



STUDENT-CENTERED LEARNING IN ENGLISH LESSON
The case of the grade eleven classroom of MIPA 1 at MAN Kendal
in the Academic 2019/2020

Final Project

**Submitted in partial fulfilment of the requirement for the degree
of *Sarjana Pendidikan* in English**

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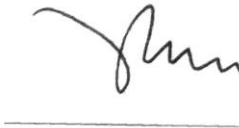
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STUDENT-CENTERED LEARNING IN ENGLISH LESSON

A case of grade eleven classroom of MIPA 1 of MAN Kendal in the Academic
2019/2020
my own work and has not been submitted in any form for another degree or
diploma at any university or other institute of tertiary education. Information
derived from the published and unpublished work of others has been acknowledged
in the text and a list of references is given in the references.

Semarang, January 2019



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MOTTO AND DEDICATION

“Never give up if you still want to try. Don't let regret come because you're another step to win.”

R.A Kartini

“And toward Allah turn with eagerness.”

QS Al Insyirah: 8

“Believe in yourself, and the rest will fall into place. Have faith in your own abilities, work hard, and there nothing you cannot accomplish.”

Brad Henry

This final project is dedicated to:

My Beloved Parents

My Brother and Sister

My Big Family

My Best Friends

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Lisa Nurmahawi

ABSTRACT

Nurmahawi, Lisa. 2019. Student-Centered Learning in English lesson (A case of grade eleven classroom of MIPA 1 at MAN Kendal in the Academic 2019/2020). Final Project English Department Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd.

Keywords: Students' Perceptive, Student-Centered Learning, English Learning

Student-Centered Learning (SCL for short) is an instructional approach in which students influence the content, activity, material, and pace of learning. This study aimed to: 1) describe the implementation of SCL; 2) describe the students' perceptive of using SCL in English classroom; 3) describe the strengths and weaknesses of English classroom using SCL; 4) give the solutions of the SCL implementation in English classroom. This study employed qualitative case study as the design. The data were collected by giving an interview for a teacher and some students, questionnaires for students, and observation. Based on finding the implementation of SCL was 1) innovative teaching and innovative learning, 2) use learning outcomes, 3) use of a system transfer and accumulation, 4) flexible curricula and learning path. On the other hand, the students' perceptive of the implementation of SCL was students agree that teacher has implemented Student-Centered Learning in English classroom of XI MIPA 1 at MAN Kendal. The strengths and weaknesses of Student-Centered learning, the researcher found that students develop learning the skill and gain meaningful knowledge that will help students throughout life, build social skill and self-esteem, students are more attentive and willing to participate in the class, make their studies more effective, and increasing the interaction between students. The weaknesses of student-centered learning that the researcher found: not all teachers can do or use cooperative learning, take a long time for a teacher, some material are not suitable to use student-centered learning method, condition situation and time affect in the application of this method. The solution of the SCL implementation teachers should design or make planning the method, the teacher should selective in applying learning strategies, the teacher should consider students in discussing the learning strategies, and students should more active in the English classroom.

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the reasons for choosing the topic, the research problems, the purposes of the study, the significance of the study, the scope of the study, the definition of the terms, and the outline of the study.

1.1 Background of the Study

As an international language, the English language has been learned by many people from various countries and cultural backgrounds. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners (Broughton, 1980). It means the foreigner learned English to express ideas and communicate with the people in other countries.

According to Chien, (2011) Teaching English as a foreign language is applied to emphasize English language learning in the nation, where English is not the most important language. It can be tool for gaining information, traveling, and other purposes, instead of using it as an official or primary educational language. To encourage students' like and motivation to learn English, the teacher should choose or use interactive, fun, and easy learning methods. According to government regulation number 32 year 2013, the researcher found that English teacher to implement the innovative learning by including learning process in unit education held interactive, inspiring, fun, challenging, motivating students to actively participate.

The world of education including the area of English Learning and Teaching (ELT) has changed the focus of its teaching approach from Teacher-Centered Instruction or conventional way of teaching to SCL. According to Catalano (1997) most activity today in majority classroom continue to reflect an old style of instruction wherein "students sit quietly, passively receiving words of wisdom professed by the lone instructor standing in front of the class". In Teacher-Centered Instruction, the teacher becomes the main actor in the teaching and learning process.

From the design, teaching material, problem of examination, and assessment, almost all things are ruined by a teacher. By using this method, students become unable to do much when the material they receive is not appropriate with their interests and abilities. As a consequence, students find difficulty to involve themselves in learning activities that are being taken. It makes students become passive learner so their creativity is less explored.

In the real condition, the researcher found the problems with the implementation of SCL in English classroom activity. The first observation result showed that the Teacher still used the Teacher-Centered Instruction method, even though the curriculum of education in Indonesia changed to be the 2013 curriculum. This curriculum has regulated the national education standard to which is the learning process in the educational unit had to use SCL. So the teacher should change their method in teaching by using SCL and give chance to their students to show and share their ideas, experience, or knowledge about the material that the teacher taught.

This SCL method built on the ideas of learners to construct and reconstruct to learn actively. This learning takes place for students to be centered on the learning process. According to collins (2003), SCL can lead to increased motivation to learn, greater retention of knowledge, deeper understanding and more positive attitudes towards the subject being taught. This approach provides students to learn independently with their friends and train them to confident in their skills that they need to do. The teacher can develop and use approaches to teaching that fit the criteria for SCL such as active learning, collaborative learning, problem-based learning, cooperative learning, and so on.

To developing SCL in the English classroom environment there are four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered. Knowledge-centered learning approaches grow out the knowledge from expert or teacher to the novice or student that expert has organized the knowledge very differently than the novice. So knowledge-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design.

Considering the problem, the author examined "Student-Centered Learning in English Lesson". This topic is chosen by the writer because there are still many schools that have teacher implemented Teacher-Centered Instruction and there is some teacher implemented SCL as government regulation.

1.2 Reasons for Choosing the Topic

There are some reasons why the topic chosen. The first is many teachers instill applied teacher-centered learning in the teaching and learning process. They should change their teaching methods with SCL. Because it is the government regulation in the 2013 curriculum that students must be active, interactive and influence the learning process.

The second reason is SCL has a lot of benefits for students, teachers, and wider benefits of SCL. The benefits for students such as 1) making students an integral part of the academic community. It will encourage a student to think for themselves, analytical skill and critically thinking. 2) Increase motivation to learn. 3) Independent and responsible in learning. 4) due consideration for student needs. The benefits for teachers, there are 1) A more interesting role for the teacher. 2) Solutions for tackling massification and diversity. 3) Positive impact on working conditions. 4) Professional development for academia (Attard, 2010).

The third is why does the researcher choose English classroom activity as an effect of SCL because the goal of student-centered learning is to create a learning environment where knowledge is built by teacher and student not only transmitted by a teacher. The class act as "a learning community that constructs shared understanding".

1.3 Research Questions

From the statement above this study outlines these following research questions:

- 1) How does the teacher implement SCL in the English lesson?
- 2) What are perceptive of the students after using SCL in the English lesson?
- 3) What are the strengths and weaknesses of English lesson using SCL?
- 4) What are the solutions of the SCL implementation in the English lesson?

1.4 Purposes of the Study

In line with the statement of the problem, the purposes of this study are:

- 1) To describe the teacher implementing SCL in the English lesson.
- 2) To describe the students' perceptive after using SCL in the English lesson.
- 3) To describe the strengths and weaknesses of English lesson using SCL.
- 4) To give the solutions of the SCL implementation in English lesson.

1.5 Significance of the Study

The result of this study are useful for students, teachers and school or institution. At least there are three signs of this study as follow :

- 1) Theoretically, first this research is expected to give description for teacher about the implementation of SCL in English lesson. Second, this research is expected to know the students' perceptive after using SCL in English lesson. Third, this research is expected to provide the strengths and weaknesses of English lesson using SCL. Fourth, this

research is expected to give the solution of the SCL implementation in English lesson.

- 2) Pedagogically, first this research can be used as references teacher to implement SCL. Second, this research can give information about students' perceptive after using SCL. Third, this research can give information of strengths and weaknesses of SCL. Fourth, this research can be used as references to find out the solutions of SCL implementation.
- 3) Practically, first this research is expected to be useful for teacher to evaluate the implementation of SCL. Second, this research is expected to be useful for student to contribute in lesson using SCL. Third, this research is expected to be useful in assisting school as reflection of teacher implementing SCL in every lesson. The fourth, this research to be useful for the next researchers to find the references in searching the solution of SCL implementation.

1.6 Scope of the Study

This study evaluates of implementation of SCL in English lesson which is delivered by students and English teachers when they implement the SCL in the English lesson. Furthermore, this study only observes students and teacher of MAN Kendal. Besides, there is only one class to be observed.

1.7 Definitions of the Key Terms

In order to make this research clearer, the writer will explain the definition of key terms that might help the readers understand this research.

1) SCL definition

SCL is an instructional approach in which students influence the content, activity, material, and pace of learning (Froyd, 2008). According to Harden and Crosby (2000), SCL emphasizes students as learners and what students do to succeed in learning compared to what the teacher does.

Student is a person usually over age of 16, who is studying at university or college. Center is a point that is equally distant from all sides of something where certain activities or facilitate are concentrated (Oxford Dictionary).

From those definition, it can be concluded that SCL is an approach which is students influence the classroom activity.

2) English lesson

Based on the Oxford Advanced Learner's Dictionary, Lesson is a period of time given to learning or teaching in the classroom.

English is still considered the most important school subjects and therefore beginning teacher can find the responsibility of teaching it both exciting and challenging.

English lesson is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and

listening are needed to a greater or lesser degree in every other school subject, and for adult life (Goodwyn & Branson, 2005).

It can be concluded that English lesson is a period time given to learning and teaching English as a subject in the classroom.

3) Students' perceptive

Based on Wortman et al (1998) they define perception as the process of interpreting the sensation and giving them order, meaning, and interpretation in the brain. Students' perceptive is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world.

Perception is an idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary). It can be concluded that students' perceptive is a process students interpreting the meaning or notice something that they sense.

1.8 Outline of the Study

This research is organized within five chapters as follows: Chapter 1 deals with the introduction of the study. It consists of a background of the study which discusses the brief explanation about the teaching English as Foreign language, Teacher-Centered Instruction, education standard regulation, and the problem of SCL implementation. The reason of choosing the topic which discusses the reason why the writer chooses a topic. The research questions and research objectives of the study which talks about the purpose of the study. Significance of the study which talks about the expectation after the study was done. Definition of the key terms which contains SCL definition, Teacher-Centered Instruction, English

Lesson, and Students' perceptive. The last is the outline of the study which describes a draft of the research outline.

Chapter II discusses the review of the previous study. This chapter consists of a review of the previous study discusses the summary of 20 journals related to SCL, teaching English as foreign language, and students' perceptive. Theoretical review which discusses the general concepts of the Teaching English as foreign language, characteristics of SCL, SCL framework, and parameters of SCL, strengths, and weaknesses of SCL, and the concept of students' perception. The theoretical framework which discusses a figure of framework on the study.

Chapter III discusses the method research methodologies. This research is the case study research because it takes a case in English lesson of grade eleventh at MAN Kendal. The informant of this research are students of grade eleventh MIPA 1 and English teacher. The procedures of collecting data are observation in the first meeting, interview for students and English teacher, and questionnaire for students to know the students' perceptive after using SCL in English lesson. The procedures of analyzing data are collecting data, reducing, displaying the data, and verification. The last is triangulation, the researcher use triangulation because she needs expert judgment in this research.

Chapter IV presents findings and discussions. This finding of this research are teacher implementing SCL in English lesson, the students' perceptive of SCL implementation, strengths and weaknesses of SCL, and solutions of SCL. The teacher implementation of SCL are 4 aspects, there are innovative teaching and learning, the use of learning outcome, the use of a system transfer and accumulation

credit, and the flexible curricula and learning path. Strengths of SCL are can develop learning and other skills, students more active participate in the classroom, and build social skills and self-esteem of students. Weaknesses of SCL are it take a long time for teacher to explain the lesson, some material are not suitable to use SCL, and condition, situation, and time are affect the application of this method. Solution of this research are teacher should design or make planning to use SCL, selective in applying learning strategies, and students should participate actively in English lesson using SCL.

Chapter V presents the conclusion that are teacher implementing SCL in English lesson, the students' perceptive of SCL implementation, strengths and weaknesses of SCL, and solutions of SCL. It gives some suggestion for students, teachers, and also the next researcher that research about SCL based on analysis results. The last, researcher mentions the weaknesses of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II discusses the review of the previous studies, the theoretical review, and theoretical framework. The first review of the previous study presents several journals and researches of Student-Centered Learning. The second, theoretical review presents about all review theories that related to this study used as references. The last is the theoretical framework about how the researcher conducts this study.

2.1 Review of Previous Studies

There have been several studies working on SCL. The researcher have found more than 20 studies related to this topic. Researcher divided into three categories. There are teaching English as foreign language, SCL, and students' perceptive.

As an International language, the English language has been learnt by many people around the world, include Indonesia. It means that people should learn English as a foreign language. They need to express their ideas and to communicate with other people from another country by using English as intercession language. For the first category, sixteen studies belong to the student-centered learning category. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners (Broughton, 1980).

Nowadays, teaching English language has gently change. A kind of modern, innovative methods, techniques and ways of teaching are being implemented in the classes. Usage of term student-centered learning may also simple refer to educational mindsets or instructional method that recognize individual differences in learners Tursunov (2016).

The study (Malia, 2004) was teaching English to young learner hold on an understanding of teaching English as a foreign language for the young learner that divided them into several groups based on their ages. Young learner can acquire foreign language better than an adult learner. The process of' adapting or designing activities, trying them out in the classroom and assessing their effectiveness is a way of reflecting on teachers' teaching. This process enables teachers to stand back from the routine of their daily teaching and consider it from a different perspective, which may give them new insights into their teaching.

In the classroom activity teacher and students need interaction to communicate lesson that teacher gives. Based on the research (Seyed-Piran1, 2014), English foreign language teacher and learners interact with each other bring their interlocutor into context, and involve them in the construction of the discourse and the argument in order to contribute to the interactive and the persuasiveness of the oral discussion in the classroom. It reveals that the teachers and learners use stance and engagement markers one about every four words and that both use the devices for fairly similar purposes.

Classroom activity is an activity that happen in the classroom, such as role play, games, brainstorming, teacher explanation etc. According to (Huang1, 2016)

there are two categories of activity that reflected different reception of teacher and student that is conversational activity and traditional activity. This discrepancy between teacher and student show that although students were aware that these activities are helpful in promoting their communicative competence, some changes and innovations are needed in design to arouse their interest. This research can help teacher students' perceptions into consideration while designing classroom activities for English speaking classes in the future.

The researcher did The second categories is about study that related to SCL. Here, the researcher found 16 previous study.

In (Herman, 2016) the result of this research indicated that ST-CIO is a valid measure. Students who received more positive than negative attention at the start of the school year were rated as having higher levels of pro-social behavior at the end of the school year. Furthermore, the students receiving more negative attention demonstrated an increase in disruptive behavior at the end of the year.

Based on the study (TUDOR, 1992) student-centered learning has a number of condition factors such as motivations, an experiential traits, psychological traits, linguistic readiness, culture expectations, material constraints, institutional constraints. Those factors can influence learners and also the teacher that apply student-centered learning in the classroom activity. The result of this research was that learner involvement in program development can serve to enhance the relevance of learning content and also gear the format and orientation of learning activities more closely to learner preference and developmental needs.

According to (Catalano, 1997), the result of his study, there is any transformation from teacher-centered to student-centered: (1) Some students will not like to become the focus on classroom activities preferring the more comfortable style of simple being. (2) Some colleges will judge a student-centered classroom to be lacking in sufficient rigor. (3) Perhaps the greater resistance to embarking on such transformation comes from within ourselves.

The result study (Estes, 2004), student facilitation techniques similar to those described in the present article will become more common talk circles in the future experimental education program. One can trace the evolution of facilitation and reflection, as it relates to the balance of teacher and student power in experiential programs, from student-centered to teacher-centered, and back to student-centered models.

The study from (Rong Liu, 2006), the result showed that the instructor still used the teacher-centered style in the university settings. Therefore, the discrepancy between theory and practice has been identified. This indicates that the learner-centered was noted widely practice in the universities. Therefore teacher training should address this discrepancy using APALS to conceptualize learner-centered teaching style. This is a concrete way to raise teachers' awareness of their teaching style and help the teacher to move toward a learner-centered approach. The personalizing instruction and flexibility of personal development should be incorporated in the curriculum of teacher training. Specific material and activities should be design to tap this difficulty.

In (Cornelius-White, 2007), The result showed that correlations had wide variation. Mean correlation ($r=.31$) was above average compared with other educational innovations for cognitive and especially affective and behavioral outcomes. Learner-centered teacher variables have above average association with positive student outcomes. Methodological and sample features accounted for some of the variability.

According to (Wohlfarth, 2008) the writer asked the student to participate in the classroom that they would be taught in learner-centered style, and this term should be explained to them, including describing Weimar's five tenants outlined in the text.

The results research (Garrett, 2008), indicate that the teachers did think about the relationship between instruction and classroom management, but not in terms of using SCL. Rather they thought about what management strategies were necessary to successfully implement a particular lesson. (Bruce M. Saulnier, 2008) was that the twelve-step template-based approach to the construction of educational activities provides for greater student learning and a more authentic student assessment.

The result of study (Sunnie Lee Watson, 2008) was that new approaches to instruction and education have increasingly have been advocated to meet the need of all learners, and a large amount of research have been conducted. This study presented that transforming the paradigm in school is not a simple job. All the components of school must work together, as they cannot change such a complex

culture and system alone. The researcher said that critical systems approach is essential than transform school to be learner-centered learning.

The research (Wright, 2011), result of this study was students tended to respond positively to the changes introduced and the teachers considered themselves successful in their quest to create a more learner-centered classroom while achieving their course objectives.

According to (Smith, 2012), the results of this study are divided into two sections: course development and course implementation. The course development process allowed them to take further their education. In addition course implementation involve students in student-centered classes to regard the experience for themselves.

The result of this study that students help to create a rubric used to evaluate the speeches the students gave in class (Scott1, 2012). It groups worked to implement other inductive approaches, such as inquiry, and problem-based learning. This approach allowed a student to know inductive discover what they knew and did not know. It required students to reflect metacognitively, which makes students interact with peers, comparing and collaborating their notion in communication while working collaboratively to reach a shared vision. Questions and discussion about the differences and similarities pushed students to come to refine their understanding of communication processes, providing a shared reference point for further discussion and a foundation to build on during the semester. The shift in focus to active and reflective learning helps students create a learning community where both students and the instructor are empowered to

question and to make meaning, and all are invigorated in this phenomenon we call learning.

In (Wangid, 2014), result of this study was the capabilities of the students who have high self-regulated learning will be demonstrated by the ability to evoke thoughts, feelings, and behavior strategies aimed at achieving the goal. Because in the ability of self-regulated learning abilities, there are three main components, namely the ability to regulate cognition, motivation, and ability to regulate emotion, and the ability to regulate behavior. One attempt to instill and develop students' self-regulated learning is the direct teaching, metacognitive direct reflection, and discussion.

The study from (Meece, 2014), This study found an indication that many important motivational benefits of learner-centered practice for young adolescents. Specifically, students reported more positive forms of motivation and greater academic engagement when they perceived their teacher was using learner-centered practices that involve caring, establishing higher-order thinking, honoring student voice, and adapting instruction to individual needs.

The research was conducted by (Marwan, 2017), this study was the implementation of learner-centered teaching that influences the success of teaching and learning with this approach was well regarded in this study. As the result, an extended version of the framework was produced and more suitably used by this vocational higher institution. This process of new framework creation showed that this study was not driven entirely by the theoretical framework. This study overall concluded that a theoretical framework may be used as a guideline or reference in

implementing change in an organization but its use should not close the opportunity for the individual involved in the change process and whose voices were being investigated in a study to disclose issue which they think to have a significant impact on the change outcome.

This research is different from the previous study because the previous research discuss about the transformation of Teacher-Centered Instruction to SCL and in the previous study research about the classroom management use in SCL method. In this research is not only discusses about the SCL transformation and classroom management, but also discuss about how the teacher implementing SCL, what is students' perceptive after using SCL, strengths and weaknesses of SCL implementation, and give solutions of SCL implementation. Using it, teacher can improve students to think critically and solve the problem of the study by themselves. Besides, teacher also evaluate their class management in implementing SCL.

2.2 Theoretical Review of the Studies

The writer is going to discusses about English classroom activity, definition of SCL, characteristics of SCL, SCL frameworks, parameters of SCL, strengths of SCL, weaknesses of SCL, and the students' perception.

2.2.1 English Lesson

English lesson is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life (Goodwyn & Branson, 2005). The listed activities are designed to

trigger thinking outside of frequently used strategies like panel discussions, collage construction, role-playing, PowerPoint presentations, etc (teachersontarget.com). In the hands of professional teachers, these activities will help contribute to an engaging and energized classroom.

To learn language, especially English language. Students must learn four basic language skills. Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. On the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading.

If teachers want to create their activities, it is helpful these steps enable teachers to consider how and why the activities are constructed in the way they are.

- 1) Goal : the teacher's purpose or aim in using the activity, i.e. What he or she wants to achieve through the activity and the children's purpose in carrying out the activity.
- 2) Input: the children will work on materials, e.g. text, oral instruction, etc.
- 3) Procedures: what children do with the input, e.g. read it, talk about it, etc.
- 4) Outcomes: what the children as a result of the activity, e.g. a storybook, an answer to a problem, a picture, etc. The outcome might vary from child to child or group to group. We distinguish between product outcomes, i.e. something tangible like a set of answers, a complete crossword, a drawing, and process outcomes, i.e. skills, attitudes, which develop during the learning process, e.g. increased confident, able to work together.

- 5) Teacher roles: the roles that the activity will require the learner to perform. For example, a drill will require the teacher to direct and control student, whereas a communicative game will require the teacher to set up the task and then step back and monitor.
- 6) Learner roles: the roles of the activity will require the learner to perform. For example, some activities may require learners just to listen and respond as directed; others may require the learner to make decisions or choices.
- 7) Organization : the way learner is organized for learning, e.g. as a whole class, in pairs, in groups, etc. It is quite suggested to analyze an activity in this matter.

The following step to teacher set classroom activity Scoop (1990):

- 1) Choose a Topic

The teacher usually decides which topic to work on, but if the children are not interested in a particular subject, and he or she thinks they can do it in English, then try to work it in his or her timetable. If the teacher is working in a primary school he/ she looks at what the children are doing in other classes. For example, if they are doing 'growing' in Nature Study. Then he or she could do some of the activities in English – measuring and comparing, for example.

- 2) Plan Time

An ideal teacher should decide in the long term planning stage which topics he or she is going to work on and how long the teacher plans to spend on each topic. Sometimes topic work will simply crop up while the teacher is working on the textbook- he or she may come across a text which the children are particularly

interested in or enthusiastic. In this case, the teacher may only want to spend one or two lessons on a particular topic, and this would be decided almost on the spur of the moment. b) If you have not done topic-based teaching before, then it is probably best to start on a very small scale. Taking just one lesson on a topic which the children are particularly interested in which may or maybe not be based on the textbook will give the teacher some ideas of possibility which this kind of teaching opens up.

3) Collect Materials

Once the teacher has some ideas about possible topics, he or she should start looking for the materials all sorts of written and spoken texts, pictures, objects, cards, ideas. When the teacher finds something, he or she makes a note of it at once or she can write on the back of the material or write on a piece of paper, label it and put it into the ring binder or cardboard box and teacher usually keeps for the topic. We always think we'll remember our brilliant ideas. But we don't unless we make a note of them. Similarly, once the teacher has finished with a topic, all the materials he or she used to go back into the relevant files and boxes – even the material which didn't work well. Next time in other sessions the teacher may have a different use for it. The teacher will do most of the collecting and all the filing but the children can often help to find pictures and objects in connection with a particular topic.

4) Functions and Situation

The teacher has the topic and a collection of connecting materials he or she works out which situations and functions of the language the teacher wants to concentrate on. Some useful functions of the language might be: describing,

expressing likes and dislike, asking for something, future wishes. The point is that the topic decides which situation and functions the teacher takes up and the teacher has to make a selection as to which ones the teacher wants to concentrate on. The teacher may find this difficult, but when in doubt, he or she should choose a situation first. If the teacher concentrates on the function, he or she may well lose sight of the content material. Of course, the student will cover a far wider range of language in their work, but it is useful to know what the teacher wants them to be able to do by the end of the topic period.

5) Methods and Activities

Familiarity ensures security, so the teacher should make use of the full range of what is already familiar to the children as well as activities which are in the textbook. However, the teacher may find the stepping outside the textbook can lead to much more creative thinking on the part of the teacher and children alike. Topic-based work opens up all sorts of possibilities. The temptation in doing topic-based teaching is to let the free activities take over, but the input and the guided activities have to be there too, just as the simple activities have to be there alongside the more challenging ones. Some suggested activities that can be done in the classroom are vocabulary work which provides cards – pictures to present the vocabulary, dialogues and role-play to look at the progression in oral work, free activities to complete oral and written work.

6) Assessment

Since topic-based work is complete in itself, it gives the teacher and the children a good opportunity to assess what they have been doing. The teacher can

ask the children what they liked/didn't like doing. What they would have liked to spend more/less time on? Which stories did they like? Do they think another class would like the same topic? Ask them what they think they have learned and use the opportunity to repeat what been gone though in class 'yes know you know how toand you talk can about ..., and you know all about(those are done in the mother's tongue). Although small children find this type of assessment very difficult, to begin with, it is well worth starting in a very casual way with the five to seven-year-olds.

2.2.2 Student-Centered Learning

Based on toolkit (Angele Attard E. D., 2010), entitled time for a new paradigm education: Student-Centered learning (2010), SCL was credited to Hayward as early as 1905 and to Dewey work in 1956. Carl roger was then associated with expanding this approach into a theory of education in the 1980s and this learning approach has also been associated with the work of Piaget According to Collins and O'brien (2003) cited in (Jeffrey Froyd, 2008) Student-centered learning is an instructional approach in which student influence the content, activity, material, and pace of learning. Harden and Crosby (2000), SCL emphasizes students as learners and what students do to succeed in learning compared to what the teacher does.

This approach is broadly based on constructivism as a theory of learning, which is built on the idea that learners must construct and reconstruct knowledge to learn effectively. The teacher provides students with the opportunity to learn independently with their friends and train them to confident in their skills that they

need to do. The implementation of SCL can lead to increased motivation to learn, greater retention of knowledge, deeper understanding and more positive attitudes towards the subject being taught.

2.2.3 Characteristics of SCL

According to (Weimer, 2002), there are five characteristics of Student-Centered learning:

- 1) Engage students in the learning process. On traditional teaching in most classes teachers are working much harder because they are the main actor in the classroom. Students don't have to develop sophisticated learning skills without the chance to practice and the teacher gets more practice than a student in the classroom. With learner-centered teaching, students to be more active, have opportunity to implement the real task and solve the problem of their study by themselves.
- 2) Learner-centered teaching includes explicit skills. Learner-centered teachers how to think critically, solve the problem, evaluate evidence, analyze arguments, and generate the hypotheses. All those learning skills important to mastering material in the disciplines. They learn those skills are not in the theory but they learn it practically in the classroom. Those skills are helpful for them to face the real-life problem.
- 3) Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. SCL challenge students' assumption about learning and encourage them to accept the responsibility for the decision they make in learning such as understanding the material, answering

the task, and applying the school material in their life. The goal is to make the student aware of themselves as a learner and to make learning skills something students want to develop.

- 4) Learner-centered motivates students by giving them some control over the learning process. Learner-centered teachers search out ethically responsible ways to share power with students. Teachers might give the student some choice about which assignment they complete. They can discuss together with the student to make some classroom' rules or policies. They might let students set the deadline for an assignment or chose their friends to make a group study. Those examples make students enjoy, and feel free in the classroom.
- 5) Learner-centered teaching encourages collaboration. Learner-centered teachers recognize and research consistently confirm that students can learn on their own and also with each other. Certainly, the teacher has expertise and an obligation to share it but he/she can learn from the student's point of view. They will see learning individually and collectively as the most important goal and of any educational experience.

2.2.4 SCL Framework

To be learned centered, the instructional practice needs to change in the five ways of SCL framework according to (Weimer, 2002)

1) Balance of Power

According to theories of radical and feminist pedagogy, and theorist and research cited in (Marwan, 2017) the balance are between the traditional power structure and the role of authority in the classroom. Power should be shared by

faculty and students. The faculties do not make all decisions for students without student input. It is usually redistributed to students in amounts proportional to their ability to handle it.

2) Function of Content

The strong content orientation is reflected in the metaphor used to describe the action teacher take concerning the content. The function of content is to address empirical work carried out in cognitive and educational psychology. It will establish a knowledge base and promote learning.

3) Role of the teacher

According to constructivist theory (Weimer, 2002), students need not wait until they have developed expertise before they interact with the content. They are encourage exploring, handling, related to their own experience and challenge it whatever they level of expertise. So, teacher guide and facilitate learning, and not forcing the learning, by stepping aside from the center of classroom activity. It will empower the student to discover knowledge and learn from each other in an encouraging but controlled the learning environment.

4) Responsibility for learning

Faculty should aim to create environments with fewer rules and requirements, which are conducive to learning, to encourage students to learn effectively, and to support the learning efforts of others. Students are motivated to build autonomy and responsibility in learning and receive timely feedback from faculty.

5) Purpose and process of evaluation

Learner-centered methodology deploys a variety of assessment items. Instead of using a single grade as the sole evaluation tool, faculty should use evaluations to enhance students' potential to promote learning and to give them opportunities to develop self- and peer-assessment skills. Evaluations and assessments should be less stressful and motivate students to reinforce their knowledge.

2.2.5 Parameters of SCL

In spite of the variety of possible method of implementation and application of the SCL approach, there are some ways to identify core aspects of SCL (Angele Attard E. D., 2010) :

1) Innovative learning

It is primarily geared towards enhancing students' critical thinking, thus grooming 'individuals to become individual lifelong learner'. This parameter underlies the rationale of continuous professional development for the teacher. The application of innovative learning can take different forms, for instance: team learning, problem-based learning, and student self-regulated learning.

2) The use of learning outcomes

It can be defined as the knowledge, skill, and understanding a student would be expected to acquire as a result of learning experience. The use of learning outcome to help the student to manage their expectation both during and after teaching-learning activities.

3) The use of a system of transfer and accumulation of credits

This parameter of SCL is closely linked to that of learning outcomes, since the design of such credits can only be meaningful if based on learning outcomes, in

addition to considering students' workload. This benefits for students because credit can be awarded both for a whole qualification as well as for the component of a qualification, which enables students to keep building on the previous learning experience.

4) Flexible curricula and learning path

Maintaining flexible curricula and allowing students to determine their learning paths empowers them to make their own decisions in constructing their learning, and also encourages them to take responsibility for their learning. This will serve to enhance the relevance and usefulness of curricula in terms of the students' needs, aspirations, and potential.

2.2.6 Strengths of SCL

- 1) Students develop learning and other skills and gain meaningful knowledge that will help them throughout life. The advantage of SCL for students is to construct students' social environments and they learn permanently with the SCL approach. The permanent learning is the result of SCL. Supporting this, the main aim of the learning process is to make students learn the intended knowledge, skills, and attitude permanently.
- 2) It can help to build social skills and self-esteem.
- 3) Students gain more emotional and cognitive support from their peers. Using SCL students also learn how to manage they are emotional and improve their cognitive support.

- 4) The relationship between rights and responsibilities is learned. All of the decision is on students hand, it means that students will get the Students to discover that learning is interesting and fun.
- 5) Teachers have less traditional work to do.
- 6) Students are more attentive and willing to participate actively in the class. According to (Hayırsever2, 2016), definition of SCL as the active participation of students in the learning process, it means participation in "group work", "doing research", and questioning. This active learning and active participation are the basic elements of this approach.
- 7) Complaints about irrelevance and unfairness decrease.
- 8) Reports and papers generated by students increase a teacher's collection of useful information.
- 9) The pupil has more of an active role to play in their learning.
- 10) Students can adapt the way they learn, to make their studies more effective.
- 11) The ideal situation for this type of group work is that weaker students should be placed with more able students to act as a scaffolding.
- 12) Students work on projects or problems in teams with both personal and team accountability for conceptual understanding.
- 13) Students work together in achieving goals by upholding the norms of the group.
- 14) Students are actively helping and motivating spirit to succeed together.
- 15) Active role as peer tutors to further enhance the group's success.
- 16) Interaction between students with increasing their ability to argue.

2.2.7 Weaknesses of SCL

- 1) It requires a longer time for students so it is difficult to achieve curriculum targets.
- 2) Take a long time for teachers so that teachers, in general, do not want to use cooperative learning.
- 3) It requires special skills of teachers so that not all teachers can do or use of cooperative learning.
- 4) The specific nature of student demands, such as nature likes to work together.

2.2.8 The Students' Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). The researchers describe the definition into two categories which are sensation and perception. Sensation refers to the intermediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. The sensation is human sensory systems which function as the receptor of information regarding certain matters or object observed by an individual. It is the simulation process where the input is transferred directly to the human brain.

On the other hand, Perception refers to the one's ultimate experience of the world and typically involves further processing of sensory input. Perception involved more process of thinking as a result of the information received from the sensory systems regard certain things or events. It is the output process where the judgments or beliefs were produced by an individual and it influenced the way they think and feel. Based on Wortman et al (1998) they define perception as the process

of interpreting the sensation and giving them order, meaning, and interpretation in the brain.

2.3 Theoretical Framework

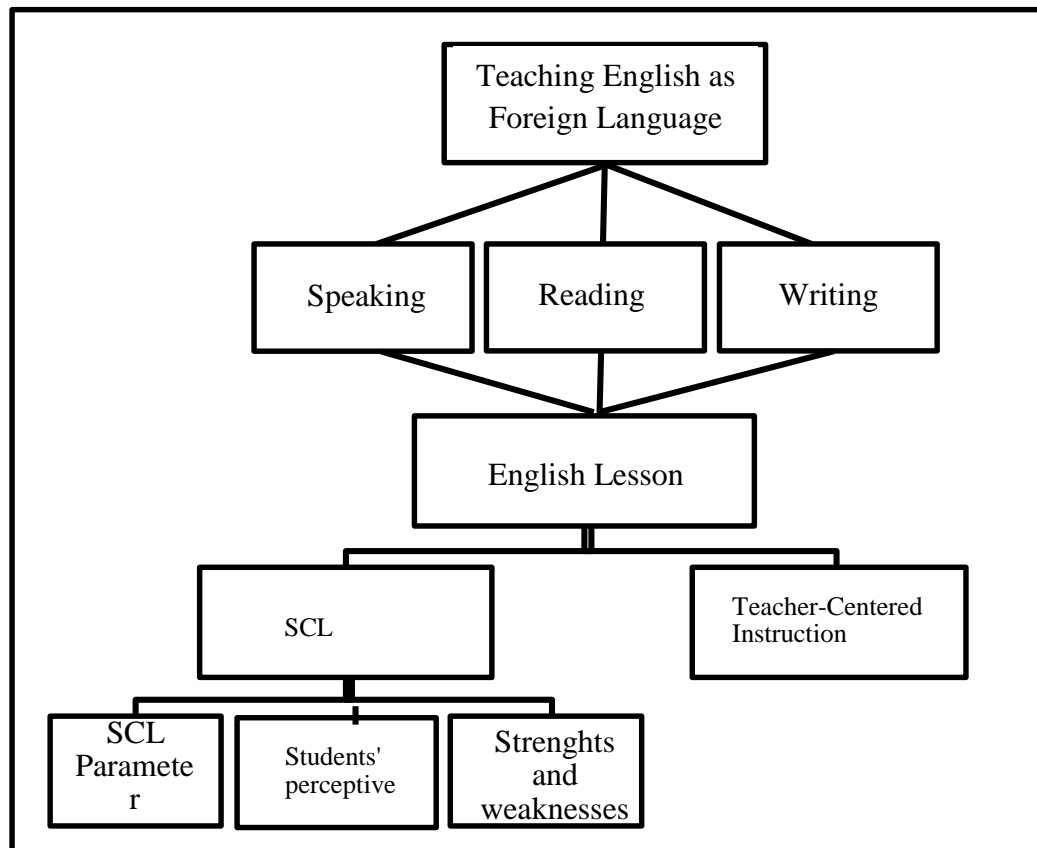


Chart 1 Theoretical Framework

The theoretical framework in this research used kinds of theories, there are teaching English as foreign language, language skills, English lesson, SCL, and Teacher-Centered Instruction, and after SCL in the bottom of that are SCL parameter, students' perceptive, and strenghts and weaknesses. It has been revealed that the objectives of the study are to describe how the teacher implementing SCL in the English lesson, how students' perception after using SCL, strenghts and

weaknesses of SCL. After analysis the finding the researcher give the solutions of the SCL implementation in the English lesson.

In this research, the writer used a case study design, because the researcher wants to analysis the implementation of SCL in eleventh grade of MIPA 1. The researcher did the observation in the first meeting to know the teaching and learning process. The second meeting, researcher conducted the data of the study from teacher and students using interview. The last meeting, researcher give all students questionnaire about students' perception of SCL implementation.

CHAPTER III

RESEARCH METHODOLOGY

Chapter III discusses the method research methodologies. It consists of nine subchapters. They are research design, research setting, the role of the researcher, validation of the instrument, type of data, sources of data, procedures of collecting data, procedures of analyzing data, and triangulation.

3.1 Research Design

This research is qualitative since McRoy (1988) define that qualitative research is a kind of research which focuses on non-statistical methods and analysis of the social phenomenon. Qualitative research uses detailed descriptions form the perspective of the research participant which means to examine specific issues and problems of the study. In this research, the writer analyzed the implementation of SCL in English lesson.

The case study method was chosen by the writer to analyze the data and the result analysis which present in deep discussion. Related to (Santana, 2007) Case study initiates the report through detailed descriptions of events, chronology of events, place details, and the time taken. It is because the researcher wanted to know the real situation in the implementation of student centered-learning, especially the students' perceptive, and teacher' perceptive use SCL in English classroom activity. According to (Cresswell, 1994), some element are related to case study method such as:

- 1) The case is bounded system

- 2) The researcher expand the discussion
- 3) The researcher take a lot of time to find the context or condition of this case.

Based on this theory the researcher, make an observation in the first meeting. This observation the researcher did to seek all information about SCL implementation in English lesson, how students' participate in the classroom, and what learning method that teacher use in applying SCL. The second meeting the researcher did the interview for English teacher and some students. This is happened to find the real answer of teacher implementing the SCL and students' respond toward the implementation of SCL. All students in the classroom also are given the questionnaire to show their perspective of SCL implementation.

3.2 Research Setting

This research was conducted in eleventh grade MIPA 1 students of MAN Kendal and English teachers. This school is located in Komplek Islamic Center, Jalan Soekarno-Hatta No. 18, Bugangin, Kendal, Kabupaten Kendal, Jawa Tengah. The researcher chose eleventh-grade MIPA 1 because the English subject schedule is fit for research, the teacher has implemented curriculum 2013, and there are 36 students in this class.

3.3 Role of the Researcher

In this research, researcher have a role as a data collector, data analysis, and data explainer. As a data collector, researcher collect the data through observation, questionnaire for the student, and interview for teacher. As a data analyzer then who analyzes the collected data to be able to draw conclusions based on the result. As a data explainer, research provided a detail report from the analysis that I made.

3.4 Validation of Instrument

The questionnaire designed for the study was subjected to a validation process for face and content validity. Face and content validity have been defined by Mc Burney (1994:123) as following:

Face validity is the idea that a test should appear superficially to test what it is supposed to test, and Content validity is the notion that a test should sample the range of behavior represented by the theoretical concept being tested.

In the validation of this study, the researcher asked the expert or lecture to comment on the instruments. The expert that the researcher chose Sri Wahyuni S. Pd., M. Pd because she is an expert in English Teaching and Learning. She suggested arranging the interview based on the theory that related to student centered-learning/SCL. Second, she asked the researcher to change the Questionnaire in paper form into Google form. It is because using Google form is easier to collect and arrange data. The last, expert suggested structuring the questionnaire in the model of Likert on the four-point scale. There are strongly agree point 4, agree point 3, disagree point 2, and strongly disagree point 1.

3.5 Type of Data

In this research, the data are descriptive qualitative data that focus on student-centered learning. So, the type of data will be obtained through observation, interview, and questionnaires. According to (Permani, 2014) interviews are used to gather opinions, perceptions, and attitudes.

3.6 Sources of Data

In qualitative research, data sources in the form of words or actions. The rest are documents, archives, and others. The data used in this research is the informants and documents.

1) Informant

The informants in this study are English teacher and students in grade XI MIPA 1. The teachers' name is Dra. Hj. Rini Fayati S. Pd and there are 35 students divided into 4 boys and 31 girls.

2) Document

Document data sources are supporting data used in this study, namely data that is owned by English teachers such as RPP and list names of students.

3.7 The Procedure of Collecting Data

According to (Creswell J. W., 1994) the data collection steps involve (a) Setting the boundaries for the study, (b) collecting the information through observations, interview document, and visual materials, and (c) establishing the protocol for recording information. Instruments in this study are

1) Observation

According to Damadi 2011, a good observation is flexible and open to be able to record the phenomenon that appears either expected or unexpected. The researcher observes the SCL implementation in an English classroom activity. It conducts for about 80 minutes while teaching learning begins until closing.

In the observation activity, the role of the researcher is only an observer. The researcher is not involved in the teaching-learning process, but only observes and records the teaching activities. The data obtained from the process of observation in the form of a picture, observation sheet, and note. The result of observation is used to the comparison between the object of study.

2) Interview

An interview is used as a technique to collecting the data when the researcher wants to conduct a background of the study to find the problem and the researcher wants to know the information from the respondent deeper and have few respondents (Sugiyono, 2015). The informant of this study is English teacher. The researcher uses a direct interview that is used to collect data.

The researcher asked several questions that have been prepared for the informant. The questions asked by the researcher are detailed so that the result of this research can get complete and deep information.

3) Questionnaire

According to (Sugiyono, 2015) a questionnaire is a technique of collecting data that is conducted by giving a set of questions or written statements for the respondents to be answered. There are two types of questionnaires; open-ended questionnaire is a type of questionnaire that allowing the respondents to answer the

question in their own words and closed-ended questionnaire is a type of questionnaire that the answer is required by the researcher so the respondents just chose one from among a limited number of responses.

In this research, the writer used an open-ended questionnaire. The researcher used to allow the respondents to express what they feel, and often provide the real perception of the respondent. The respondents answered the questions and give the reason for the problem.

3.8 The Procedure of Analyzing Data

Data analysis is the process of searching and arranging the data obtained from the previous data collection so that it can be easily understood, and the findings can be informed to others.

According to Milles analysis data involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features. The process occurs interrelated on a moment before, during, and after data collection.

The process of data analysis in this research is data collection, data reduction, data display, and verification. The four processes can be used to get the complete analysis result, it which can be explained by the steps taken are as follows.

1) Data Collection

In data collection, all data that has been gained is collected according to its classification, each data that has been collected can be directly analyzed. This

method can provide the possibility, utilizing the integration of concepts or theories from the data obtained.

The research at MAN Kendal in August has been done to collect the information that the researcher wants. The researcher arranged the research permit in Faculty, Kesatuan Bangsa dan Politik (Kesbangpol), Badan Perencanaan, Penelitian dan Pengembangan (Baperlitbang), Kementrian Agama, and MAN Kendal. In collecting data, the researcher used Observation, Questionnaire, and interview.

2) Data reduction

Reducing data means summarizing, choosing the main points, focusing on the important things, looking for patterns and themes and discarding unnecessary things. Through this, it is expected that the data to be analyzed is the data that is needed according to the focus of the study. The reduction process is done by classifying the results of interviews based on the tendency of the informant's answers, the informant's answers are classified according to the formulation of the problem to be answered in the study. Then the core thing to do in data reduction is rereading all the research results obtained, marking the answers following the focus of the study, combining the answers of the same informants, and making personal notes of the results of research generally obtained.

3) Data Display

Presentation of data is a collection of information that is arranged which gives the possibility of drawing conclusions and taking action. Through the presentation of the data, it is expected to be arranged in a relationship pattern so that it will be

easy to understand. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories and types. However, the most frequently used in qualitative research is with narrative texts.

4) Verification

The third step of qualitative data according to Milles and Huberman is drawing conclusions based on data reduction and data presentation. However, in qualitative research conclusions are still temporary and will develop after the research is in the field. Of the three cycles must run in a balanced manner so that in drawing conclusions do not occur deficiencies. If in concluding there are deficiencies then the data can be searched again in the field by researchers (Sugiyono, 2013: 338). The following model stages of the Miles and Huberman analysis can be illustrated with the schematic form in Chart 1 below:

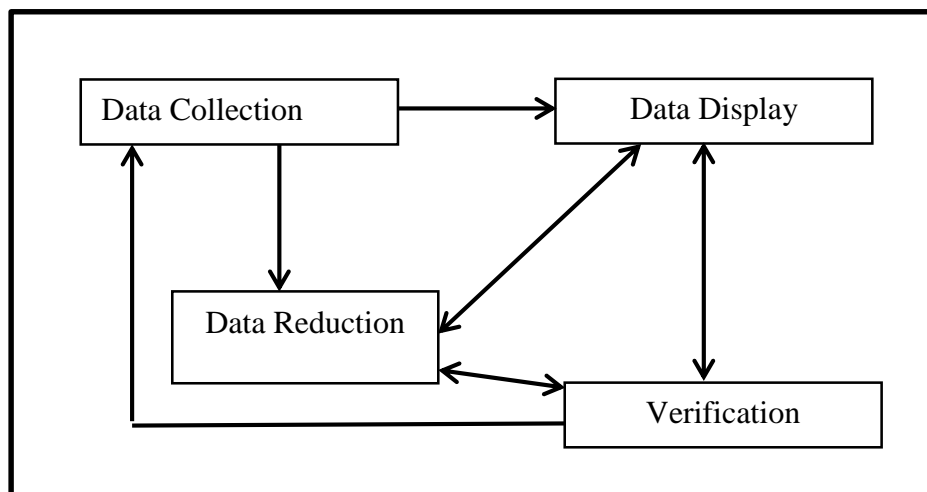


Chart 2 The Procedure of Analyzing Data

(Source: Milles and Huberman (in Sugiyono, 2013:338))

3.9 Triangulation

Triangulation is used to measure the validity of the study. Triangulation is defined as a procedure to find the validity where the researcher search convergence among multiple and different sources of information to form categories in a study (Creswell J. a., 2000). The researcher collects and analyzes quantitative and qualitative data separately on the same phenomenon and then different results are converged during the representation. The data that researcher got from observation, interview, and questionnaire.

In this research, the researcher also used triangulation of expert judgment to validate the results of this research. The expert judgment must has relevant experience with this research. The expert gave the assessment and judgment which related to experience of the expert theoretically. It aim to know the accuracy of the aspects in the result of this research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is the results of the study which consists of general finding and detail results. It explains about the implementation of Student-Centered Learning toward English Classroom Activity (a case study on eleventh grade MIPA 1 students of MAN Kendal in academic year 2019/2020)

4.1 General Findings

The researcher finds the general information about school. There are location of MAN Kendal, Vision, mission and motto of school, facilities and infrastructure. This general information help the writer to observe and gain the data of students.

4.1.1 Description of Research Location

The establishment of the Kendal Aliyah State Madrasah began with the issuance of Ministerial Decree (KH Moch. Dahlan) Number 14 of 1968 on February 4, 1969 concerning the appointment of the Founding Committee of the IAIN Al-Djami'ah Preparatory School in Kendal, chaired by KHA Abdul chamid, secretary K. Achmad Slamet with Kendal Regency Muspida protective structure. Followed by SK. Minister of Religion (K.H.Moch.Dachlan) Number 153 of 1969, concerning the change in the status of the IAIN Kendal Preparatory School to become the IAIN Al-Djami'ah State Preparatory School under the guidance of IAIN Sunan Kalijogo Yogyakarta.

Through the Decree of the Minister of Religion (H.A. Mukti Ali) Number 38 of 1974 dated May 21, 1974, the formation of the State Preparatory School IAIN Al-Djami'ah Kendal was transferred from IAIN Sunan Kalijaga Yogyakarta to IAIN Walisongo Semarang. Since March 16, 1978, the SPN IAIN Al-Djami'ah changed its function to become the Kendal Aliyah Madrasah State, which was strengthened by the decree of the Minister of Religion (H.A. Mukti Ali) No. 17 of 1978 concerning the Organizational Structure and Work Procedure of the State Aliyah Madrasa.

Kendal Aliyah State Madrasah is the only Aliyah State Madrasah in Kendal District. The location of this madrasa is on the west highway of Bugangin sub-district, Kendal city district, Kendal district. The location is divided into two parts, north and south, separated by residential housing and rice fields along approximately 300 meters.

This madrasa has since 1989 been the only MAN in Central Java designated as the manager of the Skills Workshop through the UNDP project. The areas of skill managed include Electronics, Clothing, Motorbike, and Car automotive skills. Each of these skills areas is carried out in two learning processes, namely intracurricular and extracurricular, with semi-skill worker qualifications based on cooperation with the Semarang Industrial Work Training Center.

In addition to the above, based on the Decree of the Directorate General of Islamic Institutional Development of the Religious Department on February 20, 1998 number F.IV / PP.00.6 / KEP / 17.A / 98 Madrasah Aliyah Negeri Kendal is

determined as one of the two Madrasa Aliyah Model State (pilot) in Central Java, besides MAN Magelang. As an Aliyah Madrasah Model, MAN Kendal has several additional supporting facilities for learning that are relatively more complete than the General Madrasah Aliyah Negeri. One such facility is a Learning Resource Center (PSB). Through this facility, an opportunity is provided for other Madrasahs to utilize the coaching facilities available in it to improve the quality of Madrasahs. The real form of PSB is the upgrading/training for Madrasah teachers in northern Central Java, which is equipped with halls, dormitories, special laboratories for electronic (audio-visual) devices, and libraries.

Observing the needs of the job market and the demands of technological advancement, MAN Kendal utilizes various existing facilities to equip students with computer skills.

1) Vision, mission, and motto of school

Vision: "HIGH QUALITY OF LIFE SKILL, SCIENCE, AND TECHNOLOGY BASED ONE ISLAM"

Mission:

- Creating the Ultimate MAN in Islamic, Science, and Technology
- Creating Life Skills and Skills
- Establishing Effective Bilingual System Management through Boarding School

Motto of school

- Three in One School (Religious, Skill, and Saints)

3) Facilities and Infrastructure

MAN Kendal has complete facilities such as 1) 36 classroom divided into 12 room for X grade, 12 room for XI grade, 12 room for XII grade, each grade has 6 room of MIPA major, 4 room of IPS major, 1 room of language major, and 1 room of religion major. 2) There are also 2 mosques, 4 workshops (electronica, fashion, automotive, and computer network Engineering), 6 laboratories (computer, language, biology, physic, chemistry, and IPS), library, 3 fields (volley, football, and basket), canteen, toilet, and parking area. 3) The office rooms consist of the principal's office, staff room, counseling room, vice principal's room, and administrative room; 4) The supporting room consists of a school living room, meeting/conference room, OSIS room, school health Unit. 5) This school also has Ma'had or boarding school for girl and boy students.

4.2 The Results of Research

Based on the data collection in the study through the process of interviews, observation, and documentation that has been done by the researcher in MAN Kendal the following results are obtained.

4.2.1 The Implementation of Student-Centered Learning in English classroom

According to Attard (2010) there are some ways to identify core aspects of Student-Centered Learning, among innovative learning, the use of learning outcomes, the use of a system of transfer and accumulation of credits, and flexible curricula and learning paths.

1) Innovative teaching and innovative learning

The first aspect is innovative teaching. Innovative teaching means creativity and novelty of teacher which changes the style and method of teaching (Kalyani, 2018). Based on an interview conducted, an English teacher about innovative teaching that the teacher used in the teaching and learning process. As the following interview quote:

"Innovative teaching that teacher used by using a different method in every meeting to students did not bored and active in the English classroom. First, the teacher explains the material and checking the response from students by giving questions and answer. After students understand the material they making discussion group, work in pairs, games, and innovative learning media. This activity makes students interesting and active in the classroom." (Interview with an English teacher named Rini Fayati on Saturday, 31th, 2019)

From the interview above, it can be seen that what teachers do to implement innovative teaching is by using a different method of teaching. Besides, to use a different method of teaching, the teacher must also concern with the condition of the learning process and make learning interactive.

The student said in the interview quote:

"In my opinion, the teacher does not use methods or learning media that are interesting and innovative, because she only uses students' workbook. The teacher should use different methods or media so students do not get bored and easily understand the material. (Interview with a student named Cindri Hanjani on Friday, 30 August 2019).

In line with Arista Dewi Anggraini, she said:

"In my opinion it's still, as usual, to use discussion and work in pair methods. She also uses media to support her material. The teacher needs to use innovative

methods and media so that students are excited and attractive". (Interview on Friday, 30 August 2019).

In another interview from a student:

"My opinion teacher gives methods and media are interesting enough because she is not strained and there are some jokes in the learning activity. But unfortunately she does not give a score to students who answer the question or practice in front of the class and she often uses work in pairs and works in group methods". (Interview with a student named Aininda Nur Baiti on Friday, 30 August 2019)

From the interview above, it can be seen from the students' perspective that the teacher has applied SCL in English classrooms or not. Every student has their perspective about the teacher's implementation of innovative teaching in the English classroom. Based on an interview with students, students opine that teacher uses innovative method and media in the learning process. So it makes students active and interactive during a learning activity. Besides applying innovative teaching, a teacher also raises the atmosphere in the teaching process. In the following interview quotes from students:

"The teacher gives too much material and too fast in explaining the material. It causes it difficult to understand the material and not feel like learning English. (Interview with a student named Cindri Hanjani on Friday, 30 August 2019).

In line with Arista Dewi Anggraini, she said:

"The teacher's character in explaining the material also impact in class atmosphere. If she is too strain, firm to all students and push students a lot of assignments so students are afraid and suppressed along the learning activity". (Interview on Friday, 30 August 2019).

Based on the Peraturan Pemerintah Nomor 32 Tahun 2013, the researcher found that English teacher in order to implement the innovative learning by including learning process in unit education held interactive, inspiring, fun, challenging, motivating students to actively participate, as well as provide sufficient space for initiative, creativity, and independence according to their talents, interests and physical and psychological development of students.

Statement from Aininda Nur Baiti, she said:

"If only make group working to do the assignments, instead of gossip with a friend and inefficient for both students and teacher. But if a teacher asks students to work in a group and gives some competition to students. It makes students more challenging and active in their learning process". (Interview on Friday, 30 August 2019).

"Teacher said that she give reward to the students when they got good score on their daily test or exam. But teacher did not give appreciation or motivation to student if they participate actively in the classroom".

From the interview with English teacher

According to the statements above, it can be concluded that innovative learning is improving upon the implementation of standard practice or introducing a new practice thus achieving greater learning outcomes (Redding, 2013). Innovative learning that teacher used still less challenging and appreciation to motivate students is extremely needed for participating actively in the classroom. Teacher should improve the innovative learning because innovative teaching and learning have to develop for achieving learning outcomes.

2) The use of learning outcomes

The use of learning outcomes is the result of the learning experience that student acquires such as knowledge, skill, and understanding. It can be useful for their life and help student to manage their expectation of knowledge. Learning outcomes is one of the purposes of the implementation of curriculum 2013. It can be known from the following interview quote.

"The use of case study learning makes students think to solve a problem, the problem given is following the student's living environment. This activity develops student knowledge, enhance critical and creative thinking. They will also solve the problem according to the experience they have experienced. As a result, they will practice this problem-solving activity in the future if they encounter a problem".

From the interview quoted above, it can be known that the teacher uses learning outcomes to develop student knowledge, skills, and understanding. This is proven by student's statement named Cindri Hanjani:

"I can know a lot of vocabulary and the meaning of the English word. I can help my friends when I know the meaning of the English word. By discussing we can help each other.

In line with Arista Dewi Anggraini, she said:

I can work with friends to complete tasks. If my opinion is different from our friend's, we will ask the teacher which is the correct opinion. In my opinion, the English material that the teacher provided is useful for me to communicate. By learning English I can keep up with the times.

In line with Aininda Nur Baiti, she said:

In the discussion activities, we do not depend on one person who can or is smart in English to complete the task. We work together so we help one another and exchange opinions. I feel that English is very important because English is an international language, and of course in the future, it will be even more modern if we don't learn English we can be left behind.

The impact is that students will practice to solve the problem if someday they get a problem and solve the problem wisely. But teachers must be selective to choose or give a case for student if students were able to solve that problem and not make them difficult or get confused.

3) The use of a system of transfer and accumulation credits

This aspect is closely linked to the learning outcomes because it develops the learning and teaching process based on student experience or background knowledge. In addition to considering students' workload, teachers give a chance to students involve in making work or evaluation in the learning process. This is the following interview quote from the teacher.

Assignments and learning strategies are the duties and obligations of teachers so teachers rarely involve students to make decisions about it. The teacher only allows students to do the work individually or in groups with friends. The deadline for the collection of assignments can be mutually agreed upon if any student who violates the agreement will get punishment in force in that class.

The interview quotes above show that an English teacher must make an assignment and learning strategy. Because it is difficult to give a chance to the student to make assignments and learning strategies. The teacher only allows setting deadlines of assignment and adjustments that can be agreed upon by a class. This is proven by students named Cindri Hanjani from the interview on Friday, 30 August 2019.

“The teacher has never given a chance for students to discuss learning that students like. But there has been a discussion about the provisions of the assignment, for example, the assignment of a group or individual and the deadline for collecting it”.

In line with Arista Dewi Anggraini, she said:

“The teacher gives the assignment directly and never ask the student to discuss learning strategies that students like. She often use discussion in giving an assignment”.

In line with Aininda Nur Baiti, she said:

“I feel the teacher never gives a chance to the students to discuss the learning method that students like. But she usually gives time limitation of collecting assignments”.

Statements from students' interview show that teacher does not give a chance to discuss learning strategies or assignment with students. The teacher only give time limitation in collecting the assignment.

4) Flexible curricula and learning path

Flexible curricula and learning path is the determination of learning path that empower students to make their own decision in constructing their learning, and also encourage them to take responsibility for their learning. This is the following interview quote of the English teacher.

"The curriculum applied by schools is following the 2013 curriculum. So the teacher develops a learning model that suits students' needs. The development of this way of learning has been applied by the teacher by looking at the character of student learning, ability, comprehension about learning and student responses in class. Most students better understand the material by explaining the beginning and then they are allowed to study groups to understand the lesson with their friends."

From the interview quotes, it is known that teacher used curriculum 2013 but she modifies with students' needs, potential, and aspiration. It much better to apply in the teaching and learning process because student can understand well and they can learn by themselves to practice or enhance their skills in English. It can be proven by students' interview quotes in the following.

"Sometimes teachers choose students randomly to read the book. Then students together explain the text by translating word by word. If students do not know about the meaning of the word they will ask the teacher. So the teacher knows the students' comprehension and abilities." (Interview with Cindri Hanjani on Friday, 30 August 2019)

In line with Arista Dewi Anggraini, she said:

"Teachers give the same treatment to clever students and students who have low competency".

In line with Aininda Nur Baiti, she said:

"The teacher does not understand the students' abilities so there is no special treatment for students who lack understanding and students who easily understand the lesson. Usually, the teacher allows students to ask questions, but if students do not ask, the teacher will give questions".

Statements from students prove that the teacher does not understand the students' abilities, so the teacher does not give special treatments for students who lack understanding. Other evidence that teachers should know the potency of students

such as background knowledge, skill, and competency. The good abilities of students should be built by the teacher. Because school is not the only place for students to get knowledge, but also develop their skill, ability, and competency.

4.2.2 Students' Perception of the Implementation of SCL

No	Statements	Strongly agree	Agree	Disagree	Strongly
1.	I know about the 2013 curriculum		21	4	
2.	I know about the student-centered learning method (SCL)		11	14	
3.	I like English lessons?	1	21	3	
4.	I feel tense when studying English	1	6	18	
5.	I actively participate in English classes?	2	13	10	
6.	English is an easy subject	3	11	12	
7.	English is a difficult subject		8	16	1
8.	The teacher explores your curiosity to ask questions during the learning process	1	23	1	
9.	I actively ask questions during the process of learning English	1	7	17	
10.	The teacher invites students to play an active role in English class.	5	20		
11.	I feel overwhelmed when a teacher asks a student to ask about something they don't understand	5	20		
12.	I like the learning that the teacher applies in the English class.		23	2	
13.	I am not comfortable studying in groups because it disturbs my concentration while studying		2	21	2
14.	I prefer to study in discussion because I can share ideas with friends	6	18	1	

15.	Learning to play a role in front of the class makes me brave	1	18	6	
16.	I play an active role in my group to get good grades	1	18	6	
17.	I feel insecure when asked to present the results of group work in front of the class	6	17	2	
18.	The teacher uses boring learning media	1	6	17	1
19.	The learning media used by the teacher made me interested in learning English	2	15	8	
20.	Giving a lot of assignments makes me increasingly dislike English lessons	1	9	14	1
21.	I am responsible for doing English assignments	1	23	1	
22.	Assignments make my understanding better	8	17		
23.	I feel it is futile to do an assignment if it is not corrected by the teacher	4	12	8	1
24.	I love it when teachers give me feedback on the work I do	4	17	4	
25.	I pay attention to the teacher when giving motivation to students when learning is done	6	19		
26.	I am pleased to be given the credit / appreciation of my teacher for the work I have done	9	16		
27.	The teacher facilitates and develops students' skills in learning English activities	3	22		
28.	I feel that learning English is very important to increase my language skills	5	18	2	
29.	The English learning that the teacher applies in class lets me know the phenomena / cases that exist in the world	6	15	4	
30.	Teachers use phenomena / cases for learning in developing student knowledge	3	14	8	

31.	The teacher connects the phenomenon / case to develop students' English skills	1	18	6	
32.	The teacher invites students to think critically and creatively in overcoming various challenges that must be faced today	4	20	1	
33.	I like it when a teacher presents a problem and the student is asked to find a way out of the problem	4	18	4	
34.	The teacher presents a problem that is too difficult so I am dizzy and lazy to find a way out of the problem	1	10	14	1
35.	In my opinion the process can improve my ability to solve my own problems.	3	19	3	
36.	The teacher engages students to make decisions regarding learning strategies and learning tasks.	4	18	3	
37.	I don't like the teacher's teaching strategy because it does not fit into my way of learning	2	5	18	
38.	The teacher has applied the method of student-centered learning (SCL) to the maximum	2	13	10	
39.	I feel difficulties in the learning process by applying student-centered learning methods (SCL)	2	12	11	
40.	In my opinion, student-centered learning (SCL) methods in English classes have given me the opportunity to come up with learning strategies and learning assignments	4	14	7	
41.	With the student-centered learning method (SCL), I found an interesting and fun way of learning	6	13	7	

Table 1 Students Perception of the Implementation

The results of the questionnaire above showed that 25 respondents out of a total numbers of students in class XI MIPA 1 were 35 students. The 10 students who did not respond to the questionnaire were due to limitations of communication tools, networks, and busyness. However, some students who could not access the questionnaire on the Google form, the researchers conducted interviews with some of these students.

Question number 1 until 19 discussed student perception of innovative teaching that teacher used. The first question, was about the students' understanding of 2013 curriculum. It showed that 21 students understand about the curriculum, bur the rest of it was 4 students did not understand the curriculum. It can be known that almost all students understand the 2013 curriculum.

The second question showed the students understanding of SCLapproach. The 11 students know it and 14 students did not know the approach. It can be concluded that many of them did not really understand about the approach. It maybe happen because teacher never told and taught the students using this approach.

The question number 3 was about students like English subject or not. It showed that 21 students agree, 1 student strongly agree, and 3 students disagree. It can be known that almost all students like English subject because how teacher teach, how the important English for students, and English is easy to learn.

The question number 4 was about students feeling tense when learning English. It showed that 1 student strongly agree, 6 students agree, and 18 disagree. It means student enjoying the English classroom.

The question number 5 was about students participate actively in English learning process. It showed that 3 students strongly agree, 12 agree, and 10 students disagree. It means that 10 students are not actively participate in the English classroom. It happened because students lack of understanding and less confidence.

The question number 6 was about English is easy to learn. It showed that 3 students strongly agree, 11 agree, and 12 disagree. It can be known that 3 student like English lesson, 11 students think that English lesson easy to understand, and 11 students do not like English because difficult to learn.

The question number 7 was about English is difficult to learn. It showed that 8 students agree, 16 disagree, and 1 student strongly disagree. It can be known that question number 6 and 7 had balance result. 16 Students disagree if English lesson is difficult to learn.

The question number 8, the statement is that teacher explore the students' curiosity to ask the question. It showed that 1 student strongly agree, 23 students agree, and 1 student disagree. It can be concluded that teacher provoke students' curiosity to ask about the material which they did not understand.

The question number 9, the statement is that students asked question actively in the English classroom. It showed that 1 student strongly agree, 7 students agree, and 17 students disagree. It can be known that if teacher give opportunity and provoke students to ask question. However 17 from 25 students disagree that they actively ask question.

The question number 10, it is about teacher invite students to role the play actively. It showed that 5 students strongly agree and 20 students agree. It can be

known that it is true if teacher invite students to play the role in English classroom because 5 and 20 students answer agree.

The question number 11, it is about students feel overwhelmed when a teacher asks about something they don't understand. It showed that 5 students strongly agree and 20 students agree. It can be known that all of the students feel overwhelmed when they do not understand the material, because they only know the material from their teacher.

The question number 12, it is about student like the learning that the teacher applies in the English class. It showed that 23 students agree and 2 students disagree about learning way that teacher applied. It can be known that almost all students agree about learning way that the teacher applied.

The question number 13 it is about students are not comfortable studying in groups because it disturbs their concentration while studying. It showed that 2 students agree, 21 students disagree, and 2 students strongly disagree. It can be known that 23 students disagree if studying in group disturb their concentration.

The question number 14 it is about that student prefer to study in discussion because student can share ideas with friends. It showed that 6 students strongly agree, 18 students agree, and 1 student disagree. It can be known that students 24 from 25 students agree that they can share ideas with their friend using study discussion.

The question number 15 it is about learning to play a role in front of the class makes student brave. It showed that 1 student strongly agree, 18 students agree, and

6 student disagree. It can be known that students realize that playing role make student brave and self-confidence.

The question number 16, it is about student play an active role in the group to get good grades. It showed that 1 student strongly agree, 18 students agree, and 6 student disagree. It can be known that a lot of student expect to get good score by playing an active role.

The question number 17, it is about students feel insecure when asked to present the results of group work in front of the class. It showed that 6 students strongly agree, 17 students agree, and 2 students disagree. It can be known that 23 students feel insecure to present the result of the group work in front of the class because they are afraid that their result wrong.

The question number 18, it is about teacher uses boring learning media. It showed that 1 student strongly agree, 6 students agree, 17 students disagree, and 1 student strongly disagree. It can be known that 18 students disagree if the statement teacher uses boring learning media and method.

The question number 19, it is about the learning media used by the teacher made me interested in learning English. It showed that 2 students strongly agree, 15 students agree, and 8 students disagree. It can be known that 17 from 25 students agree that teacher used interest learning media and method in teaching English.

The question number 20 until 28 discussed the use of learning outcomes from students' perception.

The question number 20, it is about giving a lot of assignments makes students increasingly dislike English lessons. It showed that 1 students strongly

agree, 9 students agree, 14 students disagree, and 1 students strongly disagree. Even though respond of the students almost same but many students still disagree about the statement.

The question number 21, it is about student have responsible for doing English assignments. It showed that 1 student strongly agree, 23 students agree, and 1 student disagree. It can be known that almost all students agree if they have responsibility for doing their assignment.

The question number 22, it is about assignments make students' understanding better. It showed that 8 students strongly agree, and 17 students agree. It means that all of students agree if assignment improve their understanding.

The question number 23, it is about that students feel futile to do an assignment if it is not corrected by the teacher. It showed that 4 students strongly agree, 14 students agree, 8 students disagree, and 1 student strongly disagree. It can be known that students feel disappointed if teacher is not correction the assignment.

The question number 24, it is about students love when teachers give feedback on the work they do. It showed that 4 students strongly agree, 17 students agree, and 4 students disagree. It can be known that many of them like feedback from teacher even though it good or bad feedback.

The question number 25, it is about students pay attention when teacher gives motivation after learning is done. It showed that 6 students strongly agree and 19 students agree. It can be known that all of students give their focus when teacher gives motivation.

The question number 26, it is about students pleased to be given the credit / appreciation from teacher for the work that have done. It showed that 9 students strongly agree and 16 students agree. It can be known that all of students pleased if teacher gave appreciation for students.

The question number 27, it is about teacher facilitates and develops students' skills in learning English activities. It showed that 3 students strongly agree and 22 students agree. It can be known all of students agree that teacher facilitate and develops students' skill in learning English.

The question number 28, it is about students feel that learning English is very important to increase their language skills. It showed 5 students strongly agree, 18 students agree, and 2 students disagree. 2 from 25 student disagree, it means many of them agree that learning English useful to increase their language skills.

Question number 29 until 35 discussed SCL aspect number 3. There are the use of system transfer and accumulation credits in learning process.

The question number 29, it is about English learning that the teacher applies in class lets students know the phenomena / cases that exist in the world. It showed that 6 students strongly agree, 15 students agree, and 4 students disagree. It means that 21 students agree, learning English makes them know information in the world.

The question number 30, it is about teachers use phenomena / cases for learning in developing student knowledge. It showed that 3 students strongly agree, 18 students agree, and 4 students disagree. It can be known that students agree if teacher develops students' knowledge by using phenomena/ learning case.

The question number 31, it is about teacher connects the phenomenon / case to develop students' English skills. It showed that 1 student strongly agree, 18 students agree, and 6 students disagree. It can be known that teacher connected the learning case to develop students' English skills.

The question number 32, it is about teacher invites students to think critically and creatively in overcoming various challenges that must be faced today. It showed 4 students strongly agree, 20 students agree, and 1 student disagree. It can be known that students agree if teacher invites them to think critically and creatively.

The question number 33, it is about students like when a teacher presents a problem and the student is asked to find a way out of the problem. It showed that 4 students strongly agree, 18 students agree, and 4 students disagree. It can be known agree that teacher use problem solving in learning.

The question number 34, it is about teacher presents a problem that is too difficult so students are dizzy and lazy to find a way out of the problem. It showed that 1 student strongly agree, 9 students agree, 14 students disagree, and 1 student strongly disagree. It can be known that respond of the student almost same, but still high disagree respond.

The question number 35, it is about teacher presents a problem that is too difficult so I am dizzy and lazy to find a way out of the problem. It showed that 3 students strongly agree, 19 students agree, and 3 students disagree. It can be known that teacher should present the problem based on students' experience and background.

Question number 36 until 41 was about flexible curricula and learning part that teacher applied in the classroom. The question number 36, it is about teacher engages students to make decisions regarding learning strategies and learning tasks. It showed that 4 students strongly agree, 18 students agree, and 3 students disagree. It means that teacher engage students to make decision of learning strategies and learning tasks.

The question number 37, it is about students don't like the teacher's teaching strategy because it does not fit into students way of learning. It showed that 2 students strongly agree, 5 students agree, and 18 students disagree. It can be known that 18 student disagree and 7 students agree if teaching strategy that teacher use is not fit into students learning way.

The question number 38, it is about teacher has applied the method of student-centered learning (SCL) to the maximum. It showed that 2 students strongly agree, 13 students agree, and 10 students disagree. It means that 10 to 25 students disagree that teacher has applied student-centered learning maximally.

The question number 39, it is about students feel difficulties in the learning process by applying student-centered learning methods (SCL). It showed that 2 strongly agree, 12 students agree, and 11 students disagree. It means that student feel difficulties of the implementation of SCL.

The question number 40, it is students opinion about student-centered learning (SCL) methods in English classes have given students opportunity to come up with learning strategies and learning assignments. It showed that 4 students strongly agree, 14 students agree, and 7 students disagree. It can be known that SCL

gives students opportunity to choose learning strategies and learning assignments that students like.

The question number 41, it is about with the student-centered learning method (SCL), students found an interesting and fun way of learning. It showed that 6 students strongly agree, 13 students agree, and 7 students disagree. It means students realize that SCL is an interesting and fun way of learning strategy.

4.2.3 Strengths and Weaknesses of SCL

In the implemented Student-centered learning, the writer found several strengths of student-centered learning.

4.2.3.1 Strengths of SCL

- 1) Students develop learning and other skills and gain meaningful knowledge that will help them throughout life. The advantage of SCL for students is to construct students social environments and they learn permanently with SCL approach. Actually, the permanent learning is the result of SCL. Supporting this, the main aim of learning process is to make students learn the intended knowledge, skills, and attitude permanently.
- 2) It can help to build social skills and self-esteem. In the discussion group, student will interaction with their member of group. This activity found when they together finish their assignment. For example one of student asked to the other student what she/he did not understand yet. Then the other students will answer or teach their friend to make it clear. That interaction can help students

to build their social skill. How students that have low competency ask to their friend and how the students that have high competency try to explain the material. It can trains the students' communication skills and increase students' understanding and proficiency.

- 3) Students are more attentive and willing to participate in the class. Complaints about irrelevance and unfairness decrease. According to (Hayırsever2, 2016) Definition of SCL as active participation of students in learning process, it means participation in “group work”, “doing research”, and questioning. This active learning and active participation are the basic element of this approach.
- 4) The pupil has more of an active role to play in their learning. In cooperative learning, the pupils were required to learn together and cooperatively. So students have to active in group or class because they have same role and opportunity.
- 5) Students can adapt the way they learn to make their studies more effective. In observation the researcher got the information that student-centered learning give students' opportunity to choose or adapt the way they learn. For example in group discussion students will know their strengths and weaknesses of themselves. Therefore they can understand the ability of him/herself. It can help them to divide task or assignment from teacher based their own ability or strengths.
- 6) Active role as peer tutors to further enhance the group's success. Certainly if member of group carried out an active role, they able to enhance the group's

success. It happened because the teacher will appreciate students' performance even though they are not really correct to answer it.

- 7) Interaction between students with increasing their ability to argue. Students become more courageous in issuing their opinions to friends. In the observations, the researcher found that students have different opinions when they were in group discussion. They will give their opinion based on their experiences and knowledge. Then they will share the ideas or opinions with their friend. If one of the opinion different with other, students will confirm what is the correct opinion to their teacher. This can cause a sense of courage for students to ask the teacher because of differences of opinion.

4.2.3.2 Weaknesses of student-centered learning

- 1) It requires special skills of teachers so that not all teachers can do or use of cooperative learning. It can be proven from observation in the classroom that teacher only used several learning strategies there are role play, work in pair, and group discussion. The lack of teachers' knowledge about learning strategies especially cooperative learning make students get bored.
- 2) Take a long time for teachers so that teachers in general do not want to use cooperative learning. Before teacher use cooperative learning, she must explain the material to build students' knowledge. Teacher needed a long time to give instruction, time to learning, and evaluate the learning activity. If teacher do not has skills time management, they will lost their time just to explain the material.

- 3) There are some materials that are not suitable to use the SCL method. It happened because teacher did not explore the learning strategies that suitable and appropriate for certain materials. If teacher just apply learning strategies such as role play, work pair, and group discussion.
- 4) Conditions, situations, and times affect the application of this method. For example in the last time of English learning process the students have used a lot of energy and must be tired. If teacher implement SCL students will difficult to understand.

4.2.4 Solution of the Implementation of SCL

Based on the reality in English classroom of XI MIPA 1, showed that teacher have not yet planning the learning activity that used student-centered learning. The result was teacher needed many time to explaining, implementing learning strategies, and assessing students. If teacher did not have good planning, he/she will lack of time.

From the students' interview proven that teacher used only several learning strategies. There were work in pair, role play, and group discussion. Students said that teacher have to give more learning strategies which can make students' competition with their friend not only cooperation. If teacher just used those learning strategies, students will get bored and did not have motivation in learning especially English.

From students' perceptive teacher never involved students in discussing student's assessment and students' workload. It made students difficult to learning

English because of the criteria or standard that teacher used too high for students. If teacher given students' workload without considering students' ability, understanding, and knowledge. It will impact on declining students' interest to learn and make students increasingly depress because of learning workload too heavy.

According to the problem above, solution that the writer suggested were

- 1) Teacher should design or make planning to use student-centered learning. For instance, designing lesson plan use cooperative learning, increasing time management when teach English in the classroom, and prepare the activity that appropriate with learning objective.
- 2) Teacher should selective in applying learning strategies and learn kind of learning strategies that agree with students learning ways. If teacher only use learning strategies such as play role, work pair, and group discussion. Definitely, students felt uncomfortable and get bored because teacher use learning strategies monotonously.
- 3) Teacher should consider students in discussing learning strategies and the way to assessing students. It can help teacher know students' ability, needs, and understanding about the materials that teacher taught.
- 4) Students should more actively in English classroom activity through the application of the "MBS" media (interests, student talents). Interesting media, student talent (SBM) is a strategic step that can be done by teachers to create innovative and interesting learning. In media interest, student talent (MBS) students can make learning media according to their wishes. To implement this media the teacher must use Student Centered learning or student-centered

learning strategies because in the process of applying learning using SBM media students are active in creating, and designing their own media that they can use during the learning process. The use of MBS media as a means to optimize learning by the teacher.

4.3 Discussion

In this subchapter discusses the research result of the implementation of Student-Centered Learning in English classroom of the eleventh grade of students MIPA 1 of MAN Kendal.

4.3.1 Teacher Implementing SCL in English Lesson

According to Attard (2010) there are some ways to identify core aspects of Student-Centered Learning, among innovative learning, the use of learning outcomes, the use of a system of transfer and accumulation of credits, and flexible curricula and learning paths.

1) Innovative teaching and innovative learning

Innovative teaching means creativity and novelty of teacher which changes the style and method of teaching (Kalyani, 2018). The result of this study showed that English teacher in XI MIPA 1 has used innovative method and media in teaching English. From the research the writer found that teacher used different method in every meeting in order to students did not bored and active in English classroom. The method of teaching that teacher used usually role play, discussion, and work in pair to make students interesting. In the other hand, teacher also need to improve the innovative learning.

The innovative learning is how teacher develops learning way in interesting media and method that enhance students' critical thinking, thus grooming 'individuals to become individual lifelong learner'. The application of innovative learning can take different forms, for instance: team learning, problem based learning, and student self-regulated learning. According to Peraturan Pemerintah Nomor 32 Tahun 2013, teacher in order to implement the innovative learning by including learning process in unit education held interactive, inspiring, fun, challenging, motivating students to actively participate. Innovative learning that teacher used still less challenging and appreciation to motivate students is extremely needed for participating actively in the classroom. Teacher should raises atmosphere in the teaching process.

2) The use of learning outcomes

The use of learning outcomes can be known as the results of learning process. This can be form as good character such as student's attitude, behavior, skills, and knowledge. The teacher have given a case problem or assignments that accordance with students' real life. So students did not only understand about the English material, but also stimulate their good attitude and behavior. It supported by White (2007) affective and behavioral outcomes that become larger concern in recent year involve the reduction of oppositional or resistant of behavior.

From the students' interview, the learning outcomes included the mastery of material especially English, experience to express their idea or information in group, knowing the good discussion, the possibility to find the solution of the problem and choosing the best way of their life. Thus, recognizing students'

learning outcomes are needed, teacher can find way of learning that helps students in gaining learning outcomes. It will be useful for students on their future.

3) The use of a system of transfer and accumulation credits

This aspect related to learning outcomes, but the use of a system of transfer and accumulation credits means how teacher share the knowledge and what consideration to give students workload. The results showed that teacher did not give a chance for students to express their learning strategies and assignment to evaluate their understanding. Because a system of transfer is teachers' duty and obligation. Teacher only discuss with the students to set deadline of the assignment or adjustment of collecting assignment. Jarvis (1998), who identify thirteen societal shifts that have contributed to the emergence of lifelong learning as an educational reality for students today, arrive at this conclusion too.

4) Flexible curricula and learning path

Flexible curricula and learning path is determination of learning path that empower students to make their own decision in constructing their learning, and also encourage them to take responsibility of their own learning. The results of the teachers' interview, teacher said that she applied curricula from 2013 curriculum, but she encourage the students to take responsibility of their own learning and teacher concluded students' ability from the background of the environment. Teacher observing students' need, ability, and competency by choosing students randomly to read the text. So she applied the learning path based on her knowledge about student. From the observation in the classroom teacher did not use flexible

curricula to make students enjoy the learning activity because she only use curricula that have been applied and approve by school and the regulation. Teacher did not has ideas or an innovation to implement the curricula that students' like.

4.3.2 Students' Perception of the Implementation of SCL

Students' perception of the implementation of SCL in XI MIPA of MAN Kendal. The results form questionnaire showed that almost all students agree that Student-centered learning approach is an approach that is fun and interesting to learn English. However teacher's ability to create the interactive learning was still low. It proves by 17 students disagree that they are actively ask the question to the teacher. From the students' perceptive, the researcher found that students like discussion, work in pair, and role play activity in English because they were more brave and confident to show their ideas.

But different with (Marwan, 2017) a number of topic and activities such as small discussion, pair work, play role or class presentation were brought up students attention and they were given the opportunity to choose their topic and activity. However the data questionnaire and interview revealed the teacher does not invite the student to choose the topic or decide the learning activity that students like's. In learning strategies that teacher use, students expected to get feedback a good score in active learning. .

The use of learning outcomes from students' perceptive showed that teacher facilitate and develops students' skills in learning English. Students also felt that learning English will increase their language skills. By giving assignments students have responsibility to complete it. Teacher also need to understand the capability

of students for doing their task. In questionnaire 20, 10 students agree that giving a lot of assignments makes me increasingly dislike English lessons. It can be useful for students that student-centered learning not only help students in learning the lesson but also helpful to improve their language skills and also responsibility with their assignment. Not to mention students learnt how to interaction and show their opinion in group discussion that build social skill and self-esteem in their environment.

From students statements said that teacher never given opportunity to discuss learning strategies that students like. It was proven by giving assignment directly after explaining the material. The use of system transfer and accumulation of credits, it can be found from students' perspective. Teacher engaged students to make decision of learning strategies and assignment. It showed that students almost all students agree. It also found that students like learning strategies and the way teacher assessing students. According to (Aimah, et.al 2017) teachers should have the competencies affecting the students' achievements and performances. To meet the demand, teachers should also be able to answer the students' need in their learning.

From students perspective can be proven student-centered learning has given opportunity for students to come up learning strategies and learning assignment. However 10 to 25 students disagree that teacher has applied student-centered learning maximally. It affect that student feel difficulties of the implementation of SCL. Student-centered learning can increase students' motivation in learning especially learning English in fun and interesting way. The role of teacher to

motivate students for participating in learning process is very influential. The good abilities from students should be built by teacher. Because school is not only place for students get knowledge, but also develop their skill, ability, and competency.

Obviously, SCL is an approach that make effective learning happen and students can acquire the language being learnt successfully (Marwan, 2017). The students could feel that they were well respected by their own teacher in a sense that they could say their word in making a decision process. Unlikely with the research result that students were coming to the class for transferring the content from the textbook to them through one way communication approach where they talked most all of the time in the classroom.

4.3.3 Strengths and Weaknesses of SCL

The implementation of SCL in this study give good impact for students and also the teacher. It can be seen that students can develop learning and other skills to gain the meaningful knowledge. Students mentioned that having opportunity to ask question, give opinion, and accept other opinion is important to gain meaningful knowledge. It helps students to build social skills and self-esteem in their environment. Students are more attentive and willing to participate in the class.

The pupil has more of an active role to play in their learning. Students can adapt the way they learn, to make their studies more effective. Active role as peer tutors to further enhance the group's success, and interaction between students with increasing their ability to argue. According to Hayırsever (2016) in SCL, students communicate and learn more effectively based on better interactions between

students and teachers. There were the common strengths that the researcher found in this study through classroom observation and questioner with students.

In other hand the implementation of SCL cause weaknesses for teacher and students. There were some weaknesses that the researcher got: It requires special skills of teachers so that not all teachers can do or use of cooperative learning. The researcher found that although there are many approaches, method, and techniques. However teacher mainly used expository, question and answer, and discussion. They did not frequently use the new methods. Take a long time for teachers to teaching and use method of learning, so that teachers in general do not want to use cooperative learning. Teacher needed a long time to give instruction, time to learning, and evaluate the learning activity. There are some materials that are not suitable to use the SCL method. It happened because teacher did not explore the learning strategies that suitable and appropriate for certain materials. The last is conditions, situations, and also times affect the application of this method. Teachers should improve their time management and class management to settle the condition in the classroom.

4.3.4 Solution of the Implementation of SCL

In the last discussion the researcher advises some solution of the weaknesses of the implementation of SCL from students to teacher and teacher to students. First, teacher should design or make planning to use SCL. For instance, designing lesson plan use cooperative learning, increasing time management when teach English in the classroom, and prepare the activity that appropriate with learning objective. Teacher should selective in applying learning strategies and learn kinds of learning strategies that agree with students learning ways. If teacher only use learning strategies such as role play, work in pair, and group discussion. Definitely, students felt uncomfortable and get bored because teacher use learning strategies monotonously.

Teacher should consider students in discussing learning strategies and the way to assessing students. It can help teacher know students' ability, needs, and understanding about the materials that teacher taught. Then the solution of the implementation of SCL from the teacher and researcher observation. Students should more actively in English classroom activity through the application of the media (interests, student talents). Media interest, student talent is a strategic step that can be done by teachers to create an innovative and interesting activity. In media interest, student talent students can make learning media according to their wishes.

4.4 Triangulation

The researcher has evaluated the result of this research to the expert that has relevant experience with this research. The expert gave the assessment and judgment which related to experience of the expert theoretically. It aims to know the accuracy of the aspects in the result of this research.

Expert judgment has been done by Zulfa Sakhiyya, Ph. D English lecturer of Universitas Negeri Semarang. The researcher got direction about aspect of implementation of student-centered learning. The expert suggested to clarify the concept of “innovative learning” and “innovative teaching”. She said that innovative teaching should lead to innovative learning. Teacher needs to create a positive/conducive atmosphere for students to learn in fun way and interactively. The expert also asked the researcher to add elaboration and example for the data to substantiate the “innovative learning”. She knew some statement tell about innovative learning however there is no data that illustrated the innovative learning.

The researcher asked the expert to check the list of research result and give comment. In the part innovative learning statement number 3, she disagrees with the statement. It is about innovative learning not only used innovative method and media but teacher also build interactive learning and condition with students. The last validation sheet, expert give signature as evidence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion based on the findings and discussion in the previous chapter. Furthermore, some suggestions are also provided. Hopefully they will be useful for the readers.

5.1 Conclusions

Based on the results of research and discussion in the previous chapters, the following conclusion can be found: The research results showed that English teacher in XI MIPA 1 already used SCL in English lesson. From 4 aspect of Student-Centered Learning parameters, all aspects are applied by teacher. Finding of SCL implementation was 1) innovative teaching and innovative learning, 2) use learning outcomes, 3) use of s system transfer and accumulation, 4) flexible curricula and learning path. On the other hand, the students' perceptive of the implementation of SCL was students agree that teacher has implemented SCL in English classroom of XI MIPA 1 at MAN Kendal. The strengths and weaknesses of SCL, the researcher found that students develop learning the skill and gain meaningful knowledge that will help students throughout life, build social skill and self-esteem, students are more attentive and willing to participate in the class, make their studies more effective, and increasing the interaction between students. The weaknesses of SCL that the researcher found: not all teachers can do or use cooperative learning, take a long time for a teacher. Some material are not suitable to use SCL approach, condition situation and time affect

in the application of this method. The solution of the SCL implementation teachers should design or make planning the method, the teacher should selective in applying learning strategies, the teacher should consider students in discussing the learning strategies, and students should more active in the English classroom.

5.2 Suggestions

Based on the conclusions, some suggestions that I can give are as follows:

- 1) Theoretically, first this research is expected to give description for teacher about the implementation of SCL in English lesson. Second, this research is expected to know the students' perceptive after using SCL in English lesson. Third, this research is expected to provide the strengths and weaknesses of English lesson using SCL. Fourth, this research is expected to give the solution of the SCL implementation in English lesson.
- 2) Pedagogically, first this research can be used as references teacher to implement SCL. Second, this research can give information about students' perceptive after using SCL. Third, this research can give information of strengths and weaknesses of SCL. Fourth, this research can be used as references to find out the solutions of SCL implementation.
- 3) Practically, first this research is expected to be useful for teacher to evaluate the implementation of SCL. Second, this research is expected to be useful for student to contribute in lesson using SCL. Third, this research is expected to be useful in assisting school as reflection of teacher implementing SCL in every lesson. The fourth, this research to be useful for the next researchers to find the references in searching the solution of SCL implementation.

5.3 Weaknesses of the Research

According to the results of this research, there are some weaknesses of the research:

1. This research only used one object classroom, so this research is not give the real results that the reader wants to know.
2. The data analysis has not received adequate consideration, so it is superficial or unlikely to yield accurate method.

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
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APPENDICES

Appendices 1 Surat Usulan Topik

 UNNES <small>UNIVERSITAS NEGERI SEMARANG</small>	KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS NEGERI SEMARANG (UNNES) Kantor: Gedung H Kampus, Sekuran, Gunungpati, Semarang 50229 Rektor: (024)8508081 Fax: (024)8508082, Patek I: (024) 8508001 Website: www.unnes.ac.id - E-mail: unnes@unnes.ac.id		  <small>Certificate ID: 161724 Certificate ID: 161964.01</small>
	FORMULIR USULAN TOPIK SKRIPSI		
No. Dokumen FM-01-AKD-24	No. Revisi 01	Hal 1 dari 2	Tanggal Terbit

Usulan topik kripsi ini diajukan oleh:

Nama : Lisa Nurmahani

NIM : 2201415066


Jurusan : BAHASA DAN SASTRA INGGRIS

Program Studi : PENDIDIKAN BAHASA INGGRIS

Topik : Teacher - Centered Activity toward
English classroom Activity . A case
Study on the English Teachers of
MAN 1 Kendal.


Semarang, 27 November 2018

Menyetujui
Ketua Jurusan/Prodi,




Galuh Kirana Dwi Areni, S.S., M.Pd
NIP. 197411042006042001

Yang mengajukan,



Lisa Nurmahani
NIM. 2201415066

Appendices 2 Surat Keputusan Dosen Pembimbing


KEMENTERIAN RISTEK DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA & SASTRA INGGRIS
 Gedung B8-102, Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon: 024-8508071
 Laman: <http://inggris.unnes.ac.id>, surel: inggris@mail.unnes.ac.id

Nomor :
 Lamp. :
 Hal : Usulan Pembimbing


Yth. Dekan Fakultas Bahasa dan Seni
 Universitas Negeri Semarang

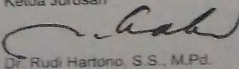
Merujuk Keputusan Rektor Unnes Nomor 164/O/2004 tentang Pedoman Penyusunan Skripsi Mahasiswa Program S1 pasal 7 mengenai penentuan pembimbing, dengan ini saya usulkan

Nama : Dr. Dwi Anggani Linggar Bharati, M.Pd
 NIP : 195901141989012001
 Pangkat/Golongan : IV/a
 Jabatan Akademik : Lektor Kepala
 Sebagai Dosen Pembimbing
 Dalam penyusunan Skripsi/Tugas Akhir untuk mahasiswa


Nama : Lisa Nurmahawi
 NIM : 2201415066
 Program Studi : Pendidikan Bahasa Inggris, S1
 Topik : Teacher-Centered Activity toward English Classroom Activity. A case study on the English Teachers of MAN 1 KENDAL.

Untuk itu, mohon diterbitkan surat penetapannya.



Semarang, 20 Desember 2018
 Ketua Jurusan

 Dr. Rudi Hartono, S.S., M.Pd.
 NIP. 196909072002121001

Appendices 3 Surat Ijin Penelitian dari UNNES


KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon +6224-8508010, Faksimile +6224-8508010
 Laman: <http://fbs.unnes.ac.id>, surel: fbs@mail.unnes.ac.id

Nomor : B/9279/UN37.1.2/LT/2019 31 Juli 2019
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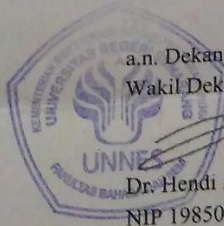
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 Komplek Islamic Center, Jalan Soekarno-Hatta No. 18, Bugangin, Kec. Kendal, Kabupaten Kendal
 Jawa Tengah 51314

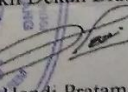
Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama	: Lisa Nurmahawi
NIM	: 2201415066
Program Studi	: Pendidikan Bahasa Inggris, S1
Semester	: Gasal
Tahun akademik	: 2019/2020
Judul	: Student-Centered Learning toward English Classroom Activity

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 1 Agustus -31 Oktober 2019.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.



a.n. Dekan FBS
 Wakil Dekan Bid. Akademik,

 Dr. Hendi Pratama, S.Pd., M.A.
 NIP 198505282010121006

Tembusan:
 Dekan FBS;
 Universitas Negeri Semarang

**ANGKET FOR STUDENTS 'RESPONSE ABOUT STUDENTS'
APPLICATION CONCERNING STUDENTS (SCL) IN THE ENGLISH
CLASSES**

Student-Centered learning (SCL) is a learning model that places students as the center of the learning process. With this questionnaire, it is expected that students can provide a response or response to researchers about the experience of applying student-centered learning (SCL) in English classes.

1. Email address:

2. Name:

3. Class:

4. No. HP:

No	Statements	Strongly agree	Agree	Disagree	Strongly
1.	I know about the 2013 curriculum				
2.	I know about the student-centered learning method (SCL)				
3.	I like English lessons?				
4.	I feel tense when studying English				
5.	I actively participate in English classes?				
6.	English is an easy subject				
7.	English is a difficult subject				
8.	The teacher explores your curiosity to ask questions during the learning process				
9.	I actively ask questions during the process of learning English				
10.	The teacher invites students to play an active role in English class.				

11.	I feel overwhelmed when a teacher asks a student to ask about something they don't understand				
12.	I like the learning that the teacher applies in the English class.				
13.	I am not comfortable studying in groups because it disturbs my concentration while studying				
14.	I prefer to study in discussion because I can share ideas with friends				
15.	Learning to play a role in front of the class makes me brave				
16.	I play an active role in my group to get good grades				
17.	I feel insecure when asked to present the results of group work in front of the class				
18.	The teacher uses boring learning media				
19.	The learning media used by the teacher made me interested in learning English				
20.	Giving a lot of assignments makes me increasingly dislike English lessons				
21.	I am responsible for doing English assignments				
22.	Assignments make my understanding better				
23.	I feel it is futile to do an assignment if it is not corrected by the teacher				
24.	I love it when teachers give me feedback on the work I do				

25.	I pay attention to the teacher when giving motivation to students when learning is done				
26.	I am pleased to be given the credit / appreciation of my teacher for the work I have done				
27.	The teacher facilitates and develops students' skills in learning English activities				
28.	I feel that learning English is very important to increase my language skills				
29.	The English learning that the teacher applies in class lets me know the phenomena / cases that exist in the world				
30.	Teachers use phenomena / cases for learning in developing student knowledge				
31.	The teacher connects the phenomenon / case to develop students' English skills				
32.	The teacher invites students to think critically and creatively in overcoming various challenges that must be faced today				
33.	I like it when a teacher presents a problem and the student is asked to find a way out of the problem				
34.	The teacher presents a problem that is too difficult so I am dizzy and lazy to find a way out of the problem				

35.	In my opinion the process can improve my ability to solve my own problems.				
36.	The teacher engages students to make decisions regarding learning strategies and learning tasks.				
37.	I don't like the teacher's teaching strategy because it does not fit into my way of learning				
38.	The teacher has applied the method of student-centered learning (SCL) to the maximum				
39.	I feel difficulties in the learning process by applying student-centered learning methods (SCL)				
40.	In my opinion, student-centered learning (SCL) methods in English classes have given me the opportunity to come up with learning strategies and learning assignments				
41.	With the student-centered learning method (SCL), I found an interesting and fun way of learning				

Question No	Strongly agree	Agree	Disagree	Strongly
1.		21	4	
2.		11	14	
3.	1	21	3	
4.	1	6	18	
5.	2	13	10	
6.	3	11	12	
7.		8	16	1
8.	1	23	1	
9.	1	7	17	
10.	5	20		
11.	5	20		
12.		23	2	
13.		2	21	2
14.	6	18	1	
15.	1	18	6	
16.	1	18	6	
17.	6	17	2	
18.	1	6	17	1
19.	2	15	8	
20.	1	9	14	1
21.	1	23	1	
22.	8	17		
23.	4	12	8	1
24.	4	17	4	
25.	6	19		
26.	9	16		
27.	3	22		
28.	5	18	2	
29.	6	15	4	
30.	3	14	8	
31.	1	18	6	
32.	4	20	1	
33.	4	18	4	
34.	1	10	14	1
35.	3	19	3	
36.	4	18	3	
37.	2	5	18	
38.	2	13	10	
39.	2	12	11	
40.	4	14	7	
41.	6	13	7	

Appendices 6 Research Instrument

RESEARCH INSTRUMENT INTERVIEW FOR TEACHER
TEACHER'S PERCEPTION OF THE IMPLEMENTATION OF STUDENT-CENTERED LEARNING IN ENGLISH
CLASSROOM ACTIVITY (This instrument based on Angele Attard E. D., 2010)

No	Aspect	Indicator	Question	Informant	Data collection
1.	Innovative teaching	- Teacher is able to promote teaching methods to enhance students' critical thinking	<ol style="list-style-type: none"> 1. How do the students participate in the English classroom using SCL? 2. How do you provoke your students to involve in learning activities? 3. How do you monitor students performance? 4. How do you give learning motivation to your students? 5. How do you give your feedback in process, during, and after learning? 6. How enthusiastic are the students if the teacher 	English Teacher	Interview

			<p>implements SCL in English language class?</p> <p>7. How do you provoke students to take an active role in English class?</p>		
2.	The use of learning outcomes	- Teacher is able to develop knowledge, skills, and understanding students.	<p>1. How do you address your students' skills development in English learning activity?</p> <p>2. Do you use learning issues in the course to develop knowledge?</p> <p>3. How do you relate this phenomenon to increase student understanding in learning?</p>	English Teacher	Interview
3.	The use of a system of transfer and accumulation of credits	- Teacher is able to use methods to transfer and accumulation of credits	<p>1. What methods of SCL do you use in learning process?</p> <p>2. Why do you use those methods to transfer knowledge?</p>	English Teacher	Interview

			<p>3. How do you give your students evaluation?</p> <p>4. How do you consider the students' workload?</p> <p>5. How do you keep your students to bulding their previous learning experience?</p>		
4.	Flexible curricula and learning path	- Teacher is able to maintain the curricula and allow students to determine their learning path.	<p>1. In your opinion, Why SCL needs to be applied in class?</p> <p>2. How do you persuade students to participate in setting policies for the use of SCL?</p> <p>3. What do you get using SCL in English classes?</p> <p>4. In your opinion, what are the disadvantages in using SCL for learning in English classrooms?</p>	English Teacher	Interview

			5. How do you encourage your students to take responsibility for their learning?		
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Appendices 7 Teachers' Interview

1. Do you develop innovative learning in English classes?

Answer :

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2. What learning methods do you often use in English classes?

Answer :

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3. Why do you use such a method?

Answer :

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4. Does giving a method like that students become active?

Answer :

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5. What learning media do you use often?

Answer :

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6. How do students enthusiastic if teacher used SCL method in English classroom?

Answer :

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7. How do you handle the development of students' language skills in English learning activities?

Answer :

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8. Do you use learning through problem solving by means of case studies to develop student knowledge?

Answer :

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9. How do you use the case to increase student understanding in learning?

Answer :

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10. How do you motivate students to study English actively?

Answer :

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11. How do you give appreciation to students for their enthusiasm for learning English?

Answer :

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12. How do you provide evaluations for students to improve understanding?

Answer :

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13. What considerations do you give assignments to students?

Answer :

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14. Do you give students the opportunity to make decisions about learning strategies and assignments?

Answer :

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15. In your opinion, do you feel you have implemented a student-centered learning system in the English class that you teach?

Answer :

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16. In your opinion, why does SCL need to be applied in the classroom?

Answer :

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17. What are the advantages you get from using SCL in English class?

Answer :

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18. In your opinion, what are the shortcomings in using SCL for learning in English classrooms?

Answer :

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Appendices 8 Teachers' Observation

ENGLISH LEARNING OBSERVATION TABLE

Teacher's name : Dra. Hj. Rini Fayati S. Pd

Subject material : Formal invitation letter

Time school : 2 x 45

Class : XI MIPA 1

Observation aspect	A Brief Description of The English Classroom Activities
A. Learning Media	
1. Curriculum	The teacher has used 2013 curriculum but from the lesson plan that the teacher gave to the researcher is still using KTSP so it is not in accordance with the applicable curriculum.
2. Silabus	The syllabus that the teacher uses is complete from class x, xi, xii. But the teacher only teaches class xi.
3. Lesson plan	The lesson plan was created in 2014, so it doesn't fit the teaching material.
B. Learning process	
1. Opening Activity	Teacher gave greeting before process learning begin. Teacher checked the students attendance. Giving apperception and motivation to the students.
2. Main Activity	

	<p>Teacher intruduced the new materials about formal invitation to the students. Then she asked students to make group discussion consist of four or five person. Teacher explained the material about formal invitation in front of the class and chose some student to read the example of invitation on the book.</p> <p>Teacher asked students to answer the question in page 19 and create formal invitation letter on their own book.</p>
3. Closing Activity	<p>Students and teachers reflect on the activities that have been carried out. Students are given homework (PR) related to the material regarding expressions of relief, pain, and pleasure. Delivering the lesson plan at the next meeting.</p>
C. Learning Method	
1. Appraoch	Scientific learning
2. Learning model	Discovery learning
3. Method	Explanation, Discussion, Question and Answer, and
D. Teaching Media	
1. Media	Students worksheet
2. Instrument / material	

E. Learning Source	<ul style="list-style-type: none">- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016- Buku paket bahasa Inggris- English Dictionary
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Appendices 9 Pictures of Learning Activities

LEARING ACTIVITIES



Appendices 10 Interview Documentations

INTERVIEW DOCUMENTATIONS



Appendices 11 List of Students' Name

LIST OF STUDENTS' NAME

No.	Nama	Ket
1.	Adila Bella Nagary	S
2.	Aininda Nur Baiti	B (no hp)
3.	Alif Mazida Salsabila	S
4.	Alisia Safitri	S
5.	Arista Dewi Anggraini	B
6.	Bagas Ilham Nur Hafid	S
7.	Cindri Hanjani	S
8.	Cindy hadiratin hafila	S
9.	Dimas Lathif	S
10.	Dini Kurniasari	S
11.	Erika Alifia Azzahra	B no hp
12.	Fajria Rizki Aulia	S
13.	Farichatul Maulida	B
14.	Firnanda Nurlita Niskia	S
15.	IMANU MASSU BARLINTI	S
16.	Istna Kafa Chaerunnisa	S
17.	Kharis matul	S
18.	Laila Nur Fatihah	S
19.	Luluk Adriatul Khoriyah	S
20.	M. Sultan Alamsyah Nabil Akbar	S
21.	Nikmatul Lailia	B
22.	Nur Afifah	S
23.	Nur anifah	S
24.	Nurul habibaturrohmah	S
25.	Nurul Hidayah	B
26.	Nuryah Hayati	B
27.	Ramadhani Nova Ariyanti	S
28.	Ratna Desi Dwi Astatik	S
29.	Sahlunnaja Qowim Assalam	B
30.	Setiyo wulan	S
31.	Siti anisyah	S
32.	Siti Nur Anisa	B
33.	Siti Nur Aziyah	S
34.	ULMATUN	S

Appendices 12 Expert judgment validation

VALIDATION SHEET

Name of the expert: Zulfa Sakhiyya, Ph D
 Occupation: Lecturer

Please check the appropriate box for your ratings

Scale: 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

No	The implementation of students centered learning	1	2	3	4
1.	Innovative teaching <ul style="list-style-type: none"> - English teacher used different method in every meeting in order to students did not bored and active in English classroom. - Teacher used role play activity, work in pair, and group discussion to make students interesting. - Innovative learning not only used innovative method and media but teacher also build interactive learning and condition with students. 		✓		✓
2.	The use of learning outcomes <ul style="list-style-type: none"> - The teacher have given a case problem or assignments that accordance with students' real life. - Teacher stimulate good attitude and behavior of the students. - Teacher can find way of learning that helps students in gaining learning outcomes. 				✓ ✓ ✓
3.	The use of a system of transfer and accumulation credits <ul style="list-style-type: none"> - Teacher did not give a chance for students to express their learning strategies and assignment to evaluate their understanding. - Teacher only discuss with the students to set deadline of the assignment or adjustment of collecting assignment. 				✓ ✓
4.	Flexible curricula and learning path <ul style="list-style-type: none"> - Teacher encourages the students to take responsibility of their own learning by concluding students' ability from the background of the environment. - Teacher observing students' need, ability, and competency by choosing students randomly to read the text. - Teacher did not use flexible curricula to make students enjoy the learning activity because teacher only uses curricula that have been applied and approve by school and the regulation. - Teacher did not has ideas or an innovation to implement the curricula that students' like. 				✓ ✓ ✓ ✓

Remarks:

- please clarify the concept of "innovative learning" and "innovative teaching"
- please add elaboration & examples from your data to substantiate "innovative learning"

No	Students' perception of the implementation of SCL	1	2	3	4
1	Students agree that Student-centered learning approach is an approach that is fun and interesting to learn English				✓
2	Students agree that teacher provoke curiosity of students to ask the question				✓
3	Students like discussion, work in pair, and role play activity in English because they were more brave and confident to show their ideas				✓
4	Students expected to get good score by active learning				✓
5	Students also felt that learning English will increase their language skills				✓
7	Students learnt how to interaction and show their opinion in group discussion				✓
8	From students statements said that teacher never given opportunity to discuss learning strategies that students like				✓
9	Almost all students agree that teacher engaged students to make decision of learning strategies and assignment				✓
10	Students like learning strategies and the way teacher assessing students				✓
11	Student-centered learning has given opportunity for students to come up learning strategies and learning assignment				✓
12	10 to 25 students disagree that teacher has applied student-centered learning maximally				✓

Remarks:

No	Strengths of Student-Centered Learning	1	2	3	4
1	Students develop learning and other skills and gain meaningful knowledge that will help them throughout life.				✓
2	SCL helps students to build social skills and self-esteem in their environment.				✓
3	Students are more attentive and willing to participate in the class				✓
4	The pupil has more of an active role to play in their learning.				✓
5	Students can adapt the way they learn to make their studies more effective.				✓
6	Students can play an active role as peer tutors to further enhance the group's success.				✓
7	Interaction between students with increasing their ability to argue.				✓

Remarks:

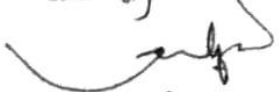
No	Weaknesses of student-centered learning	1	2	3	4
1.	It requires special skills of teachers so that not all teachers can do or use of cooperative learning				✓
2.	Take a long time for teachers so that teachers in general do not want to use cooperative learning				✓
3.	There are some materials that are not suitable to use the SCL method.				✓
4.	Conditions, situations, and times affect the application of this method.				✓

Remarks:

No	Solution of the Implementation of Student-Centered Learning	1	2	3	4
1.	Teacher should design or make planning to use student-centered learning				✓
2.	Teacher should selective in applying learning strategies and learn kinds of learning strategies that agree with students learning ways				✓
3.	Teacher should consider students in discussing learning strategies and the way to assessing students				✓
4.	Students should more actively in English classroom activity				✓

Remarks

Semarang January 2020


Rolf Sahriyge