

## **Chapter Five**

### **Conclusion and Recommendation**

There are two parts in this chapter. The first part is conclusion that summarize of study result. The second one is recommendation that discuss the benefits for everyone who related to this study.

#### **Conclusion**

Based on the researcher's experience, the lecturers in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) used student-centered learning as their method. Many activities that lecturers gave for the students including for the researcher. Some activities made the researcher increase her language skill and her ability. The researcher felt that she was more active in class and improved her motivation in joining class. This experience gave the researcher idea to do a research about students' perception of student-centered learning implemented at EED. The researcher is curious about activities given by the lecturers to teach students. The researcher also wanted to know what students feel after doing activities that lecturers gave.

The researcher chose qualitative as a research design. This was chosen because the researcher wanted to know students' perception deeply. The participants were free to answer what the researcher asked because she would not limit what the participants say. This study was conducted at EED of UMY. There were 5 participants in this study that the researcher selected. Those five participants were students batch 2013 who had been studying for around six semesters or three years. The participants also still become active students. An

interview become an instrument to help the researcher gained the data.

Furthermore, the researcher made the interview guideline in Bahasa Indonesia to made the interview process easy both of the researcher and the participants. After the interview was done, the researcher transcribed the data verbatim. It means that the researcher did not decrease or increase the gotten data. To avoid invalid and manipulated data, member checking was done by the researcher for all participants. The last, the researcher did coding to analyze the data.

The researcher formulated two research questions in this study. The first research question had the aim that the researcher wanted to know students batch 2013's perception on the kinds of activities that students got during their learning in English Education Department of Universitas Muhammadiyah Yogyakarta. The second research question also had the aim that the researcher wanted to find out the strengths and the weaknesses of student-centered learning from students in EED. There were five participants who were interviewed by the researcher.

The first purpose of this study was to know students perception on the kinds of activity that lecturers gave in EED. Based on the participants' answer, there were five activities that they got during their learning in EED for around three years or six semesters. The participants mentioned that activities got by them included, discussion, presentation, role play, problem-based learning, and project-based learning. The participants said that most of lecturers gave them those activities in class.

The second purpose was to know the students' perception about the strengths and the weaknesses after doing the activities of student-centered

learning. Based on the interview result, there were ten findings about the strengths of student-centered learning in this study. The strengths were that students have more critical thinking, have more confidence, have good teamwork, being more creative, have more motivation, have more knowledge, make students active in class, increase speaking skill, be more independent, and being more responsible. In another case, the last aim of this study was to find out the weaknesses of students-centered learning that the students feel in their study. There were only four weaknesses that the participants mentioned. The weaknesses were making students passive, taking more time, making students dominant, and being demotivated.

### **Recommendations**

In this last part, the researcher propos some recommendations for everyone who needs information about student-centered learning that has been used in English Education Department of Universitas Muhammadiyah Yogyakarta.

**Students.** By reading this study, students can gain information about student-centered learning. The focus of this study is about the activity, the strengths and the weaknesses of student-centered learning. The researcher recommends students who get activities of student-centered learning can participate the class actively because there are many benefits after doing the activities. Students increase their language skills. The weaknesses also can be covered by having the strengths of student-centered learning.

**Teachers.** The researcher does hope that teachers get information about the activities, the strengths, and the weaknesses of student-centered learning. By reading strengths and weaknesses of student-centered learning, teachers should more intensive in supervising when students do activities. Furthermore, to make students interested in learning; teachers should be creative in giving the activities for students. The researcher also does hope that teachers use the activities of student-centered learning because this teaching method has many advantages for both teachers and students.

**Future researchers.** The researcher expects that this study can help future researchers as references regarding the topic of this study. The limitations of this study are the activities, the strengths and the weaknesses of student-centered learning. The researcher hopes that future researchers will add or find out other the activities, the strengths and the weaknesses, so the information about student-centered learning will be increased. Not only as a references, the researcher also do hope that future researchers can do a research by using quantitative method. Future researchers can gain the data about how often lecturers give activities or how big the activities of student-centered learning give influence for them.