

Chapter Four

Findings and Discussion

There are three main points that are explained in this chapter based on the research questions made by the researcher. The research questions made by the researcher were to find out activities of student-centered learning (SCL) implemented at English Education Department (EED) of UMY and to investigate the strengths and weaknesses on it. Those three main points are activity of student-centered learning, the strengths of student-centered learning, and the weaknesses of student-centered learning. Those points are collected after the researcher did an interview with five participants. The researcher analyzes the data by doing coding. There are some findings in each point. Those findings are explained more clearly for every main point. Every finding is supported by the theory from experts. The findings in the category of activity answered the first research question while category of strengths and weaknesses answered the second research question. The researcher wrote the findings first then discuss the findings in relation with various literature in every point of findings.

The Activities of Student-Centered Learning

According to the participants' answer, there are five findings in activities of student-centered learning. The first finding explores the activities that the participants experienced during their study for about six semesters or around three years at EED of UMY. The activities of student-centered learning are as follows:

Group discussion. Group discussion is one of activity of student-centered learning. Five participants mentioned that they did discussion inside or outside the

class. Those five participants gave different statements about discussion that they did in class. The first participants said:

In group discussion, for example, all students in class were divided into some groups, like what I said earlier, each group consisted of two or three students, then they were asked to look for thesis from three different universities. After that, we analyzed it and then we did whole class discussion to discuss what we discuss in group” (P1.2).

The third participant added:

“In the discussion that I did before, we were divided into some groups and there are 4-5 students each group, then we were asked to look for a material based on the topic given by teacher. Doing the discussion, every student comes to other groups to tell what they discuss in their group. So, we were like an expert in other groups (P3.1).

Each participant had different experience in doing group discussion. Discussion could be done in a small group discussion first then a whole class discussion with the lecturer. Another point about discussion is based on one participant where they got material then they did discussion in class in the next meeting. There was also discussion in which students did discussion then they shared what they discussed to other groups. Students did discussion in another way, but it still called discussion. It could be proved that discussion was really often to be done inside or outside class. Almost in every semester they did discussion.

Discussion is one of student-centered learning's activity. According to Osman, Jamaludin and Iranmanesh (2015) said that there are various forms of activities of student-centered approach that can be used by the lecturer in class, such as discussion, presentations and group work. Discussion is a form of teaching because students give and receive information and that is a component of active teaching and learning (Mc Keachie, 2002; Stewart, et al., 2010; Whetten & Clark, 1996). Brewer (1997) also mentioned that group discussion allows students to contribute many ideas for other to discuss. It could be seen that the participants' statement related to the theories from experts about discussion

Presentation. All participants mentioned that they did presentation. The lecturers asked them to do presentation almost in all courses they took. Doing presentation was like an obligation for participants in this study, because it practiced students in speaking. Participants usually were given a topic from lecturers before they did presentation. The first participant said:

I'm not sure this is called presentation or not, but this activity is like this, lecturer gives us a topic that we do not know the topic before, and then suddenly s/he asked us to do presentation at that time. So, first we do discussion in a short time then we do presentation with group that lecturer divide before, we share what we got in discussion to our classmates in a day meeting (P1.3).

The fourth participant also stated:

Presentation, for example in Miss Pink's class we learn about research methodology, there are 12 materials that we have to be done. The class is

divided into 12 groups that each group should be responsible on that material. For example, I got coding at that time, so I explained or presented coding as I understand it (P4.1).

The last additional statement about presentation came from the fifth participant. He said that for presentation, “usually we are given a material to be discussed out of class or in home depend on students’ willingness. The other day in the same subject, students present it without doing discussion again” (P5.2).

It could be concluded that the participants did presentation in a different way. In one course, they did presentation in pairs, while the other did it alone. Not only Power Point Presentation, some participants used Prezi to do presentation. Often, they were given material from the lecturer and they were divided into some groups to do presentation in the next day. Presentation usually goes with discussion. Discussion also happen after students did presentation. This means that they do discussion to discuss what the presenters present. One participant also said that they did discussion first before doing presentation. It means that the participant did preparation before doing presentation. There were also participants in this study who did presentation in a day meeting and did presentation in the next day meeting. It could be said that they did discussion in a short time and long time before they did presentation. The similarity was that they did presentation after doing discussion first. Apple and Kikuchi (2007) stated that 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. 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. Moreover, Brook and Wilson (2014) mentioned that one of the benefits of using presentation in the classroom is student-centered.

Role play. Role play became an activity that participants did in class. The participants did not always do role play in one semester, so they said that they just did role play 3-4 times during their study. Participants usually did role play in listening and speaking class. Participants who mention role play as one of activity of student-centered learning were the first participant, the second participant, the third participant, and the fifth participant. Here are the statements of the second and fifth participant. The second participant said, "there is unforgettable role play that I did before. For example, we were doing role play in Miss Purple's class when I was in the beginning of second semester" (P2.6). That was also supported by the third participant, "I can say that it is rarely to do role play, it just 3 or 4 role play activities that I remember" (P5.3).

One participant said that she did role play greatly. Role play became interest activity which they never forgot, although they just did it rarely. Role play made participants had great thing to be memorized. Not all lecturers gave them role play activity, thus the participants in this study only experienced it in some. Yardley-Matwiejczuk (1997) define that role-play describes activities where participants are involved in "as-if" situation, by way of simulated actions and circumstances. Osman, Jamaludin and Iranmanesh (2015) said that although SCL

is difficult to be implemented in large class, role-play still can be used in class as activity of SCL.

Problem-based learning. In this finding, the researcher found that three of five participants did problem-based learning. Participants actually did problem-based learning although they did not know the name of that activity. They did not name the activity as problem-based learning, but the researcher had done to categorize their answer in this point. The researcher knew that participants did problem-based learning by analyzing their activities in relation with relevant literature on problem-based learning. The first participant said, “I do like discussion. We do discussion in group, and then we present the result. The lecturer gives us a problem then we do discussion with our friend, and the last we present it in front of the class” (P1.1).

It was also supported by the fourth participant:

The other discussion is like that we are given a case then how we solve it, for example some students do not want to learn and then we have to find ways in order to those students are willing to learn again. At that moment, the lecturer gives a problem then we have to solve it in a group (P4.3).

In this point, participants got problem from the lecturer then they had to solve it together with other students. Problem-based learning emphasizes students to solve the problem by doing discussion. Based on Murtiningsih and Puspawati (2015), problem-based learning focus on students to solve the problem. In addition, Walker and Shelton (2008) mentioned that problem-based learning can provide a student-centered learning approach. In problem based learning, a small

group of students is represented with a problem (Smith et al., 1995). Students were more satisfied with student-content interaction, which suggested that lecturers should play their role in the discussion board by replying student questions as soon as possible to increase student-lecturer interaction for problem solving (Kuo, Walker, Schroder, & Belland, 2014).

Project-based learning. Lecturers usually give final assignment to students. Project-based learning meant that students make project based on the certain topic that lecturers give. Making a project could be one of activity for students as final project. All participants stated that they made a project as their final assignment, such as video project and book project. They did the project around 3 up to 4 times. The five participants made project to fulfill their final score. The first participant argued about project-based learning that:

Besides poster, we made a course book. The way to make course book were that the class was divided into some groups then we made a book. After that, every group chose what grade they wanted to make this English course book. For example, every group consisted of 5 students and each student made one chapter in that course book. In the end, they made it become a printed English course book for high school (P1.4).

The second participant added that “I think there were some projects that include in student-centered learning, like in semester 6 or 5, I made a book at that time in Miss White’s class. We made that book in group” (P2.5). Those statements were similar to the third participant’s statements that:

I was asked to make a book in fifth semester, we had to look for the materials then we made questions, at that time we made a book for Senior High School grade 11 if I was not mistaken. So, we made questions of listening, speaking, reading, and writing. We made that book in a group (P3.4).

In conclusion, the participants not only made one project during their study. They made poster, book even video project. For book, they made different material of making English course book in different grade of High School. Students were divided into some groups to make the project. Five students came into one group when they were making a book. Many materials are made by themselves. The last, they united every chapter made and then they printed it out became a course book. Some participants mentioned that book became their project, while one participant admitted that he made video project. Having project task would make them think creatively. It was correlated with Murtiningsih and Puspawati (2015) that project-based learning means that students had a structure in collaboration with others to answer the problem that lectures gave, and then they had to present their project in the end of course semester. Indeed, 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).

In summary, there were five activities included in student-centered learning which was used in EED UMY. Those five activities were discussion, presentation, role play, problem based learning, and project-based learning. The

activities that the researcher found were less than the recent theories. The lecturers in EED still used the activities to teach their students. The lecturers need to choose the right teaching method to meet students' needs, guide, and facilitate students to play their role in SCL environment (Bledsoe & Baskin, 2014; Yannuzzi & Martin, 2014).

The Strengths of Student-Centered Learning

Student-centered learning for sure has strengths in teaching and learning. In this point, the researcher found several findings about strengths of student-centered learning from the participants. The findings help teachers or lecturers to consider student-centered learning as their method in teaching because the participants felt that the activities of student-centered learning really make them become a good learning in understanding the materials. Learner-centered classrooms positively impacts the academic performance (Salinas & Johanna, 2008) and has positive effects on motivation and learning strategies (Cheang, 2009).

Having more critical thinking. Four of five participants admitted that they were increasing their critical thinking after doing activities of student-centered learning. Those four participants were the first, the second, the third, and the fourth participant. The first participant stated, "what I feel from discussion is to practice critical thinking" (P1.6). The second participant said, "for example, I increase my critical thinking" (P2.7). It was also added by the third participant that said, "after I do those activities, I have more critical thinking" (P3.5). The

fourth participant mentioned, “by doing group discussion, we can share information and increase our critical thinking” (P4.7).

It could be concluded that those four participants increased their critical thinking. They had critical thinking when they did discussion and other activities. Critical thinking is one of the strengths of student-centered learning. It was supported by McCombs & Whistler (1997) that student-centered approach promotes critical thinking. Additionally, learner-centered instructional also promote critical thinking by participating in activities at both individual and group levels (Stefaniak & Tracey, 2015). Learning skills, behaviors, attitudes and critical thinking are a part of benefits of student-centered that students need for their careers beyond collage (Bishop, Caston& King, 2014). According to Cornelius-White & Harbaugh (2009), working together to solve problem helps learners to develop real life skills such as communication, creative and critical thinking skills. Wohlfarth et al. (2008) found that the learner-centered approach contributed to the graduate students’ feeling respected as learners, developed their critical thinking skills, and encouraged their self-directedness.

Having more confidence. Students should be confident in classroom as well as outside of class. All participants in this research mentioned that the benefit of student-centered activities was having more confidence. They felt more confidence like the first participant said, “then from presentation, we are practiced to be more confident to speak up” (P1.7). Then the second participant also said, “then I am more confident in speaking because I have to speak up when I am doing discussion” (P2.8). The third participant stated, “more confidence” (P3.7).

This participant also added, “yes more be brave. We have to speak up in front of public, we felt nervous at the first time, but right now it just like a usual thing, more be brave” (P3.12). The fourth participant mentioned, “presentation practices our confidence” (P4.6). It was also added by the fifth participant, “the benefit is to increase our confidence to speak up” (P5.6).

In conclusion, by doing presentation, their confidence increased. The participants also experienced that they had to be confident to speak up. It made them got the benefit by doing student-centered learning. Activities that emphasize students to speak up in front of class makes them had more courage. They are forced practices to speak more and more, thus they are accustomed to doing that. Barraket (2005) clarified that student felt confident to express themselves in class. It was proved that more confidence became the strength of student-centered learning. Daff (2013) and Reeve (2013) pointed out that students are more motivated. They also can remember more, can link information together better, and can form ideas with more self-confidence to express their opinion and their idea when SCL is used. SCL approaches used in class lead to their performance improvement (Wu, Hsu, Lee, Wang, & Sun, 2014)

Having good teamwork. Two of five participants mentioned that they were having teamwork well. The first and the third participant were saying that having good teamwork was beneficial for them. The first participant mentioned, “It also practices us in team working” (P1.8). It was supported by the third participant, “teamwork, our teamwork, because we do group discussion and do presentation, we have to have good team work with other people” (P3.10).

It could be seen that group discussion and presentation made them have a great teamwork. According to Masters (as cited in Pressley et al., 2003), creating small groups or pairings during reading lessons is to create a cooperative working environment.

Being more creative. Becoming creative was a thing that student had. Two of five participants stated that students got more creative after doing activities of student-centered learning. The statement was said by the first and the third participant. The first participant stated, “it makes us be more creative, how people are interested in our project” (P1.9). Then the third participant said, “for example, when we make a video project or book, we have a new skill like we more creative in making book cover” (P3.11).

It proved that students needed to be creative in making a project from the lecturers. Being creative makes them good in doing a project in order the project eye catching by people. The second participant also mentioned that making a book cover needed creative skill. Saragih and Napitupulu (2015) commented that students’ creativity, skill and ability are empowered and developed well. It can be implied that the participants’ statement was related to the theory from expert that the activities of student-centered learning makes student more creative.

Having more motivation. Motivation was really important for students in learning. They would be motivated if they did something interesting. Three of five participants pointed out that they had motivation in attending the class. Those participants were the second participant, the third participant, and the fifth participant. The second participant mentioned, “learning with student-centered

learning method is interesting” (P2.9). The second participant also added, “I am more motivated in learning” (P2.10). The third participant stated, “Yes, if we are more active in class, we get additional point and it motivates us” (P3.13). Moreover, the fifth participant added, “then, after we know that our friends fluent in speaking English, we will have more motivation to learn” (P5.5).

It could be concluded that they got more motivation in learning. Getting additional point after doing activities also increased their motivation. One participant said that he would be motivated after knowing his friends speaking English fluently when students do presentation. Students also get motivation if the given material is interesting for them. That the activity of student-centered learning was interesting to the participant to join the class. She was happy in doing activity that the lecturer gave. It was supported by Curby et al., as cited in Brackett et al. (2011) that students are more interested in leaning. The students would practice in speaking to make them fluent. According to Attard, Di Iorio, Geven, and Santa (2011), SCL is comprised of many potential benefits to students and lecturers, including being part of an academic community, increasing their motivation to learn, leading student to be independent and responsible in learning, and considering their needs in learning. Smit et al., (2013) found that students are motivated when in SCL environments because students can choose the task based on their needs and the lecturer plays their role depend on what the students ask and need. A study done by Prusak et al. (2004) on the effects of choice on motivation in adolescent girls found that “student motivation in the physical education setting can be increased by including a variety of activities and then

allowing students to choose which best suits them” (p. 27). By viewing Prusak’s statement, variety of activities can increase students’ motivation in physical education setting.

Having more knowledge. Learning by doing, it is technical term for activity of student-centered learning. Many activities can be done by students inside or outside the class. Based on the three participants in this research, gaining more knowledge and making students understand the material became the strength of student-centered learning. The three participants were the second participant, the third participant, and the fifth participant. The second participant told, “I get a lot of knowledge from the ideas that my friends shared, so my exposure increase” (P2.11). The fifth participant also agreed, “when we do role play, we get additional benefit; the benefit is our knowledge will be increased because we do discussion first” (P5.7). He also said:

First, we do discussion with friends, and we unite our opinions then it is strengthen by lecturer’s clarification or feedback from the lecturer. Thus, we memorize the materials well than we just read the material without doing discussion because the material will not be remembered long (P5.8).

The third participant stated:

From that activity, we more understand because we have to explain the material to our friends that can make us more understand about the material than we just sitting down and listening the lecturer’s explanation and we do not do the activity (P3.8).

It could be concluded that students prefer to do activities than just sit and listen explanation from the lecturer. The participants said that they were having more knowledge by doing activities. Students have more knowledge when they do discussion. It means that students get information from other friends who share the ideas or knowledge. That was related with Melissa, Shuki, Ali, Bahri and Nizam (2012) said that SCL is defined as active rather than passive learning, and emphasize on deep learning and understanding.

Students could get knowledge from the ideas that their friends share. Doing role play also increased knowledge because they did discussion first to role well. Based on Kahl (2013), students saw learning as a process of gaining information and knowledge. Faridi, Bahri, and Nurmasitah (2016) supported that the process of obtaining the information in the learning process became additional knowledge for them. Understanding the material made students have long life memory in learning. According to Mohs (2010), a repetition helped students to retain the course information in long-term memory which helped them to recall it at later dates. They applied it to new situations and make new connections. That was also supported by Ratey (2001) that revisiting and reviewing information after a period of time which had passed is also an effective way to help students to retain the material in long-term memory.

Making students active in class. Student should be active in class. The activities of student-centered learning emphasized students to be active. For example, two participants mentioned in this point. She said, “I think I can be more active, so I cannot get bored” (P2.13). Active also means that students could share

their ideas freely. That was in line with the fifth participant, “we are free to share our opinion. When we do discussion, our opinion will be strengthened because we discuss it before and we decide one opinion together” (P5.4).

Sharing idea was the crucial part when students doing discussion. They were free to give their opinion or idea. Many ideas made their last decision strong. Discussion also let students share everything in their mind freely. It was supported by Catharine, Michael, and Cheryl (2014). When working in groups, students have an opportunity to share concepts and ideas and learn from each other. As stated by Bellack et al., in Walsh (2006: 107), that “the activities of giving and receiving of discourse mean to build a shared space, which serves to give the opportunity to 'try out' their own ideas as well as offering their own perspective.” Students who share idea could be called that they are an active students. The active students could build an active class, so it does not make students felt bored in class. According to Tawalbeh and Al-Asmari (2015), students who more participate class, they will be more active and responsible in their learning. It also added by Jones (2012). In a student-centered classroom, students need to act pro-actively in the learning process. In the various research results, a student-centered classroom makes students more actively engaged in learning and students were comfortable (Freeman, et al., as cited in Brekelmans et al., 2011).

Increasing speaking skill. Speaking became one of skill that students should master. Activities of student-centered learning practiced student to have good speaking skill. Three of five participants admitted that they increased their speaking skill while or after doing activities of student-centered learning. The

three participants were the second participant, the third participant, and the fourth participant. The second participant said, “what I feel until now is when the lecturer asked us to do discussion, all students have to speak up even just a bit word shared, and at least students who are quite for sure speak up” (P2.14). The third participant also admitted, “after that, our four skill are increased” (P3.14). It was added by the fourth participant, “role play provides us training for speaking skill” (P4.9).

Speaking skill can be increased by doing role play, because a role play emphasized students to speak up in front of the class. Discussion practiced students to speak to share their idea or opinion. Presentation also practice them in increasing students’ speaking ability. According to Dallimore, Hertenstein, and Platt (2008), the implications of classroom discussions can have on students’ oral and written communication skills. It was in line with the theory of second language acquisition that by having more interaction with their peers in context of learning English, students improve their language development both in oral or written abilities (Foster &Ohta, 2005; Lei, 2008; Razfar, Khisty, &Chval, 2011). It could be seen that the participants’ statement was related with the theories.

Being more independent. This finding was stated one of five participants. Based on the third participant, she said that she became more independent. Being more independent here means that student do activities by themselves. The activities was like students look for material when they will do presentation. This third participant said,” then, we are more independent because we have to look for the material by ourselves” (P3.6).

In student-centered learning, students are being independent like they had to look for the materials for discussion or presentation by themselves, and then they discussed it. Looking for the materials by themselves made them become an independent person. According to Attard, Di Iorio, Geven, and Santa (2011), SCL lead student to be independent and responsible in learning, and consider their needs in learning.

Being more responsible. Being responsible in what students do was very important. According to three of five participants in this research, being more responsible became one of student-centered learning's benefits. The participants were the third participant, the fourth participant, and the fifth participant. The third participant said, "we are more responsible" (P3.9). Then, the fourth participant also said, "if we share right idea; it makes us become more responsible person" (P4.10). In addition, The fifth participant stated, "we have to be responsible of what we do. For example, we have 3 students in one group. If we do not learn the material very well, we would not take our responsibility on it, I think like that" (P5.9).

In conclusion, students became more responsible in what they did. They had to be responsible in doing activities. For example, when students had group discussion, and they had to read some articles, every student should be responsible to understand one of the materials and then she/he shared what they got after reading the article to other members. That activity practiced students to become responsible person. That was supported by Suparno (1997) and Saragih (2010) that the responsibility of the learning process is the students. Moreover, the more

learners participate, the more they are active and responsible for their learning (Tawalbeh & Al-Asmari, 2015).

Several strengths of student-centered learning that the researcher found in this study are from five participants. The participants thought that doing activities of student-centered learning gives them good impact for their language skills and increases their other aspects. The strengths that participants mentioned were having more critical thinking, having more confidence, having good teamwork, being more creative, having more motivation, having more knowledge, making students active in class, increasing speaking skill, being more independent, and having more responsibility.

The Weaknesses of Student-Centered Learning

Some weaknesses of student-centered learning come up in this section. The weaknesses might from the lecturers or students itself. Like other things, student-centered learning also has weaknesses. This part shows some weaknesses that participants mentioned which is supported by the theories. There are six findings about weaknesses of student-centered learning.

Making students passive. While some students can benefit from SCL by being more active, some others not. Active students already mentioned as strength while passive students became weaknesses of student-centered learning. In this findings meant that passive students might be more passive when they do group discussion or group work. Three of five participants mentioned it. Those participants were the first participant, the second participant, and the third participant. The first participant said, “there are students who are active and

passive” (P1.10). the second participant also said, ”so s/he or the passive student is just be quiet, I mean s/he does not quiet all the time, but they prefer to be quiet than to speak up” (P2.17). Furthermore, the third participant added, ” there are students who are active and passive, students who are passive just sit down and be quiet” (P3.15).

It could be concluded that some students might be passive students. The passive students tend to be passive. A number of passive students might not as big as passive students. Passive student usually did not give contribution to their group when they were doing discussion. They were at place when discussion running, but they did nothing. According to Faridi, Bahri and Nurmasitah (2016), the students tend to be passive in the English teaching due to the long historical records regarding the implementation of the teacher-centered learning, so the students were not accustomed to participate actively during the teaching and learning process. According to the learner-centered approach, learners have more choice and are afforded more control over learning experiences, which are more active, as opposed to being a passive experience (O’Neill & McMahon, 2005). Learners learn best when they are involved as active participants in the learning process, not passive and inactive members who just receive content that is not meaningful to their lives and experiences (Gándara, 2010; Garcia & Kleifgen, 2010; Olsen & Romero, 2006; Tomlinson & McTighe, 2006). Furthermore, Tawalbeh & AlAsmari (2015) stated that students are passive and not always responsible. They are not ready for learner-centered approach, in which they take responsibility for their learning.

By viewing the participant's said also, when students doing discussion or group work, there were one or two students who become passive students. The passive students usually gave the responsibility to their friends, it could also be said that they depended on their friends. According to Catharine, Michael, and Cheryl, (2014), one of the biggest objections that students have towards group work is the fear of having a social loafer in their group; social loafers are group members who do not carry their own weight or participation to the level expected of them as individual members of the group. Based on Chatarine et al., students would depend on their friends because they did not carry their participation towards the group.

Taking more time. According to the participants, doing activities of student-centered learning was taking more time. Three of five participants stated it. There were the first participant, the second participant, and the fifth participant. The first participant said:

So, we needs a lot of time; we need time to think the concept; we need time to prepare what we should to deliver. After that, we want to make it like what, how to make it interest, it will take more time (P1.11).

Then the second participant added, "I think discussion or making project consumes much time, let's say takes time" (P2.15). Taking more time also means that the lecturer did over time in teaching because students need more time to do discussion or other activities. Moreover, the fifth participant supported, "sometimes that I feel, sometimes we get over time in doing discussion or presentation" (P5.10).

It could be seen that discussion or presentation sometimes made over the time. Those activities needed much time, so the lecturer also students might do it until the time was over. Based on Rondone (2014), practical adjustments include allowing more time for students to explore concepts and work on projects and add more play-based assignments. It means that a lesson could make the time over. That could not be denied that the activities of student-centered learning consumed much of time. Many things can be done by students from the activities. For example, discussion and making project needed a lot of time. Based on Freeman and Greenacre (2011), group work takes more time than to work alone. Jo-An and Reigeluth (2011) said that the participating teachers reported that the main barriers to learner-centered instruction were lack of technology, lack of time, and assessment.

Making students dominant. Two of five participants said that some activities of student-centered learning made students dominant. Two participants were the second participant and the fourth participants. The second participant stated, “students who have much confidence to speak up looks like dominant students” (P2.16). Then the fourth participant said, “when we do presentation, sometimes our friend dominates the presentation, and we cannot deliver what we want to tell” (P4.11).

It could be seen that some students might dominate the presentation. Students who had more confidence would take the chance to speak more than other friends. For example, when students did discussion, there were one or two students who speak a lot and it looks like they handle the discussion. Sometimes,

the student did not know that she/he dominated the discussion and did not give chance for other students to give opinions or idea. According to Mustafa (2012), large range of difference in students' proficiency level influence students' activeness. It means that students who had high proficiency would take more opportunity than others, so it made them looked like dominate the group.

Being demotivated. This point just had one statement which was from the fourth participant. The participant said, "so it makes them feel demotivated, that makes their motivation to learn about something is gone" (P4.12)

In this case, students usually have motivation in learning if the activities interest them, but if the activities do not interesting, the students' motivation might be gone. For example, students just come to class but they have no motivation in receiving the material. If students have demotivated, students will be hard to receive the given materials. A motivation was really needed by students because they would be great in learning if they had motivation. However, being demotivated students made students hard to enjoy the class. According to Ryan and Deci (2000), "a person who feels no impetus or inspiration to act is characterized as demotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54).

Based on the five participants, there are four findings about the weaknesses of student-centered learning. Those four weaknesses come from what participants experience after doing student-centered learning's activities. The four wekanesses were making students passive, taking more time, making students dominant, and being demotivated.