

Chapter One

Introduction

This first chapter in this study consists of background of the study, the statement of the problem, the research question, the objectives of the study, the significance of study, and the outline of study. In this chapter, the researcher introduces the topic of the study and explains the reason why this study was conducted.

Background of the Study

Becoming a teacher is challenging, since a teacher is demanded to be a creative person who makes students understand the materials. Some creative ways can help students to understand the material easily. One of some creative ways used is that a teacher can combine the methods when teaching learning process takes place. Some students may understand if they listen to the explanation from the teacher, but others do not. Some students may understand if they do some exercises or activities whether in an individual or a group work. Explaining the materials well and supported with some activities, will make the students understand the materials easily.

Makokha & Ongwae (2001) stated that there are four methods of teaching; those are instructor/teacher-centered method, content-focused method, learner-centered method, and interactive/participative method. It is also mentioned by Ramar (2016) that teaching theories are primarily divided into two categories, which are teacher-centered and student-centered. Teacher-centered learning means that teachers become the main actors in teaching learning process. Dupin-

Bryant (2004) defined a teacher-centered as “teacher-centered teaching method is considered as a method of instruction that is formal, controlled, and autocratic in which the instructor directs how, what, and when students learn” (p.42). For example, lecturers explain the material all the time and only give a bit of time for students to do an activity. Students do not have a chance to deliver their ideas in class because the time is limited. A student-centered learning lets students being active in class. A lecturer will ask students to do activities based on the lesson topic. In a student-centered learning, Mc. Combs and Whistler (1997) stated that learners are treated as co-creators in the learning process and as individuals with ideas and issues that deserve attention and consideration. Student-centered learning environments recognize that the prior knowledge of learners powerfully influences future learning and attempt to build on prior knowledge. The examples of those activities are doing role play in front of class, doing presentation, and creating a small group discussion or a class discussion. In this method, lecturers also have roles in class. One of teacher’s roles in student-centered learning is an observer. It means that a teacher observes when students doing activity. Those are two of teaching method that can be used by a teacher to teach students.

The researcher did the informal observation in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). It could be found that lecturers give activities of student-centered learning (SCL) to students. The researcher experienced that lecturers in EED of UMY used student-centered learning in teaching learning process during the researcher’s study for around three years. Almost in all of the lessons, lecturers use that kind of method.

The researcher understood when the lecturers gave some activities and think that student-centered learning is more effective to be used in teaching learning process because students will be active and creative in the classroom. Students can still share their ideas or point of views through discussion when the lecturers explained the materials. Many activities in student-centered learning also happened during the researcher's study at EED of UMY, such as a group work, a discussion, a presentation, and a role play. By viewing those activities, the lesson focuses on students not from the teachers.

The researcher also finds that most of lecturers use student-centered learning as a method to teach students. The researcher knows about it because the researcher asked some lecturers about the method that they use to teach students, and most of them use student-centered learning as a method. Therefore, the researcher decides to choose this topic about students' perception on student-centered learning at EED of UMY. The purpose of this study is to find out the activities that students experience in student-centered learning and their perception about strengths and weaknesses of student-centered learning at EED of UMY.

A student-centered learning is a teaching method that the lecturers use in EED of UMY. It is proven by the researcher's observation during her study at EED for around six semesters. By doing those activities, the researcher understands more to receive the material that lecturers gave in classroom. This subject becomes the reason why the researcher conducted the research about student-centered learning which is implemented at EED of UMY.

Statement of the Problem

The researcher can research anything about student-centered learning. Some of them are the technique which is used in student-centered learning method, the activities implemented in classroom, and the strengths also weaknesses in implementing student-centered learning. The researcher actually can write the study about all of those things, but here, the researcher just focuses on some. The focuses of this study are the students' perception of conducting activities of student-centered learning method that lecturers apply in class and students' perception of strengths and weaknesses of student-centered learning implementation.

Research Questions of the Study

Based on the following background, the researcher formulates research questions as follows:

1. What is the EED of UMY students' perception on the kinds of activities in the implementation of student-centered learning?
2. What is the students' perception on strengths and weaknesses of the student-centered learning at EED of UMY?

Objectives of the Study

The first aim of this study is to investigate the students' perception on the kinds of activities lecturers give in the implementation of student-centered learning at EED of UMY. The second aim of this study is to find out the strengths and weaknesses of the student-centered learning.

Significances of Study

Writer. This study has benefits for the researcher. The researcher obtains new findings which are found from the student's answer of student-centered learning. Thus the researcher obtain new knowledge about activities, strengths and weaknesses of student-centered learning that can be useful for the researcher when becoming a teacher in the future.

Students. This study expects students to get information about student-centered learning. The students know activities that are included in student-centered learning and also strengths and weaknesses of student-centered learning. Moreover, it also helps students who become a teacher to choose suitable teaching method for teaching.

Teacher. By reading this study, teachers can consider which method that is appropriate to teach their students. Teachers can also read the findings to help them know what are the strengths and weaknesses by using student-centered learning method. Another benefit is that teacher can choose or combine the activities of student-centered learning to teach students.

Outline of the Study

There are five chapters on this study. The first chapter includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study and outline of the study. Literature review is presented in the second chapter explaining that there are some theoretical foundations from some experts to support the statement in background, finding and discussion. In the chapter three, the researcher discusses about methodology. Parts of

methodology discussed are research design, setting and participant, data collection methods, and data analysis. Finding and discussion are discussed in the chapter four. The researcher explains the result of the data and also relates them with theories proposed by the experts. The researcher's conclusion and recommendation are presented in the chapter five.