning approach to balance academic demands and students' psychological needs. Furthermore, this research focuses on one classroom to observe how the teacher facilitates learning for students with varying levels of engagement, from highly active to passive. This case study approach is considered crucial to understanding the extent to which humanistic-based principles of meaningful learning can truly reach every student, regardless of their initial ability or participation level.

In light of these considerations, this study focuses on the implementation of humanistic-based meaningful learning in English language teaching specifically at SMP Bustanul Makmur Genteng, Banyuwangi. As a prominent Islamic boarding-based school (pesantren), it provides a highly distinct educational environment, unique student daily routines, and specific psychological dynamics that make this approach particularly crucial to observe. This study aims to examine how the principles of humanistic-based meaningful learning are applied in English language learning and how students perceive this implementation. It is hoped that the results of this study can provide theoretical and practical contributions in developing English learning that is more meaningful, humanistic, and student-centered.

1.2 Research Problem

1.2.1 How is humanistic-based meaningful learning implemented in English Language Teaching (ELT)?

1.2.2 What are students' perceptions of humanistic-based meaningful learning in English Language Teaching?

1.3 Research Object

1.3.1 To describe the implementation of humanistic-based meaningful learning in English Language Teaching (ELT).

1.3.2 To identify students' perceptions of humanistic-based meaningful learning in English Language Teaching.

1.4 Research Significances

The benefits of this research are as follows:

1.4.1 Theoretical Benefits

The findings of this study are expected to contribute to the development of knowledge related to meaningful learning and humanistic-based approaches in English Language Teaching (ELT). This research may enrich the existing literature by providing a clearer description of how humanistic-based meaningful learning is implemented in real classroom settings. In addition, the results of this study may serve as a reference for future researchers who are interested in exploring student-centered and humanistic approaches in ELT.

1.4.2 Practical Benefits

Practically, this study is expected to provide useful insights for English teachers regarding the implementation of humanistic-based meaningful learning in classroom practices. The findings may help teachers reflect on their teaching strategies and design learning activities that are more meaningful and supportive for students. Furthermore, this study may also be beneficial for schools and educational practitioners in creating learning environments that encourage students' active participation and positive learning experiences in English classes.

1.5 Definition of Terms

The definitions of the following terms are provided to avoid misunderstanding and to clarify their meanings in this study.

1.5.1 Humanistic-Based Meaningful Learning

Humanistic-based meaningful learning is a learning approach that integrates the principles of meaningful learning with a humanistic approach, where learning is designed so that the material studied is relevant to students' experiences, needs, and lives, and pays attention to students' emotional and psychological aspects in the learning process (Schunk, 2020).

1.5.2 Meaningful Learning

Meaningful learning is a learning process that emphasizes the connection between learning material and students' experiences, prior knowledge, and life contexts, so that learning has personal meaning for them. Meaningful learning enables students to understand the material deeply, rather than simply memorizing information. In this study, meaningful learning refers to English language learning designed to enable students to connect the learning material to their real-life experiences and needs (Syaiful et al., 2024).

1.5.3 English Language Teaching (ELT)

English Language Teaching (ELT) is a learning process aimed at helping students actively use English in their daily lives. This learning encompasses four core skills: listening, speaking, reading, and writing. In the context of junior high schools, ELT focuses not only on mastering language structures but also on how students can communicate in real, meaningful ways. In line with the views of Nerad & Peters (2022), context-based learning provides more relevant learning experiences and supports students' communication skills in using a foreign language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This chapter presents of review of a related study, which contains some points, humanistic-based meaningful learning, and students' perceptions in learning.

2.1.1 Humanistic-Based Meaningful Learning

a. Definition of Humanistic-Based Meaningful Learning

Humanistic-based meaningful learning is a learning approach that combines the principles of meaningful learning with a humanistic approach, positioning students at the center of the learning process. This is similar to Carl R. Rogers' humanistic theory, which views learning as a meaningful, personal process and emphasizes the active role of students in constructing understanding through their learning experiences (Arofaturrohman et al., 2023). In his book Freedom to Learn, Rogers asserts that learning occurs optimally when students feel psychologically safe, valued as individuals, and actively involved in determining their learning experiences (Rogers, 1969). Learning, in Rogers' view, is not only related to the mastery of knowledge but also to personal growth, self-awareness, and the actualization of individual potential.

This approach is then combined with the concept of meaningful learning which emphasizes the connection between learning material and students' real experiences. Thus, humanistic-based meaningful learning can be understood as a learning process that is not only cognitively meaningful, but also emotionally and contextually relevant. Rahmi & Kristiawan (2024) emphasized that the implementation of humanistic-based education management which provides space for freedom of expression has been proven to be able to increase active involvement and student learning independence. This is reinforced by the findings of

Azzahrah et al. (2025) which shows that a learning model based on humanistic principles at the secondary school level significantly improves students' emotional well-being and intrinsic motivation, in line with Rogers' idea of significant learning which is born from the integration of personal experience in the academic process.

b. Characteristics of Humanistic-Based Meaningful Learning

The main characteristics of humanistic-based meaningful learning reflect the principles of humanistic learning proposed by Rogers in 1969. One of its key characteristics is a positive and supportive relationship between teacher and student, where the teacher acts as an empathetic, authentic facilitator who accepts students unconditionally (unconditional positive regard). In this environment, students feel safe to express their opinions, take intellectual risks, and learn from their mistakes.

Furthermore, learning is learner-centered, emphasizing active student involvement in the learning process through dialogue, reflection, and direct experience. This learning environment allows students to construct meaning based on their personal experiences. Contemporary research shows that classrooms that employ a humanistic approach tend to create a positive emotional climate and encourage active student participation (Wang & Jiang, 2022). This reinforces Rogers's view that meaningful learning occurs when students perceive the learning as relevant to themselves and their lives.

c. Principles of Humanistic-Based Meaningful Learning

The main principle of humanistic-based meaningful learning stems from Rogers's idea of learning without threat, namely learning that occurs without psychological pressure or external coercion. Rogers

emphasizes the importance of intrinsic motivation, where students learn because of an internal drive to understand and grow, not solely because of the demands of grades or academic evaluations (Rogers, 1969).

Another equally important principle is respect for individual uniqueness and students' freedom to construct the meaning of learning. In the context of modern education, this principle is realized through flexible, reflective, and experience-based learning strategies. Recent studies in education have shown that the application of humanistic principles can increases students' sense of responsibility for their own learning process and strengthens their emotional engagement in learning (Yaw & Mohd Matore, 2023). These principles demonstrate a strong continuity between Rogers' classic theory and the practice of meaningful learning in the contemporary era.

d. The Relationship between Humanistic-Based Meaningful Learning and English Language Teaching (ELT)

Humanistic-based meaningful learning is closely related to English Language Teaching (ELT), as language learning inherently demands emotional engagement, courage to communicate, and authentic experiences. Rogers (1969) emphasized that language is easier to learn when students feel emotionally safe and free from the fear of making mistakes. A humanistic learning environment allows students to use the target language naturally in meaningful contexts.

In ELT, this approach is realized through contextual, collaborative, and communicative learning activities, such as discussions, group work, and real-life communication simulations. Recent research in the field of language learning shows that a humanistic approach that prioritizes students' emotional and psychological needs can create a comfortable learning

atmosphere, thereby effectively reducing language anxiety while encouraging active participation and engagement in English learning (ALblaihi, 2024). Thus, humanistic-based meaningful learning is not only theoretically relevant but also applicable in creating meaningful, humanistic, and student-centered English learning.

2.1.2 Meaningful Learning

a. Definition of Meaningful Learning

Meaningful learning in language learning is rooted in David P. Ausubel's foundational theory. Ausubel (1968) asserted that learning becomes meaningful when new information is substantively and non-arbitrarily connected to the learner's existing cognitive structures. Although this is a classical theory, its core principles remain highly relevant in the contemporary educational context, particularly aligned with Indonesia's current Independent Curriculum, which strongly emphasizes contextual, student-centered learning over mechanical memorization.

In the context of language learning, this means that language acquisition does not occur through mere mechanical memorization (rote learning), but rather through linking new linguistic knowledge to the learner's prior experiences and daily life. This distinction is particularly crucial within the context of an Islamic boarding school (pesantren). In such environments, students are traditionally heavily accustomed to rote memorization for religious studies. Applying the same mechanical approach to English communicative skills often leads to cognitive fatigue and communication anxiety. Therefore, implementing Ausubel’s meaningful learning helps bridge this gap by connecting English materials to the students' immediate realities as boarding school students—such as their dormitory life or personal belongings that hold emotional value. Recent research further validates that

applying meaningful learning helps modern students build a deeper and more lasting understanding of the target language (Kurniawan, 2025), proving the enduring applicability of Ausubel's original concept.

b. Characteristics of Meaningful Learning in Language Learning

The main characteristic of meaningful learning in language learning is the strong connection between language material and students' prior knowledge and real-life experiences. Meaningful language learning encourages students to understand the meaning of utterances, texts, and language structures in the context of their use, rather than simply memorizing vocabulary or grammatical rules. Thus, students are actively involved in the process of understanding and constructing meaning.

Another characteristic is the use of authentic contexts in language learning. Activities such as reading contextual texts, discussing, and writing based on personal experiences enable students to connect language to the realities of their lives. Studies in applied linguistics show that meaningful learning-based language learning can significantly improve students' comprehension, vocabulary retention, and communicative abilities (Mubarok & Sofiana, 2023). This reinforces Ausubel's view that meaningful learning is progressive and integrated into students' cognitive structures.

c. Principles of Meaningful Learning in Language Learning

The main principle of meaningful learning in language learning is the meaningfulness of the material for students. Ausubel emphasized that learning materials must be structured logically and relevantly so that they can be integrated with existing knowledge. In language learning, this principle is realized through the

selection of materials appropriate to the students' ability level, needs, and social context.

Another principle is the importance of advance organizers, which are introductions or initial frameworks that help students understand the relationship between previous and new material. In language learning, advance organizers can take the form of topic introductions, initial discussions, or activation of background knowledge before reading or listening to a text. Recent research has shown that the use of meaningful learning principles, including the activation of prior knowledge, can improve language comprehension and the effectiveness of foreign language learning (Mulyani et al., 2025). These principles demonstrate the continued relevance of Ausubel's theory in modern language learning practice.

d. The Relationship between Meaningful Learning and English Language Teaching (ELT)

Meaningful learning is closely related to English Language Teaching (ELT), particularly in communicative and contextual learning approaches. In ELT, language learning aims not only to master linguistic structures but also to develop students' ability to use English meaningfully in real-life situations. The principles of meaningful learning support this goal by emphasizing understanding, contextual use, and the connection between language and students' experiences.

The application of meaningful learning in ELT can be seen through the use of authentic texts, project-based assignments, and communicative activities that encourage students to connect English to everyday life. Research in the field of ELT shows that language learning approaches that emphasize meaningful learning can increase student engagement, language comprehension, and confidence in communicating in English (Mubarok & Sofiana, 2023). Thus, Ausubel's

theory provides a strong theoretical foundation for developing meaningful and student-centered English learning.

2.1.3 Students' Perceptions in Learning

a. Definition of Students' Perceptions in Learning

Students' perceptions of learning refer to their subjective views, assessments, and experiences of the learning process. From an educational psychology perspective, student perceptions are formed through the interaction of cognitive, emotional, and social factors that emerge during the learning process. Bandura, through his Social Cognitive Theory, asserts that students' perceptions of the learning environment, teachers, and learning tasks influence their motivation, self-confidence, and engagement in learning.

In the context of language learning, students' perceptions encompass how they perceive the learning method, classroom atmosphere, the teacher's role, and the relevance of the material to their needs. Positive perceptions of English learning can encourage students to participate more actively and be more confident in using the target language. Recent research shows that students' perceptions of meaningful and emotionally supportive learning contribute significantly to successful foreign language learning (Wijaya, 2024).

b. Characteristics of Students' Perceptions in Learning

Students' perceptions of learning are subjective, dynamic, and influenced by previous learning experiences. Student perceptions are shaped not only by learning outcomes but also by the learning process itself, including the teacher's teaching style, classroom interactions, and the learning environment created. According to Bruner, students actively construct meaning through learning experiences, so their perceptions of learning depend heavily on the extent to which they are actively engaged.

In English language learning, students' perceptions are often influenced by their level of emotional comfort and sense of security in using the target language. A supportive and non-judgmental learning environment can shape students' positive perceptions of learning. Studies in educational psychology show that students with positive perceptions of learning tend to demonstrate higher engagement and a more open attitude toward learning challenges (Fitrianti & Hidayati, 2025).

c. Principles of Students' Perceptions in Learning

The key principle in understanding student perception is that perception influences learning behavior. Bandura emphasized the concept of self-efficacy, which is a student's belief in their own abilities, which is strongly influenced by their perception of the learning experience. In learning, students who perceive learning as meaningful and relevant will have higher levels of self-efficacy.

Another principle is the importance of meaningful and reflective learning experiences. Students' perceptions develop when they are given the opportunity to reflect on learning experiences and relate them to personal goals. Recent research shows that learning that provides space for reflection and dialogue can shape students' positive perceptions of the learning process, particularly in language learning (Hatima, 2025). This principle aligns with the humanistic-based approach to meaningful learning, which places student experience at the center of learning.

d. The Relationship between Students' Perceptions and English Language Teaching (ELT)

Students' perceptions play a crucial role in the success of English Language Teaching (ELT). Students' perceptions of English learning influence their

motivation, speaking confidence, and willingness to engage in communicative activities. In ELT, learning that is too outcome-oriented and formal evaluation can foster negative perceptions, such as anxiety and fear of making mistakes.

Conversely, English learning that applies the principles of humanistic-based meaningful learning tends to foster positive student perceptions because it emphasizes relevance, emotional support, and active participation. Research in the ELT context shows that students who perceive English learning as meaningful and psychologically supportive demonstrate increased engagement and communicative abilities. (Ng, 2024). Therefore, understanding student perceptions is a crucial aspect in designing effective, student-centered ELT learning.

2.2 Previous Studies

Various previous studies have been conducted to explore the implementation of humanistic-based and meaningful learning approaches within the context of English Language Teaching (ELT). Although these studies vary in focus, methodology, and research setting, all share a common concern for fostering student-centered, emotionally supportive, and meaningful learning that enhances engagement and intrinsic motivation among learners.

A study conducted by Dewaele et al. (2023) entitled "Sources and Effects of Foreign Language Enjoyment, Anxiety, and Boredom: A Structural Equation Modeling Approach" analyzed the complex emotional dynamics in foreign language learning. The study revealed that students' emotional experiences, particularly enjoyment, anxiety, and boredom, play a significant role in shaping language learning outcomes. This study emphasizes the importance of maintaining an emotionally safe learning environment, aligning with the humanistic perspective that views emotional well-being as a foundation for meaningful and effective learning.

Furthermore, Adi et al. (2023) In their article, “Humanistic Education in Language Learning” explored how humanistic principles are integrated into the teaching of English in Indonesian contexts. Using a qualitative descriptive design supported by interviews and literature analysis, the research found that humanistic education helps teachers understand students as whole individuals—cognitively, emotionally, and socially. The findings showed that teachers who adopt humanistic principles tend to create more supportive learning environments that enhance students’ confidence and motivation. This study is highly relevant as it underlines the humanistic foundation of student-centered learning that also aligns with meaningful learning theory.

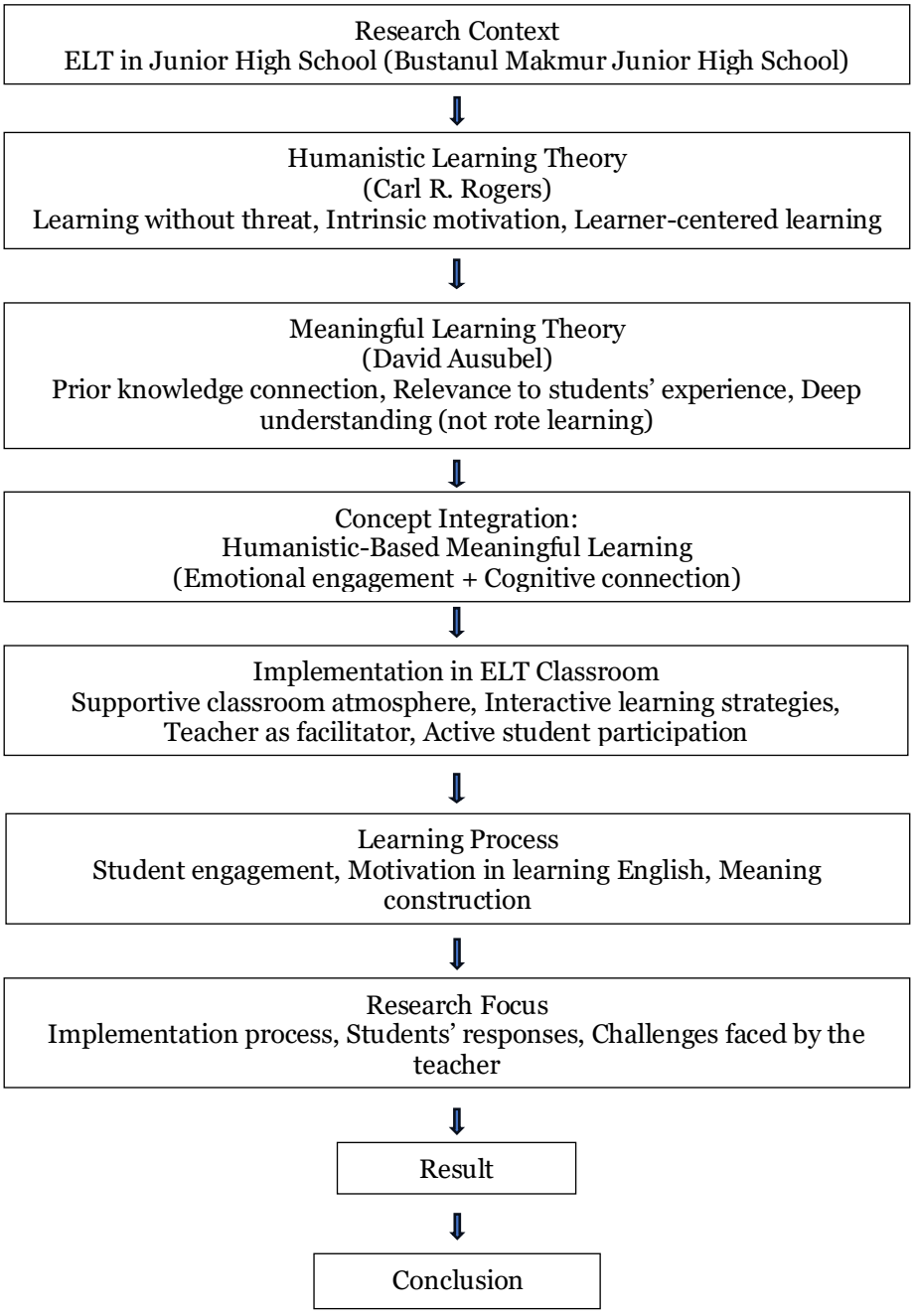
In a 2023 international study, Lisbeth & Ramírez (2023) developed “A Humanistic Approach-Based Didactic Strategy to Improve Rural Students’ English Language Learning.” Conducted in Ecuador, this qualitative exploratory study involved rural English teachers and analyzed their pedagogical strategies. The findings indicated that most teachers still relied on teacher-centered methods, though some humanistic elements, such as collaborative learning and learner autonomy, were occasionally practiced. The study concluded that a structured, humanistic-based didactic strategy could improve engagement and learning outcomes, showing strong alignment with the current research focus on integrating humanistic and meaningful learning in ELT.

Subsequently, Amini et al. (2025) In their open-access article “The Significance of Humanistic Approach and Moral Development in English Language Classrooms,” they examined how humanistic education fosters moral and emotional development in EFL and ESL contexts. Through a narrative review approach, the study demonstrated that humanistic teaching—characterized by empathy, respect, and learner autonomy—enhances classroom participation, motivation, and intercultural awareness. This research provides international validation that integrating emotional and moral dimensions into language teaching leads to more meaningful and holistic learning experiences.

Finally, Sitorus & Hasibuan (2025) In their study "The Relevance of Alexander Sutherland Neill's Humanistic Education to the Merdeka Curriculum in Promoting Student Autonomy," analyzed the connection between Neill's humanistic educational philosophy and Indonesia's Merdeka Curriculum. Using a comparative qualitative approach, they found that both emphasize student freedom, autonomy, and the teacher's role as a facilitator rather than an authority figure. This research is particularly relevant because it contextualizes humanistic principles within the Indonesian educational framework, demonstrating how student-centered and freedom-based learning can nurture intrinsic motivation and personal growth, core components of humanistic-based meaningful learning.

Overall, these five studies collectively reinforce the notion that English Language Teaching grounded in humanistic and meaningful learning principles can foster active engagement, emotional well-being, autonomy, and relevance in students' learning experiences. However, there remains a notable gap in empirical research focusing on the integration of humanistic principles with meaningful learning theory in the context of junior high schools within Islamic boarding school environments. The present study seeks to address this gap by investigating how humanistic-based meaningful learning is implemented in English classes at Bustanul Makmur Junior High School, Genteng, Banyuwangi, with particular attention to both teachers' facilitation practices and students' perceptions.

2.2 Research Thought Flow



CHAPTER III

RESEARCH METHOD

Research method refers to a systematic way used by researchers to collect and analyze data to answer research questions and achieve the objectives of a study. In this research, the researcher employed a descriptive qualitative method to explore the implementation of humanistic-based meaningful learning in English Language Teaching (ELT) and students' perceptions toward its implementation.

3.1 Research Design

This study used a qualitative approach with a case study design. Qualitative research aims to deeply understand social phenomena through descriptions and interpretations of participants' experiences in natural contexts. According to Adil et al. (2023)qualitative research seeks to gain a deep understanding of human behavior, perceptions, and motivations, not to test hypotheses or statistically measure variables.

The case study design will be chosen because it provides researchers with the opportunity to examine a phenomenon in depth within a real-life context. Consistent with (Haki et al., 2024), case studies allow researchers to explore a problem, process, or situation comprehensively from multiple perspectives by utilizing various data sources such as observation, interviews, and documentation.

In this research, the case study will focus on the implementation of humanistic-based meaningful learning in English learning at Bustanul Makmur Junior High School, Genteng, Banyuwangi. Through this design, the researcher will attempt to describe and interpret how teacher will apply the principles of meaningful and humanistic learning in learning activities, as well as how students will perceive and respond to this implementation. A qualitative case study approach will be considered appropriate because it will allow researchers to gain a holistic understanding of classroom interactions, student

emotional engagement, and the learning atmosphere without manipulating natural conditions in the field.

3.2 Location and Time of Research

This research was conducted at SMP Bustanul Makmur, located in Genteng, Banyuwangi, East Java. SMP Bustanul Makmur was specifically selected because it is a prominent Islamic boarding school-based junior high school (SMP berbasis pesantren) in the region. The school uniquely integrates the national curriculum with intensive Islamic values and boarding school traditions (tradisi pesantren), where the students (santri) reside in the dormitory.

Furthermore, the school provides a distinctive environment for English language teaching, as students are required to balance their academic pursuits with rigorous religious activities. This study focuses specifically on grade VII-E. This class is a homogeneous, all-girls class, which presents a specific classroom dynamic, peer interaction, and emotional attachment among students, making it an ideal setting to observe the implementation of humanistic-based meaningful learning.

This research will be conducted in the even semester of the 2025/2026 academic year, when English language learning activities are active. During this period, the researcher will conduct direct observations and collect data related to the implementation of humanistic-based meaningful learning.

3.3 Research Subjects

The subjects in this study were English teacher and seventh-grade students at Bustanul Makmur Junior High School, Genteng, Banyuwangi. Subjects were selected using purposive sampling, which involves selecting participants based on specific considerations relevant to the research objectives. (Obilor, 2025).

The English teacher was selected because they implemented learning strategies that incorporate the principles of humanistic-based meaningful learning, while the seventh-grade students were selected because they exhibited varying levels of learning

engagement, ranging from highly active to more passive. This variation provided the researcher with an opportunity to understand how the humanistic approach is implemented and perceived by students with different characteristics.

Through this subject selection, the researcher sought to obtain a comprehensive picture of the process of implementing humanistic-based meaningful learning in English classes, from both the teacher and student perspectives.

3.4 Informants

The informants in this study consisted of one English teacher and six selected students from grade VII-E at Bustanul Makmur Junior High School, Genteng, Banyuwangi. Informants were selected using purposive sampling, selecting informants based on specific considerations and those deemed most capable of providing data relevant to the research focus.

One English teacher was selected because they play a direct role in implementing humanistic-based meaningful learning in the classroom. The teacher serves as the primary source for information on learning strategies, approaches used, and challenges encountered in implementing these approaches.

Meanwhile, six grade VII-E students were selected as informants instead of the entire class. These six students were specifically chosen to represent varying levels of learning engagement, comprising highly active, moderately active, and less active learners. As direct participants in the English learning process, these representative students were expected to share their perspectives, experiences, and perceptions regarding how humanistic-based meaningful learning is implemented, as well as how this approach affects their motivation, engagement, and enjoyment in learning.

The number of these six student informants was determined based on data needs and the level of information saturation (data saturation), which is when the data obtained from these specific representatives is deemed sufficient to answer the research questions.

3.5 Data and Source of Data

The research methods are observation, interview, and documentation. The study subjects are one English teacher and six selected students of grade VII-E at SMP Bustanul Makmur Genteng, Banyuwangi.

The primary data sources in this study were obtained directly from observations, interviews, and interactions with research participants, namely English teacher and students of class VII-E at Bustanul Makmur Junior High School, Genteng, Banyuwangi. This primary data includes information regarding the process of implementing humanistic-based meaningful learning in the classroom, including the strategies and approaches used by teacher, as well as students' experiences and perceptions of the learning atmosphere. In addition, the results of observations during teaching and learning activities also become part of the primary data that provide a real picture of teacher-student interactions, the level of student engagement, and classroom conditions that support meaningful learning. This primary data is the main source to answer the research focus in depth because it describes the phenomenon as it exists in the natural learning environment.

3.6 Data Collection Procedure

In the process of conducting the research, the researcher follows a series of steps to gather data. These steps are outlined below:

a. Observation

Observations will be conducted directly in class VII-E to observe the English language learning process carried out by the teacher. The purpose of this observation will be to obtain a concrete picture of the application of the principles of meaningful and humanistic learning, including how the teacher interacts with students, the learning strategies used, and student responses during learning activities. Observations will be conducted in a non-participatory manner, meaning the researcher will not be directly involved in the learning activities but will only act as an

observer. During the observations, the researcher will record various important events in observation sheets and field notes to systematically document the data. The results of these observations will be used to support and strengthen the data obtained through interviews.

b. Interview

Interviews will be conducted to gather more in-depth information from one English teacher and six selected students of grade VII-E. The interviews will be semi-structured, based on a guideline, but still allowing participants to openly explain their views and experiences. Interviews with teacher will focus on learning strategies, the rationale for choosing a humanistic approach, and the challenges faced in implementing it. Interviews with students will aim to determine their perceptions of the classroom atmosphere, learning motivation, and experiences in meaningful English learning. The interviews will be recorded (with the informants' permission) and will be transcribed to facilitate subsequent data analysis.

c. Documentation

The documentation method will be used to obtain supporting data, both written and visual. Documentation data will include learning activity notes, photographs, and learning videos relevant to the implementation of a humanistic-based, meaningful learning approach. This documentation will serve to strengthen observation and interview data by providing empirical evidence of the observed learning activities. Furthermore, official school documents will help researchers understand the administrative and curricular context of learning implementation.

3.7 Data Validity

In this study, the researcher used triangulation techniques to ensure data validity. Triangulation is an effective way to ensure the validity of findings, especially in qualitative research (Susanto et al., 2023). This technique is carried out by checking

the accuracy of data by comparing results from various sources and methods, so that the data obtained truly reflects the actual conditions in the field.

This research focuses on the implementation of humanistic-based meaningful learning in English learning at Bustanul Makmur Junior High School, Genteng, Banyuwangi. Therefore, data validity is crucial to ensure that the research results truly reflect how the humanistic approach and meaningful learning are implemented, as well as how students perceive and respond to the learning process. To achieve this, the researcher considered three main aspects of validity: content validity, construct validity, and criterion validity.

Content validity was maintained by ensuring that the observation and interview guidelines were structured based on the theory of meaningful learning and the principles of the humanistic approach. Construct validity is maintained by adjusting field findings with concepts such as meaningful learning according to Ausubel (1968) and humanistic learning theory from Rogers (1983), while criterion validity is ensured through the suitability between field data and the research objectives, namely to describe the implementation of humanistic-based meaningful learning authentically.

According to (Sumilih et al., 2025) The credibility of qualitative research results can be strengthened through triangulation. This technique involves examining data from multiple sources, using diverse data collection methods, and repeatedly checking the data at different points in time. In this study, the researchers employed two forms of triangulation: source triangulation and method triangulation.

Source triangulation was conducted by comparing the results of interviews and observations between the English teacher and grade VII-E students to gain a comprehensive understanding of how the humanistic approach was implemented in the classroom and how students perceived its impact on their motivation and engagement in learning.

Meanwhile, method triangulation was conducted by combining three main data collection techniques: observation, interviews, and documentation. Observations were used to directly observe how the teacher implemented the principles of meaningful and humanistic learning in the classroom, interviews were used to explore the experiences and perspectives of teacher and students, and documentation was used to collect supporting data such as syllabi, lesson plans, and photographs of learning activities.

In addition to triangulation, the researchers also employed member checking, which involves confirming preliminary results with informants to ensure that the researcher's interpretations align with the participants' intended meanings. This process helps increase credibility and reduce the potential for subjective bias.

By applying source triangulation, method triangulation, and data confirmation through member checking, the researcher ensured that the data obtained was valid, accurate, and trustworthy. These steps were carried out systematically to illustrate in depth and factually how the principles of humanistic-based meaningful learning were applied in English learning at Bustanul Makmur Genteng Junior High School.

3.8 Data Analysis

The data analysis in this study was conducted qualitatively, in accordance with the research approach used. According to Miles and Huberman (in Qomaruddin & Sa'diyah, 2024)Qualitative data analysis is a continuous process that begins with data collection and continues through drawing conclusions. The purpose of this data analysis is to interpret the meaning of the data collected through observation, interviews, and documentation, thereby gaining a deeper understanding of the application of humanistic-based meaningful learning in the context of English learning at Bustanul Makmur Genteng Junior High School.

The data analysis process in this study follows the interactive analysis model of Miles and Huberman, which

consists of three main steps: data reduction, data display, and conclusion drawing/verification. These three steps are carried out iteratively and interrelatedly throughout the research process.

a. Data Reduction

Data reduction is the initial stage in data analysis, namely the process of selecting, focusing, simplifying, and organizing raw data obtained from the field. In this study, the researcher reread all observation results, interview transcripts, and documentation notes to identify information relevant to the research focus, namely the application of humanistic-based meaningful learning principles. Irrelevant data was set aside, while important data was grouped based on main themes such as: the role of the teacher as a facilitator, forms of student involvement, the emotional atmosphere in the classroom, and factors that support and hinder the implementation of humanistic-based meaningful learning.

b. Data Display

After data reduction, the next step is to present the data in a format that is easy to understand. Data presentation in this study was carried out through narrative descriptions, direct quotes from interviews, summary tables, and descriptions of observation results. The purpose of data presentation is to enable researchers to see patterns, relationships, or trends that emerge from the collected data. At this stage, researchers begin to interpret the meaning behind participants' behavior and statements, for example, how a humanistic approach influences students' emotional engagement or how meaningful learning helps students connect the material to their personal experiences.

c. Conclusion Drawing/Verification

The final stage is concluding, the process of formulating research findings based on the patterns and relationships identified in the previous stages. The conclusions drawn are tentative at first and are then continuously verified

throughout the research process. Verification is carried out by comparing findings across data sources (teacher and students), reviewing observation notes and interview transcripts, and conducting member checking to ensure the accuracy of data interpretation.

Through this stage, researchers strive to draw valid conclusions regarding how the principles of humanistic-based meaningful learning are applied in English learning at Bustanul Makmur Genteng Junior High School, and how this approach influences student motivation and engagement.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

To maintain confidentiality and categorize the data, the student informants were coded based on their level of engagement in class: Student 1 and 2 represent highly active students, Student 3 and 4 represent moderately active students, and Student 5 and 6 represent less active students.

4.1.1 Field Data Overview

Bustanul Makmur Junior High School, Genteng, is located in Watugajah Village, Sumberbening, Genteng District, Banyuwangi Regency, East Java Province. Bustanul Makmur Junior High School is a private educational institution under the auspices of the Bustanul Makmur II Islamic Boarding School Foundation. The school has achieved A-grade accreditation and is known as one of the schools that integrates the formal education system with a pesantren-based education system. The educational environment, which combines academic learning and character building, makes Bustanul Makmur Junior High School a relevant context for research on English language learning.

English language learning activities at Bustanul Makmur Junior High School take place in an active and interactive learning environment. Teachers focus not only on student academic achievement but also on emotional engagement, learning motivation, and positive interactions between teachers and students throughout the learning process.

The data for this study were obtained through observations of the English learning process in grade VII-E of Bustanul Makmur Junior High School, Genteng. In addition, the researcher conducted interviews with the English teacher and several grade VII-E students who served as research respondents. Documentation in the form of learning modules, teaching aids, learning activity notes, and visual

documentation during the learning process was also used as supporting data for the research.

The respondents in this study consisted of one English teacher and grade VII-E students at Bustanul Makmur Genteng Middle School. Respondents were selected purposively based on their involvement in the English learning process, which implemented humanistic-based meaningful learning.

This research was conducted in a natural classroom setting, where students were actively engaged in English learning activities. A supportive learning environment and student-centered learning strategies served as the primary context for the research on the implementation of humanistic-based meaningful learning in the classroom.

4.1.2 Field Data Verification

a. The Implementation of Humanistic-Based Meaningful Learning in English Language Teaching (ELT)

Based on research conducted in class VII-E of Bustanul Makmur Genteng Middle School, researchers found that a humanistic approach applied through meaningful learning in English learning creates a more comfortable, interactive, and student-centered learning environment. Teachers not only focus on delivering learning materials but also pay attention to students' emotional engagement, motivation, and positive interactions between them during the learning process.

Research findings indicate that the implementation of humanistic-based meaningful learning is carried out by connecting learning materials with students' real-life experiences. Teachers provide opportunities for students to express themselves, share their opinions, and actively participate in various learning activities. Furthermore, teachers create a supportive learning environment by providing appreciation, motivation, and positive feedback.

The implementation of this approach is evident in learning activities that encourage students to build understanding based on experiences close to their lives, such as describing their desk mates, describing favorite objects, and understanding the use of irregular verbs in relevant contexts. Through these activities, students not only learn English but also gain a more meaningful and enjoyable learning experience.

1) Pre-class activity

Based on observations from three meetings, the teacher consistently began the lesson by greeting students, leading a prayer, checking attendance, and asking how they were. The teacher also conducted an apperception by reviewing the material covered in the previous meeting and connecting it to the material to be covered that day. Furthermore, the teacher provided motivation and guidance to help students better prepare for the lesson. These opening activities aimed to create a comfortable learning atmosphere and build student readiness before entering the main learning activities.

2) In-class activity
   a) First meeting

In the first meeting, the teacher presented the topic descriptive text by explaining the meaning, purpose, and structure of descriptive text. To help students understand the material, the teacher provided several simple examples of how to describe a person in English. The teacher also showed her favorite object as an example of something that could be described, so that students gained a more concrete understanding of the application of the material being studied. During the learning process, the teacher engaged in an oral question-and-answer session with students regarding a person's characteristics and concepts that could be used in a descriptive text. Some

students actively answered the questions, while others paid attention to the teacher's explanation and noted any important information that they deemed necessary.

After the presentation, students were given the task of describing their deskmate in English. Before beginning the activity, students observed their desk mate and discussed the physical characteristics and characteristics that could be described. Some students asked the teacher about basic knowledge they were unfamiliar with, while others tried to recall previously learned knowledge. This activity encouraged students to relate the material to their immediate environment, making the learning more contextual and understandable.

Next, students were asked to present their descriptions in turn to the class. Each student stood up and described their desk mate in English in front of the teacher and their classmates. Throughout the activity, other students paid attention and listened to the presentation. Several students smiled and showed enthusiasm when listening to their classmate's description. Although some students appeared hesitant or lacked confidence in speaking, they persisted in completing the assigned task.

The teacher allowed all students to perform so that everyone had an equal experience using English directly. After students finished describing their desk mate, the teacher provided appreciation in the form of praise, positive feedback, and constructive encouragement. This appreciation made students appear more comfortable and confident during the learning process. The classroom atmosphere also appeared interactive because students did not simply passively receive material but were directly involved in the learning activities. Through this activity, students had the

opportunity to develop their speaking skills, broaden their understanding, and connect the material in descriptive texts to experiences close to their daily lives.

b) Second meeting

In the second meeting, the teacher continued the descriptive text lesson by asking students to bring their favorite objects, as assigned in the previous meeting. Before the presentations began, the teacher asked students about their readiness and gave them time to prepare. The classroom atmosphere appeared exceptionally lively and full of enthusiasm, particularly because this was an all-girls class.

The objects brought by the students varied significantly, sparking exciting responses and laughter among their peers. While many students brought predictable items like dolls or keychains, some brought unique objects that grabbed the class's attention. For instance, one student brought an apple, explaining that she deeply liked its shape, taste, and colors. Another interesting presentation involved a student who brought a photocard of a Chinese actor, which elicited cheerful laughter and lively engagement from her classmates. From a humanistic perspective, the teacher's acceptance of these unconventional and highly personal items demonstrates a strong implementation of unconditional positive regard and respect for individual uniqueness. By allowing students the freedom to choose and express their authentic interests without the fear of academic judgment or strict correction, the teacher successfully created a threat-free learning environment. This emotional safety naturally lowered the students' language anxiety and stimulated their intrinsic motivation to participate.

Furthermore, this activity revealed the deep emotional connection between the students' learning process and their lives as boarding school students. One student presented her favorite doll, explaining that it was a special gift from her mother. She stated that the doll always accompanied her to sleep in the dormitory and became a source of comfort whenever she felt homesick and missed her mother. By allowing students to describe objects that hold such profound emotional value, the descriptive text material became highly relevant to the students' personal lives and psychological needs, making the learning deeply meaningful.

c) Third meeting

In the third meeting, the teacher conducted a learning evaluation on the irregular verbs the students had learned in the previous meeting. Before the evaluation began, the teacher reviewed several second-form verbs (Verb 2) frequently used in simple sentences. During the apperception activity, students appeared quite active in responding to the questions posed. When the teacher mentioned the first-form verb (Verb 1), several students spontaneously mentioned the second-form verb. Although some answers were still incorrect, the students still bravely tried to answer and participated in the learning activity.

The teacher then connected the use of irregular verbs to the use of the past tense in everyday life. Through simple examples related to the students' experiences, such as weekend activities or experiences at school, students appeared to more easily grasp the function of these verbs. Several students also provided examples of personal experiences using previously learned vocabulary.

Before the evaluation began, the teacher explained that the activity aimed to determine students' understanding of the material, not to find errors. The teacher also motivated students so that they would not feel afraid or anxious when working on the questions. These instructions helped create a calm and supportive classroom atmosphere during the evaluation process.

During the evaluation, students attempted to recall the material they had learned. Some students answered fluently, while others appeared to be contemplating before writing their answers. Although some students still had difficulty remembering certain verb forms, they still attempted to complete the assignment to the best of their ability. This demonstrates students' efforts to understand and apply the material they had learned, rather than simply memorizing it.

Throughout the evaluation, the teacher continuously monitored student activity and provided support to those who appeared hesitant or lacking confidence. The teacher provided positive encouragement so that students continued to work on the questions without fear of making mistakes. This support helped students remain focused and comfortable throughout the evaluation process.

After the evaluation was completed, most students were able to complete the assignment within the allotted time. Some students were seen reviewing their answers before submitting their work. Overall, the evaluation activity demonstrated that students attempted to apply their understanding of irregular verbs and actively participated in the learning process. These findings suggest that a supportive learning environment allows students to take the evaluation with greater confidence and without undue pressure.

3) Post-class activity

At the end of the lesson, the teacher closed the activity with a brief reflection on the material learned. The teacher allowed students to ask questions if there was still material they didn't understand. In addition, the teacher provided feedback, appreciation, and motivation to students for their participation during the learning process. In some meetings, the closing activity also included memorization of irregular verbs to reinforce the material. After all the activities were completed, the teacher closed the lesson with a greeting.

In summary, the entire instructional process from pre-class preparations to post-class reflections demonstrates the teacher's consistent effort to integrate humanistic principles with meaningful learning. By continuously connecting the English materials to the students' real-life experiences and maintaining a highly supportive, non-threatening classroom atmosphere, the teacher successfully facilitated an engaging learning environment. This structured implementation process naturally influenced how the students experienced the learning, which will be further elaborated in the following section regarding their perceptions.

b. Students' Perceptions of Humanistic-Based Meaningful Learning in English Language Teaching (ELT)

The verification of data regarding students' perceptions of the implementation of humanistic-based meaningful learning in English Language Teaching (ELT) was conducted through source triangulation by comparing the results of classroom observations, student interviews, and teacher interviews. This verification process aimed to ensure that the data obtained were credible and accurately represented the students' learning experiences throughout the teaching and learning process.

Based on the interview results, most students expressed positive perceptions toward the English learning activities implemented by the teacher. The students believed that the learning activities not only helped them understand the material more effectively but also made them feel more comfortable and engaged during the learning process.

Regarding the aspect of meaningful learning, most students stated that the learning materials became easier to understand when they were connected to their personal experiences and daily lives. This was evident in the activities of describing their seatmates and favorite objects during the descriptive text lessons. One student explained that the activity helped them understand the material more easily because the person being described was already familiar to them.

> *"It was easier because I already knew the person, so it was easier to describe her."* (Student 1, Interview, 30 May 2026)

A similar opinion was expressed by another student who stated that describing a favorite object made the learning process more meaningful because the object was personally owned and familiar.

> *"It was easier because it was my own object, so I already knew its characteristics and features."* (Student 3, Interview, 30 May 2026)

In addition, several students explained that they understood the material better when the learning process involved direct practice rather than merely listening to explanations. According to them, activities that allowed students to use their personal experiences helped improve their understanding of the lesson.

> *"It is easier to understand when we practice directly rather than just listening to explanations."* (Student 3, Interview, 30 May 2026)

These findings were consistent with the classroom observation results, which showed that students were more enthusiastic when completing tasks related to their personal experiences. During the activities of describing their seatmates and favorite objects, students actively participated in discussions, asked questions about unfamiliar vocabulary, and confidently presented their work in front of the class. This condition indicates that learning activities connected to students' experiences were able to create a more meaningful learning process.

In terms of humanistic learning, the interview results revealed that students felt comfortable during English lessons. Most students stated that the teacher provided equal opportunities for all students to ask questions, answer questions, and express their opinions regardless of their academic abilities. They also felt that the teacher appreciated every effort they made during the learning process.

One student stated that they felt comfortable asking questions whenever they encountered difficulties in understanding the lesson.

> *"If I do not understand something, I can directly ask questions, and the teacher usually explains it again until I understand."* (Student 4, Interview, 30 May 2026)

Another student also mentioned that the teacher allowed every student to participate and did not focus only on the more active students.

> *"Everyone is given a chance to answer questions and speak in class."* (Student 5, Interview, 30 May 2026)

Besides providing opportunities for participation, the teacher also responded positively to students' mistakes. The observation results demonstrated a supportive and low-pressure learning environment. The teacher consistently provided appreciation and did not criticize students when they made errors. Significantly, the

interview results revealed that this humanistic approach had a profound impact on the less active learners. Students who initially lacked interest in the subject reported a significant shift in their attitude.

Student 6, who was categorized as a less active learner, admitted that she was initially afraid of participating. However, the teacher's supportive attitude transformed her learning experience:

> *"Initially, I was afraid of making mistakes, especially since I lacked interest in English. But because the teacher was patient and kind, I became brave enough to speak and ask questions if there was material I didn't understand."* (Student 6, Interview, 30 May 2026)

Regarding motivation and engagement, the learning approach implemented by the teacher successfully increased students' interest, even among those who initially disliked the subject. Student 5, another less active learner, highlighted how the enjoyable classroom atmosphere motivated her to participate in the presentation task:

> *"Actually, I was not really interested in English. But because the teacher's teaching style made the atmosphere enjoyable and comfortable, I became highly enthusiastic when I was asked to present my favorite thing in front of the class."* (Student 5, Interview, 30 May 2026)

These interview findings were strongly consistent with the observation results. The classroom atmosphere was remarkably lively and filled with cheerful laughter, especially when students presented unexpected items like a photocard of a Chinese actor. More importantly, the learning process provided emotional comfort. Even students who were categorized as less active showed greater participation when the activities were connected to emotionally significant personal experiences, such as when

a student confidently described a doll from her mother that cured her homesickness in the dormitory.

The teacher interview also confirmed these findings. The teacher explained that the learning activities were intentionally designed to connect the lesson materials with students' experiences so that students could understand the content more easily and feel personally connected to what they were learning. Furthermore, the teacher consistently attempted to create a comfortable learning environment where students would not be afraid to ask questions, express their opinions, or make mistakes during the learning process.

Based on the triangulation of classroom observations, student interviews, and teacher interviews, the findings demonstrated a high level of consistency. The data indicate that the implementation of humanistic-based meaningful learning provided positive learning experiences for students. Learning activities that connected lesson materials with students' personal experiences helped improve their understanding of the content, while a supportive classroom environment enhanced students' comfort, self-confidence, motivation, and engagement in learning English. Therefore, the data regarding students' perceptions of humanistic-based meaningful learning in English Language Teaching (ELT) can be considered valid and credible as the findings of this study.

4.2 Discussion

The findings of this study reveal how humanistic-based meaningful learning was implemented in English Language Teaching (ELT) at SMP Bustanul Makmur Genteng, and how the seventh-grade students of Class VII-E perceived this learning process. To provide a rigorous, critical, and multi-dimensional analysis, this discussion is systematically divided into five sub-sections representing the core themes of the implementation and student perceptions. Following a structured analytical flow, each sub-section presents the empirical field data, connects them to foundational psychological theories, juxtaposes them

with previous studies (including supporting and contrasting perspectives), and offers a critical strengthening argument that highlights the unique contextual contributions of this research.

4.2.1. Providing Opportunities for Active Classroom Participation

Based on the classroom observations and teacher interviews, the instructional implementation of humanistic-based meaningful learning was heavily characterized by the teacher's deliberate efforts to maximize student agency through active participation. Rather than utilizing traditional, unidirectional lectures, the teacher consistently designed interactive tasks, such as observing and describing seatmates in the first meeting and presenting favorite personal objects in the second meeting. Crucially, the field data showed that the teacher ensured equitable distribution of speaking opportunities. Active participation was not dominated solely by highly active learners (such as Student 1 and Student 2); rather, moderately active (Student 3 and 4) and less active learners (Student 5 and 6) were gently prompted and given equal stage time to speak and present in English.

From a theoretical perspective, this pedagogical practice directly embodies Carl Rogers' (1969) Humanistic Learning Theory, specifically the principle of learner-centered education. Rogers argued that significant learning only occurs when the student is treated as an active participant who is trusted to construct their own experiences, rather than a passive vessel to be filled with information. By stepping back and allowing the students to take center stage during the presentation tasks, the teacher successfully transitioned from an authoritarian instructor to what Rogers termed a "facilitator of learning." The classroom became a collaborative space where the curriculum was negotiated through active verbal production.

When compared to previous research, this finding strongly supports the work of Sitorus and Hasibuan (2025), who asserted that humanistic teachers acting as facilitators

significantly foster learner autonomy, aligning with the principles of Indonesia's Merdeka Curriculum. However, this finding presents a stark contrast to the challenges documented by Lisbeth and Ramírez (2023). In their exploration of EFL classrooms, Lisbeth and Ramírez found that despite attempts to introduce communicative approaches, many teachers ultimately defaulted to teacher-centered, grammar-translation methods due to deeply entrenched pedagogical habits and rigid time constraints.

A distinctive strength of this study lies in how it challenges the assumption that active, learner-centered participation is difficult to implement in highly traditional and structured educational settings. While previous literature often treats active participation as a progressive Western pedagogical concept, this research proves that such an approach can be successfully adapted within the collectivist, hierarchical structure of an Islamic boarding school (pesantren). Traditionally, pesantren education relies heavily on elder-led, passive transmission of knowledge, such as listening to clerics during lectures or ngaji sessions. By actively subverting this traditional dynamic in the English classroom—where students are expected to lead the dialogue and speak openly—the teacher successfully broke the cultural cycle of classroom silence. This highlights a critical contribution of this study: humanistic ELT does not conflict with traditional values; rather, it democratizes the learning space and gives young santri a rare, empowering sense of personal agency over their language acquisition.

4.2.2. Responding Positively to Students' Mistakes

Another core finding of this study was the teacher's positive, non-punitive feedback loop when addressing students' linguistic errors. During oral interactions, when students mispronounced words or struggled to recall vocabulary (e.g., during the presentations of favorite objects or irregular verb evaluations), the teacher consistently avoided negative corrections, sighs, or public admonishments. Instead, the teacher utilized positive

reinforcement, gentle scaffolding, and verbal appreciation for the students' courage. Most notably, the interview data revealed that this supportive response had the most profound impact on less active learners. Student 6 (a less active learner) explicitly reported that she was initially terrified of making grammatical mistakes due to her low interest in English, but the teacher's patient and kind demeanor dismantled her anxiety, giving her the courage to speak and ask questions comfortably.

Theoretically, this finding represents the absolute epitome of Rogers' (1969) fundamental humanistic principle of "learning without threat." Rogers posited that when psychological threats to the learner's ego are minimized, the student becomes more open to new experiences, less defensive, and willing to take significant cognitive risks. Speaking a foreign language is inherently a high-anxiety task that threatens a student's self-esteem. By removing the threat of negative evaluation, the teacher created a low-anxiety environment where mistakes were treated as natural milestones of the learning process rather than failures.

This finding heavily corroborates the structural equation modeling analysis of Dewaele et al. (2023), which empirically proved that lowering foreign language anxiety (FLA) is a mandatory prerequisite for fostering foreign language enjoyment (FLE) and language retention. Furthermore, it supports the findings of ALblaihi (2024), who asserted that avoiding harsh, immediate corrections is the single most effective strategy for building a supportive EFL environment. Conversely, this finding challenges the traditional, form-focused pedagogy highlighted by Fajarina and Sumanto (2025), where rigid correction of grammar and vocabulary dominates the classroom, a practice that frequently leads to student silence, communication anxiety, and a total withdrawal from classroom interaction.

This study critically strengthens the argument that positive error correction is not merely a linguistic tool, but a vital psychological intervention, particularly within high-

achieving school environments. Standard EFL literature often focuses on the linguistic debate between accuracy and fluency; however, this research shifts the focus to the psychological preservation of the student. In a competitive institution like SMP Bustanul Makmur, where students face constant pressure to maintain high academic standings, the fear of failure is often debilitating. By celebrating attempts rather than penalizing errors, the teacher created a unique psychological sanctuary. This differentiation is crucial: for passive students like Student 6, the removal of the fear of public embarrassment in the English classroom was the exact prerequisite needed to unlock their willingness to communicate.

4.2.3. Promoting Students' Intrinsic Motivation

The empirical data demonstrated that the implementation of humanistic-based meaningful learning successfully stimulated high levels of intrinsic motivation among the students. Throughout the observations, the classroom atmosphere was consistently lively, interactive, and filled with genuine laughter. This intrinsic drive was most visibly manifested during the second meeting when students enthusiastically brought diverse, self-selected objects to class—ranging from a simple apple to a photocard of a Chinese actor. Student 5, who was categorized as a less active learner with a self-proclaimed disinterest in English, stated in her interview that the teacher's engaging and comfortable teaching style was the sole reason she became highly enthusiastic to present her favorite item in front of the class.

This finding requires a synthesis of two foundational theories. According to Rogers' (1969) Humanistic Theory, intrinsic motivation is cultivated when students' personal interests, emotional realities, and choices are respected and integrated into the curriculum. Concurrently, David Ausubel's (1968) Meaningful Learning Theory argues that cognitive drive is maximized when students can recognize the immediate, substantive relevance of a learning task to

their existing psychological structures. The teacher successfully merged these two principles: the students were motivated not by external rewards (like grades or punishment), but by a genuine, internal desire to share a piece of their identity with their peers using English.

This finding strongly aligns with the narrative review of Amini et al. (2025), which proved that humanistic empathy, respect, and the promotion of learner autonomy are directly correlated with heightened intrinsic motivation and active intercultural communication. However, this finding stands in sharp contrast to the systemic EFL issues highlighted by Fajarina and Sumanto (2025). They noted that many Indonesian EFL classrooms suffer from severe student passivity because the instruction is heavily extrinsic focused purely on memorizing grammar for formal examinations which quickly drains students' interest and results in communicative disengagement.

This research offers a powerful counter-argument to the conventional view that intrinsic motivation in foreign language classrooms can only be driven by standardized curricula or future professional utility. By showing that an all-girls class of junior high school students enthusiastically brought unexpected, highly personal items like an apple or a Chinese actor’s photocard, this study proves that motivation is emotionally cultivated rather than structurally forced. This highlights a successful shift from "extrinsic compliance" (learning English to pass an exam) to "intrinsic self-expression" (learning English to share who they are). The unique value of this finding lies in demonstrating how humanizing the learning materials allows young learners to safely negotiate and express their personal identities within a highly structured academic environment.

4.2.4. Finding Meaningful Connections to Personal Experiences

From the students' perspective, learning English became deeply meaningful because the instructional materials were directly linked to their lived experiences. In their interviews, Student 1 and Student 3 explicitly noted

that writing and speaking descriptive texts became significantly easier because they were describing their actual seatmates and physical objects they owned. By utilizing familiar subjects, the students did not have to struggle to imagine abstract concepts; instead, they could focus entirely on applying new vocabulary to describe realities they already knew intimately.

Theoretically, this finding directly validates David Ausubel's (1968) Meaningful Learning Theory. Ausubel famously posited that the most important single factor influencing learning is what the learner already knows. Meaningful learning occurs when new information is non-arbitrarily and substantively connected to the learner's existing cognitive structure (prior knowledge). By anchoring new descriptive English vocabulary to concrete, highly familiar objects (their own friends and possessions), the teacher facilitated a cognitive process of "subsumption," ensuring the new linguistic input was anchored deeply and durably in the students' minds, rather than memorized temporarily.

This finding is strongly supported by the constructivist models of Mubarok and Sofiana (2023) and Syaiful et al. (2024), who argued that contextualized, experience-based language learning leads to deeper cognitive internalization and superior communicative retention. Conversely, it contrasts with the traditional, mechanical approach described by Pektaş (2022), where students are routinely forced to memorize abstract vocabulary list by list or describe distant, unfamiliar tourist monuments they have never visited. Such abstract tasks, as Pektaş noted, result in rote memorization (rote learning) which is rapidly forgotten and fails to develop real communicative competence.

A critical contribution of this study is that it provides a vital pedagogical alternative to the heavily entrenched culture of rote learning. Within a pesantren boarding school context, students are intensively accustomed to mechanical rote memorization of religious texts, vocabulary, and

scriptures. While highly effective for classical religious studies, applying the exact same mechanical memorization to conversational language learning often leads to severe cognitive fatigue and a total lack of practical communicative competence. By anchoring English vocabulary to highly personal, emotionally resonant items such as a specific doll a student hugs when she experiences homesickness in the dormitory the learning process bypassed stressful, mechanical memorization and entered the realm of emotional internalization. This proves that religious rote-learners can easily transition into active, communicative language learners when their immediate emotional realities are utilized as anchors.

4.2.5. Feeling Emotionally Secure and Appreciated in the Classroom

Finally, the triangulation of data confirmed that the students felt highly comfortable, emotionally secure, and genuinely appreciated throughout the English lessons. Interviewees consistently reported that they felt no fear of being judged, laughed at, or neglected. Student 4 highlighted that she felt completely comfortable asking questions directly whenever she faced difficulties, and Student 1 noted that the teacher provided equal attention and care to everyone, regardless of their English proficiency level. This emotionally supportive environment directly fostered high self-confidence and joyful engagement among the learners, even those who initially harbored negative attitudes toward English.

This finding strongly validates Rogers' (1969) assertion that the creation of an emotionally secure climate, characterized by the facilitator's "unconditional positive regard" and "empathic understanding," is the absolute foundation of all significant learning. Furthermore, this aligns with the holistic perspective of Adi et al. (2023), who argued that language learning must address the learner as a whole person—integrating the cognitive, social, and affective domains.

This is highly consistent with the findings of Wijaya (2024), who demonstrated that promoting emotionally supportive EFL classrooms directly enhances students' positive emotions and language acquisition. It also aligns with the work of Arofaturrohman et al. (2023), who argued that secure, non-threatening learning environments encourage students to develop self-confidence and independence. However, this finding contrasts with the rural, under-supported contexts explored by Lisbeth and Ramírez (2023), where a lack of teacher training in emotional support often left students feeling anxious, isolated, and neglected during language tasks.

The ultimate significance of this study lies in redefining the EFL classroom not merely as an instructional space for language acquisition, but as an affective "psychological sanctuary" that mitigates boarding school stressors. The young seventh-grade students in this study are experiencing early adolescence while separated from their families and living under a strict, 24-hour pesantren schedule. This environment makes them highly vulnerable to homesickness, academic anxiety, and emotional exhaustion. When a student is allowed to bring a doll given by her mother, present it in English, and explain how it comforts her homesickness without fear of judgment, the classroom transcends its traditional academic boundaries. It becomes a safe haven. This synthesis of emotional security (Rogers) and meaningful cognitive connection (Ausubel) is the core strength of this research, offering a powerful model of how ELT can balance rigorous academic demands with the psychological well-being of young adolescents in intensive boarding environments.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the findings of this study, it can be concluded that humanistic-based meaningful learning has been successfully implemented in English Language Teaching (ELT) at Bustanul Makmur Genteng Junior High School. This implementation is characterized by the teacher's dual ability to act as a supportive facilitator who creates a safe, non-threatening learning environment (Rogers' humanistic approach) while simultaneously designing contextual learning tasks that link new English vocabulary to students' real-life experiences (Ausubel's meaningful learning).

Furthermore, students expressed very positive perceptions of this pedagogical implementation. From an emotional perspective, this humanistic approach acts as a crucial psychological buffer or "oasis" for seventh-grade students living in dormitories (santri) amidst the rigorous 24-hour schedule and intense academic demands of Islamic boarding schools. At the same time, from a cognitive and motivational perspective, connecting descriptive English texts with objects of emotional closeness, such as personal belongings or dolls from home that alleviate homesickness—prevents students from engaging in stressful rote memorization. This strategy successfully stimulated deep understanding and increased intrinsic motivation, while simultaneously transforming initially inactive students (such as Student 5 and Student 6) with high anxiety about English into enthusiastic and active communicators.

In conclusion, the integration of humanistic and meaningful learning principles proved to be a highly transformative intervention in this boarding school context. It successfully demonstrated that building emotional safety is an essential prerequisite for facilitating lasting cognitive connections and fostering true confidence in communicating in a foreign language.

5.2 Research Implication

The findings of this study provide important implications for the field of English Language Teaching (ELT), particularly in junior high school environments with high academic demands and in Islamic boarding school contexts. These implications are systematically categorized into theoretical and practical dimensions.

5.2.1. Theoretical Implication

This study enriches the educational psychology literature by offering a successful empirical synthesis of Carl Rogers' Humanistic Learning Theory and David Ausubel's Meaningful Learning Theory in an EFL (English as a Foreign Language) classroom. Specifically, this study strengthens Rogers' concept of "learning without threat" by demonstrating its applicability in a highly structured and competitive boarding school context. This study theoretically implies that language acquisition is not simply a cognitive process, but a deeply affective one; emotional safety and the reduction of threats to students' self-esteem (Rogers) must be the primary foundation before cognitive absorption and logical connections to prior knowledge (Ausubel) can occur effectively.

5.2.2. Practical Implication

These findings imply that English teachers must abandon rigid, grammar-translation-based, and purely academic-grades-oriented teaching methods, which often trigger communication anxiety and burnout in students. Teachers should actively design contextual, student-centered speaking and writing assignments that respect their personal experiences and emotional realities. Furthermore, school management, particularly in high-achieving Islamic boarding schools (pesantren), should support learning practices that balance rigorous academic curriculum standards with students' emotional well-being. Providing professional development programs that train

teachers to become empathetic learning facilitators is crucial to creating psychologically healthy classrooms.

5.3 Research Limitation

This study has several limitations. First, the study was conducted in only one class, Class VII-E of Bustanul Makmur Genteng Middle School, thus limiting the generalizability of the findings to broader or more diverse educational contexts. Second, this study focused on the implementation and perception of humanistic-based meaningful learning within a relatively short observation period. Third, although the selected student informants represented high, medium, and low levels of activity, the number of participants involved in in-depth interviews was relatively small. Therefore, these findings should be interpreted specifically within the context of this qualitative case study.

5.4 Suggestion

Based on the findings, discussions, and conclusions of this study, the following suggestions are proposed to improve classroom learning practices as well as future research:

a. For an English Teacher

English teachers are strongly advised to consistently apply the principles of humanistic, meaningful learning. This can be achieved by prioritizing a supportive and low-anxiety classroom climate, appreciating students' communication efforts rather than harshly criticizing their grammar or pronunciation errors, and using familiar and emotionally connected personal objects as learning materials to make vocabulary mastery more contextual and lasting.

b. For Student

Students, especially those struggling with communication anxiety or a lack of initial interest in English, are encouraged to actively participate in communicative tasks and view language errors as a natural part of the learning process. Furthermore, students should

try to connect English vocabulary in class to their hobbies, dormitory experiences, and personal lives to make the learning process feel more relatable, accessible, and meaningful.

c. For School and Education Institution

Especially those operating under an integrated boarding school system, it is recommended to support a paradigm shift towards student-centered, humanistic education. School management should facilitate a balanced educational environment, where the strict 24-hour discipline of the boarding school and high academic standards do not compromise students' emotional, social, and psychological development.

d. For Future Researchers

Future researchers are advised to conduct similar studies at different educational levels, with more diverse school demographics, or with larger sample sizes to gain a broader understanding of this approach. Furthermore, future research could explore the long-term impact of integrating humanistic and meaningful learning on other quantitative variables, such as students' actual speaking ability, critical thinking skills, or overall language retention

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APPENDICES

APPENDIX 1: Guidance Card

NIM	2211221028
NAMA	ST. AZIZATUN NUVUS
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	HUMANISTIC TEACHING APPROACH REFLECTED IN THE HOLDOVERS 2023 AND ITS IMPLICATIONS FOR ENGLISH LANGUAGE TEACHING



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	01 Juni 2026	09 Juni 2026	Finalization of Chapter V and overall thesis revision before submission.	Comprehensive review of Chapters IV and V, including language, formatting, and final revisions.
2	20251	21 Mei 2026	31 Mei 2026	Revision of Chapter IV and preparation of Chapter V.	Suggestions for improving the coherence of findings and drafting conclusions and recommendations.
3	20251	11 Mei 2026	20 Mei 2026	Challenges in linking findings with relevant theories and previous studies in the discussion section.	Feedback on strengthening the discussion by integrating theories and empirical studies.
4	20251	30 April 2026	10 Mei 2026	Difficulties in coding and categorizing qualitative findings for Chapter IV.	Guidance on data coding, theme development, and presentation of findings.
5	20251	27 Maret 2026	29 April 2026	Completion of field data collection and preparation for data analysis.	Confirmation of data saturation and guidance on organizing data for analysis.
6	20251	13 Maret 2026	26 Maret 2026	Need for additional clarification and follow-up data from several participants.	Suggestions for conducting follow-up interviews and ensuring data adequacy.
7	20251	27 Februari 2026	12 Maret 2026	Inconsistency in field notes and incomplete supporting documents.	Feedback on improving documentation techniques and maintaining data organization.
8	20251	13 Februari 2026	26 Februari 2026	Initial difficulties in accessing participants and arranging the data collection schedule	Guidance on communication strategies with participants and adjustment of the research schedule.
9	20251	05 Februari 2026	12 Februari 2026	Preparation for field data collection, participant recruitment, and scheduling interviews/observations.	Discussion on data collection procedures, participant selection, and research ethics.
10	20251	14 Januari 2026	14 Januari 2026	Data Analysis Techniques and Research Procedures (Chapter III)	The student explains the data analysis techniques and research procedures. The supervisor ensures that the analysis methods are consistent with the research design and data type, and that the overall methodology is clearly and systematically described.
11	20251	10 Januari 2026	10 Januari 2026	Data Collection Techniques and Research Instruments (Chapter III)	This session focuses on data sources, data collection techniques, and research instruments. The supervisor reviews the suitability, validity, and reliability of the instruments and ensures ethical considerations are addressed.
12	20251	07 Desember 2025	07 Desember 2025	Research Design and Approach (Chapter III)	The student presents the proposed research design, including the research approach. The supervisor provides feedback to ensure that the design is appropriate for answering the research questions.
13	20251	04 Desember 2025	04 Desember 2025	previous study(chapter II)	The student discusses relevant theories, previous studies, and key concepts related to the research topic. The supervisor guides the student in synthesizing the literature, identifying theoretical foundations, and developing a coherent conceptual or theoretical framework.
14	20251	25 November 2025	25 November 2025	Research Questions, Objectives, and Significance of the Study (Chapter I)	This session focuses on refining the research questions, research objectives, and the significance of the study. The supervisor ensures alignment between the problem statements, objectives, and the expected contribution of the research.
15	20251	25 November 2025	25 November 2025	Literature Review and Theoretical Framework (Chapter II)	The student discusses relevant theories, previous studies, and key concepts related to the research topic. The supervisor guides the student in synthesizing the literature, identifying theoretical foundations, and developing a coherent conceptual or theoretical framework.
16	20251	20 November 2025	20 November 2025	Background of the Study and Problem Identification (Chapter I)	The student presents a draft of the background of the study. The supervisor provides guidance on contextualizing the research problem, identifying research gaps, and formulating clear problem statements based on theoretical and empirical considerations.
17	20251	17 November 2025	17 November 2025	Topic Identification and Title Formulation	The student consults with the supervisor to identify a research area relevant to the field of study. This session focuses on narrowing the topic, ensuring its originality, feasibility, and academic relevance, and formulating a clear and researchable thesis title.

APPENDIX 2: Certificate of Having Conducted Research



SMP BUSTANUL MAKMUR

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SURAT KETERANGAN
Nomor: 421.7/ 002 /429.245.201200/2026

Yang bertanda tangan di bawah ini Kepala SMP Bustanul Makmur Genteng Banyuwangi, menerangkan bahwa:

nama	: St. Azizatun Nuvus
tempat, tanggal lahir	: Banyuwangi, 29 September 2004
NIM	: 2211221028
jenjang	: Setrata Satu (S1) Tadris Bahasa Inggris
perguruan tinggi	: UIMSYA - Universitas KH. MUKHTAR SYAFAAT

benar-benar telah melaksanakan penelitian di sekolah kami pada tanggal 18 Mei – 03 Juni 2026 dalam bidang yang sesuai dengan judul penelitiannya yaitu: **"The Implementation of Humanistic Based-Meaningful Learning in English Language Teaching".**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 19 Juni 2026
Kepala Sekolah,

SEKOLAH MENENGAH PERTAMA SMP BUSTANUL MAKMUR YPIP GENTENG BANYUWANGI

H. Imamuddin, M.Pd.I
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APPENDIX 3: Certificate of Plagiarism



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APPENDIX 4: Research Documentation



Picture 1. Students' Learning Material in Class



Picture 2. Interview with Student of SMP Bustanul Makmur



Picture 3. Student Present in front Class



Picture 4. Student Write on The Whiteboard

APPENDIX 5: Interview Guidelines

Research Title: The Implementation of Humanistic-Based Meaningful Learning in English Language Teaching at Pesantren

Purpose of Interview: The purpose of this interview is to obtain in-depth information regarding students' perceptions of the implementation of humanistic-based meaningful learning in English Language Teaching (ELT). The interview aims to explore students' experiences during the learning process, particularly their views on classroom activities, teacher support, learning atmosphere, active participation, motivation, confidence, and the connection between learning materials and their personal experiences. The information gathered from this interview is expected to provide a deeper understanding of how students perceive the implementation of humanistic-based meaningful learning in the English classroom.

Place: SMP Bustanul Makmur

Interviewer: St. Azizatun Nuvus

A. Interview Guidelines for Student'

1. How do you feel when asked to describe your deskmate?
2. How do you feel when asked to bring your favorite object to class?
3. Does describing your deskmate and bringing your favorite object make it easier to understand the descriptive text material? Why?
4. Do you think these activities make the lesson easier to remember? Why not?
5. Do you feel comfortable learning English in class?
6. Does the teacher give all students the opportunity to speak or express their opinions?
7. How does the teacher react when students make mistakes?
8. Do you feel free to ask questions if there is material you don't understand?

9. Do you actively participate in activities during English class?
10. Do the activities provided by the teacher make you more enthusiastic about learning English?

APPENDIX 6: Interview Transcript

Researcher: How did you feel when you were asked to describe your seatmate?

Student: I felt happy because I already know my seatmate very well. We often study and interact together every day, so I did not have any difficulty describing him/her in English. The activity was also enjoyable because I could talk about someone I know closely.

Researcher: How did you feel when you were asked to bring your favorite object to class?

Student: I felt happy and excited because I already knew what my favorite object was and why it was important to me. When I was asked to present it in front of the class, I felt more confident because I was talking about something I truly knew well.

Researcher: Did describing your seatmate and bringing your favorite object make it easier for you to understand descriptive text material? Why?

Student: Yes. It was easier for me to understand descriptive text because the objects being described were around me and already familiar to me. I did not need to imagine something I had never seen before. I only needed to explain the features and characteristics that I already knew.

Researcher: Do you think those activities made the lesson easier to remember? Why?

Student: Yes, the material became easier to remember because it was related to everyday life. When the lesson was connected to people or objects around me, it was easier for me to remember the vocabulary and the content compared to simply reading or memorizing from a book.

Researcher: Did you feel comfortable learning English in class?

Student: Yes, I felt comfortable during English lessons because the classroom atmosphere was not too tense, and the teacher explained the material well, making it easier for me to follow the lesson.

Researcher: Did the teacher give all students opportunities to speak or express their opinions?

Student: Yes. The teacher gave all students opportunities to speak, answer questions, and express their opinions. Not only the active students, but everyone was given the same opportunity.

Researcher: How did the teacher respond when students made mistakes?

Student: The teacher was firm but never excessively angry. When a student made a mistake, the teacher usually provided explanations and advice patiently. If there was something that needed improvement, the teacher helped us understand the parts we were still struggling with without making us afraid to learn.

Researcher: Did you feel free to ask questions if there was material you did not understand?

Student: Yes. If I did not understand the material, I could ask the teacher. The teacher would explain it again until we understood. Even when many students asked questions, the teacher still gave everyone a chance in turn and answered them one by one.

Researcher: Were the activities given by the teacher related to your daily life? Please explain.

Student: Yes. The teacher often gave examples that were closely related to everyday life. For example, when learning descriptive text, we were asked to describe our friends or favorite objects that actually existed around us. Because of that, the material felt more real and easier to understand.

Researcher: Did the activities given by the teacher make you more motivated to learn English? Why?

Student: Yes. I became more motivated to learn English because the teacher explained the material in a way that was easy to understand and provided examples that were closely related to our lives. In addition, the teacher was patient, not too rigid when teaching, and often gave us opportunities to practice directly. Activities such as presentations, discussions, and games also made the learning process more interesting and less boring.

HISTORY LIST LIFE



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1. TK Khodijah 98 Barurejo (2010 – 2011)
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3. MTs Negeri 2 Banyuwangi (2016 – 2019)
4. SMA Negeri 1 Bangorejo (2019 – 2022)

ABSTRACT

English Language Teaching (ELT) in competitive boarding school environments (pesantren) often faces challenges of language anxiety and mechanical rote learning. This study aims to describe the implementation of humanistic-based meaningful learning in ELT at Pesantren and identify students' perceptions of its implementation.

Employing a qualitative case study design at SMP Bustanul Makmur Genteng, data were collected through classroom observations, in-depth interviews, and documentation, then analyzed using Miles and Huberman's model.

The findings revealed that the teacher successfully implemented this approach by acting as a facilitator who created a non-threatening learning environment (Rogers' principle) and connected learning materials to students' personal experiences and emotionally resonant objects (Ausubel's principle). Consequently, students perceived the learning highly positively, viewing the class as a psychological "oasis" amidst the rigorous boarding school schedule. This strategy significantly reduced language anxiety, bypassed stressful memorization, and successfully transformed initially passive learners into enthusiastic communicators.

In conclusion, the integration of humanistic and meaningful learning approaches is highly transformative in fostering students' intrinsic motivation and speaking confidence.

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