

Chapter Two

Literature Review

This chapter consists of literature review and conceptual framework.

Literature review contains of the definition of teaching methods, the definition of student-centered learning, the activities of student-centered learning, the strengths of student-centered learning, and the weaknesses of student-centered learning.

This section provides an explanation about the student-centered learning which is related to the title of this study.

Teaching Method

This part has three points to be discussed. The first point is the definition of teaching method, the second one is kind of teaching method, and the last one is about student-centered learning. Those points also are supported by experts and the researcher's point of view.

Definition of Teaching Methods. Every teacher has their way to teach students, and it is called teaching methods. Before explaining the definition of teaching method, the researcher discusses the definition of teaching first. According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. In other words, it is possible to claim that method in language learning is teaching elements that will help the student achieve the targets of the learning in the fastest and most reliable manner (Ökmenand Kılıç, 2016). Ball and Forzani (2007); Cohen et al. (2003) stated that teaching involves ways to structure students' development. It means that teachers have ways when they teach students. The

ways in teaching will help students to develop themselves. Creative ways in teaching also help students understand the material easily, so students can achieve their goals. The creative ways are not only beneficial for students, but also it makes teachers reach the goal that teachers set before. Teaching methods denote various strategies that the teacher uses to deliver his/her subject matter to the students in the classroom based on the instructional objectives to bring about learning (Dorgu, 2015). It means that there are various ways that can be used by teachers to teach students. Different teaching methods may elicit different types of changes in learning outcomes.

From the definitions above, teachers should have a way when they do the teaching learning process in order to make classroom more effective. The way of teaching delivery also influences students' understanding in receiving the material.

Student-Centered Learning. Teachers should decide the method for teaching so the goal will be achieved. Teachers combine some teaching methods to teach, and it also depends on their belief. When teachers need to explain the materials all the time, teachers should choose teacher-centered learning as their methods. In contrast, to make students more active, teachers should use student-centered learning. Interest has grown in recent years in what is sometimes referred to as the student-centered learning (McManus, 2001). In a learner-centered learning, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it (Duckworth, 2009). Active or experiential teaching is a one of student-centered approach to teaching

(Hackathorna et.al., 2011). It means that student-centered learning is a method that emphasizes students to be active.

Duckworth (2009) stated that students will have good output because they are active to develop themselves in class. Michel, Chater, & Varela (2009) found students in the active lesson were better at learning and memorizing the course material than students in the passive lesson. An active lesson means that students have good interaction with other students and also have interaction students with the teachers. Student-centered learning facilities students' activeness. Michel, Chater, and Varela (2009) proved that students will become good learner because they do activities which make students great in memorizing the materials that the teachers give.

Student-centered learning is the method in which teachers use some activities to make students more active. Students also will obtain great output because they develop themselves in class. Many activities that are provided by the teachers will make students active in a class. Besides that, students will have improved understanding about the materials that teachers provide.

The Activities of Student-centered Learning

This part will explore the activities in student-centered learning. In the classrooms, teaching strategies include reflective thinking, inquiry, exploratory discussions, role-playing, demonstrations, projects and simulation games (Edwards, 2004). Some activities that make students active in class are like a group work, project work, also task-based interactions while providing guidance, modeling, and feedback about progress (Adams, 2008). Hativa (2000) identified

that student-centered instructional methods include discussion, group work, role-playing, experiential learning, problem based learning and case-method teaching. Casado (2000) also examined the perceptions across six teaching strategies: discussion, lab work, in-class exercises, guest speakers, applied projects, and oral presentations. Ministry of Research Technology and Higher Education (DIKTI, 2008) also mentioned that there are some activities of student-centered learning, such as cooperative learning, collaborative learning, small group discussion, problem-based learning, role-play, self-directed learning, contextual learning, and project based learning.

Discussion. Discussions occur when a group gathers to communicate with each other through speaking and listening about a topic or event of a particular thing. For example, a group of students sit together to discuss what it has learned about global warming. Discussion is defined by (McKeachie, 2002; Stewart, et al., 2010; Whetten & Clark, 1996) that a form of teaching because students give and receive information and that is a component of active teaching and learning. A classroom discussion is an active activity because it enables students to explore issues of interest, opinions, and ideas. It also leads to deeper levels of learning in order to build on each other's ideas. The students should listen to and understand the contributions of others students in order to respond or add to it (Hadjioannou, 2007). Group discussion gives training for students to respect others by listening the members' ideas or statements. Additionally, the previous studies have shown that during discussion, students are attentive, active, more engaged, and motivated (Bligh, 2000; Ryan & Patrick, 2001). By doing group discussion, students can

share their ideas and being motivated to speak in front of their friends. Students can do discussion to solve a particular problem or case together; they will combine their ideas or opinion to have great result.

Work in group is needed by students. A group work may help students to improve in brain storming, and also students can unite the ideas together to complete the task. Students working in small groups have a tendency to learn more about what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross and Major, 2005; Davis, 1993). Repeating group work helps students to understand different perspectives and think more critically and reflectively about their own opinion. Students enjoy knowing each other, and feeling confident to express themselves in class as a result of feeling comfortable with each other. Additionally research also shows that employers want college graduates to possess the ability to work in groups and have developed suitable teamwork skills (Blowers, 2000). Students will have a job in the future, and every job needs team in working sometimes. Thus, doing team work in classroom will help students to have good team work also when they are working in the future.

Presentation. Oral presentation provides teachers with a learner-centered activity that can be used in the language classroom as an effective tool for improving their students' communicative competence. Brown and Wada (1998) argued that by doing presentation, students are engaged in communicative activities. Presentation emphasizes students to do speaking activity, so students will try to have good communication when they are presenting something. This is

done by encouraging students to “take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively” (Al-Issa & Al-Qubtan, 2010, p. 227). Some preparations should be done by the teachers in presentation like having initiative before doing presentation, having to think what they deliver in presentation, looking for the materials which becomes important point, and using a good tool to help students in do presentation. Being active when speaking is also needed when students doing presentation. Moreover, a presentation should have a purpose. Presenters should tell the audience the purpose of presentation. The presenters have to make interaction in order to avoid the audience’s boredom and make sure that they understand what the presenters present. Girard, Pinar, and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students’ communication and presentation skills. Also, oral presentations, especially group presentations, allow students to engage in a cooperative task that requires them to use English.

Brook and Wilson (2014) mentioned that one of the benefits of using presentation in the classroom is student-centered. That is clear statement that presentation is the one of student-centered learning activities. When students are asked to give an oral presentation, it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom (Apple & Kikuchi, 2007). Therefore, the students who are presenting have the chance to choose the topic that they want to talk about,

select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates.

The additional point by doing presentation is that students can gain knowledge not only by getting other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills (Girard & Trapp, 2011). Students will pay attention for their friends who are doing presentation, and then students who become audiences will obtain knowledge. Also, they see the strengths and weaknesses from the presenters. The other presenters will try to be better in doing presentation after they know the weaknesses from the group presenters who has done presentation before. Girard and Trapp (2011) argued that the potential benefits of students' oral presentations: are greater class interaction and participation, the increase of interest in learning, the new perspectives not covered otherwise, the improvement in communication and presentation skills.

To have good communication and interaction with other friends, students can practice by doing presentation because presentation encourages students to improve their speaking ability. Students will be interested in learning when their friends do a good presentation. A presentation also makes students become participants to participate activity in class. Another benefit of presentation, according to Živković (2014), who is that students find the importance of developing successful communication. Being able to communicate effectively is the challenge of the current global job market. Communicating with colleagues and business partners is an essential skill in career development.

Role play. Role play or simulation is a form of experiential learning that allows students to change from passive to active learners. Role play may have more in-depth result, and long-term learning of content as well as the development of new skills, such as critical thinking, leadership, coordination, collaboration and research. “The role-play was implemented as a part of finding pedagogical ways that could help students reflect on and discuss a particular issue from several different perspectives while practicing different roles” (Planander, 2013, p. 200). It means that learners take on the role of another person or character to see what it would be like to be to that person or character. The interactive nature of role-playing also forces the students to act and react spontaneously in their roles. The method is often used in situations where attitudes and feelings are in focus, Grysell & Winka (2010b., p. 19) “values and attitudes are visible to a greater degree through body language than through verbal language.”

Students should act as if it were real so the role play will appear natural. Yardley-Matwiejczuk (1997) defined role-play as activities where participants are involved in “as-if” situation, by way of simulated actions and circumstances. The participants are expected to act “as-if” specific conditions and situations exist, with different roles through implying various types of behaviors, goals and arguing. By doing role play, Alkin and Christie (2002) argued that sense of community is created among the students. This means that role-plays are one type of active and participatory learning activities that creates interaction between students and a simulated scenario. The role-plays facilitate discussions and provide insight into various behaviors and ways of communicating. It was evident

that the role-plays exercise generally stimulated social interactions and conversation between the students, so it helps them to overcome basic shyness.

Cooperative Learning. Cooperative learning actually is a traditional method. Murtiningsih and Puspawati (2015) said that cooperative learning literally is a something like group of students to do a task. It is called cooperative, so the purpose of this method is to make students cooperative in doing group activity, although they can do the task by themselves. The students also learn a lot of things by having teamwork and having interaction with people around them. Johnson and Johnson (2009) stated that cooperative learning provides platform for students' interactions and have generally found cognitive and affective benefits. That should be important for teacher in making students do activities which make them more cooperative in class.

Problem-Based Learning. Murtiningsih and Puspawati (2015) said that problem-based learning focus on students to solve the problem. Teachers as a facilitator should make an appropriate case for students, and then students solve the case creatively in groups. They have to have good teamwork and they should be active in order to solve case successfully. This activity can train students to be brave in presenting the result and to practice their public speaking. In problem based learning, a small group of students is represented with a problem (Smith et al., 1995). Solving a problem can make students think critically because they have to think carefully in order the problem solved successfully.

Project-Based Learning. Teachers usually give a project for students. It can be a group project or a individual project. The project emphasizes students to

have critical thinking, so they can develop their creativity in making the project. SCL can be considered problem-based, problem oriented, and project-based learning, which can produce competitive graduates who can perform in complex situations (Mojgan, Ghavifekr, Saedah & Ahmad Zabidi, 2013). As a student, it is a usual thing that teachers ask students to make a project as a final task. This activity can help students to increase their self-esteem when they do presentation of their project.

Drawing on theories proposed by experts, it can be concluded that most of the activity in student-centered learning involves students. Students have the most important role when teachers use student-centered learning in classroom. When student-centered learning is implemented in classroom, students will have a lot of chance to be active. Some activities like discussion, presentation, role play, cooperative learning, collaborative learning, problem-based learning, and project-based learning are part of student-centered learning. The students practice activities in classroom.

The Strengths of Student-Centered Learning

Student-centered learning is beneficial for students. Brown (2008) argued that students have strategies that are more beneficial than teachers who lead them to a deeper understanding level and critical thinking. Students' activeness will make students think critically. By doing the activities of student-centered learning, students will understand deeper than those who do not do activities in classroom. Ahmed (2013) argued that the key dimensions of the learner-centered approach contribute to their feeling of being respected as learners, develop their critical

thinking skills, and encourage their self-directedness. Developing critical thinking is really needed for all students in order to make students keep abreast with the globalization era.

Lea, Stephenson, and Troy (2003) reviewed several studies on student-centered learning and found that it was an effective approach. For example, students respect to teachers and they are interested and excited. Also, it boosted their confidence. Student centered learning helps teachers design effective instruction for every member of the classroom, no matter what his or her diverse learning needs. According to Duckworth (2009), students have improved performance when they are asked to think about the matters instead of doing it. In this case, teaching and learning become an enjoyable, friendly, active and rewarding activity which makes it easier for the students to understand the lesson since they are active in the learning. Students will be more active and brave in giving opinion or ideas in classroom.

Giving opinion can be practiced when students do discussion or group work. Not do they give opinions, students also practice to listen and respect the other ideas or opinion from their friends. Furthermore, repeating group work help students to understand different perspectives and think more critically about their own assumptions. Students enjoy understanding each other, and feel confident to express themselves in class as a result of feeling comfortable with each other (Barraket, 2005). It is different when students want to talk between their teachers and their friends. Students will more enjoyable and will be confident when students talk and share everything to their friends. Students also feel comfortable

and confident to talk with same age. Students also want to talk with the teachers, but talking or asking to their friend is more enjoyable.

In summary, the strengths of student-centered learning is it is as a method that allows students to develop their critical thinking and they become more active, confident, and brave to share their ideas. This method improves students' speaking ability. Student-centered learning is also an effective teaching method because this method persuades students to do the activities. Students also enjoy to contributing to the class.

The Weaknesses of Student-Centered Learning

The weaknesses of student-centered learning are proposed by some experts. Zohrabi (2012) stated that some students do not like to become the focus of attention and do classroom activities and prefer to stay in their more comfortable zone. For example, when they do group discussion, some students do not focus on the discussion. Another weakness in the student-centered learning is that the class situation is busy and noisy since it is mainly in groups and discussions (Jeanne, 2009). This problem comes when the discussion that happens in the class. It will be noisy because students in every group talk to give ideas or opinion. It always happens because every group for sure wants to make good result from other groups, so they give numerous ideas and share them.

Burke (2011) said that when they do group work, passive students will be quiet and let the active students do the activities. An individual may dominate the discussion, and students who are active in the class will feel comfortable when they learn using student-centered learning, but it does not work for students who

are passive. Students who do not have a willingness to improve themselves will depend on their friends. Freeman and Greenacre (2011) stated that some members do not contribute to the group. Students who are not active will not give contribution for their discussion. Freeman and Greenacre (2011) also said that group work takes more time than working alone. It is true because in a group work, students have to share the ideas or opinions then they have to combine it to get a perfect result. When students work alone, they will use their own thought to solve the case.

In conclusion, the weaknesses of student-centered learning towards students are that a student in a class but their thought is in another place. The class will be busy and noisy and students who are active will dominate the group discussion; students who are not active will not give contribution or students will depend on their friends. It takes more time in doing student-centered learning activities. The weaknesses can be overcome by the creativity of teacher. How teacher manage the activities in classroom will decrease those weaknesses.

Conceptual Framework

The researcher reviewed the literature about the definition, the activities, the strengths, and the weaknesses of student-centered learning. This conceptual framework is proposed by the researcher to summarize what will be researched later.

Method in teaching is very important for every teacher. Teaching method is a way that the teachers used to teach student. Dorgu (2015) stated that teaching methods denote various strategies that the teachers use to deliver his/her subject

matter to the students in the classroom based on the instructional objectives to bring about learning. It means that the teachers need various methods in teaching in order to make students easy in accepting the material that teacher give. It also helps teachers to achieve the goals easily that they set before.

Student-centered learning is one of teaching methods that has been used until now. Duckworth (2009) said that in a learner-centered learning, students are actively learning. It means that students are active in classroom when the teachers use student-centered learning as their method. By using student-centered learning, students will become good learner because they do activities which make them great in memorizing the material that teacher given (Michel, Chater, & Varela, 2009). Some activities from teachers make students have good memory. Students can memorize the materials easily because they learn what they do in classroom.

Some activities of students-centered learning are discussed before. Some experts mention the activities of student-centered learning that can be used by the teachers to teach students. Edwards (2004) mentioned that reflective thinking, inquiry, exploratory discussions, role-playing, demonstrations, projects and simulation games are parts of student-centered learning activity. Adams (2008) added group work, project work, also task-based interactions with guidance, modeling, and feedback about progress. Student-centered instructional methods include discussion, group work, role-playing, experiential learning, problem based learning and case-method teaching (Hativa, 2000). Ministry of Research Technology and Higher Education (DIKTI, 2008) also mention that there are some activities of student-centered learning, those are cooperative learning,

collaborative learning, small group discussion, problem-based learning, role-play, self-directed learning, contextual learning, and project based learning. By viewing those activities, the teachers can use the activities to make students more active in class and students can develop themselves.

Student-centered learning has strengths that will be beneficial for both teachers and students. Ahmed (2013) stated that student-centered approach contributes in students' feeling respected as learners, develops their critical thinking skills, and encourages their self-directedness. Students can develop their critical thinking because they do some activities that make them have to think hard. Moreover, students enjoyed getting to know each other, and feel confident to express themselves in class as a result of feeling comfortable with each other (Barraket, 2005). When students do discussion or group work, they will have a feeling of confidence to share their idea or opinion. Besides that, students will know each other because they work in a group to discuss or solve the problem that teachers give. It will also make students confident when they want to speak out. Be brave to speak in front of class also the benefit of using student-centered learning approach.

The weaknesses also presented in student-centered learning. Jeane (2009) stated that learner-centered approach of the class situation is busy and noisy since it is mainly in groups and discussions. Everyone will speak out to share their idea or opinion when they do group discussion and it makes class really noisy. Burke (2011) added that when they do group work, students who are not active will be quiet and let the students who are active do the activities. In Every group, there are

some students who will dominate and students who will be quite in the discussion. This point of weaknesses can be seen clearly that students who choose to be quite will depend on their friends who are more active. The students who are not active will stay in their comfortable zone and they do not give their contribution in group. Group work takes more time than to work alone (Freeman and Greenacre, 2011). It is really true that doing group work needs more time than work individually, especially when teachers give hard problems for students.

The conceptual framework of this research is shown in Figure 1. This research title is the students' perception on student-centered learning implementation at English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013. The researcher wants to know the students' perception which focuses on the activities, the strengths and the weaknesses of student-centered learning that happens in EED of UMY.

Figure 1. Conceptual Framework

