

## Appendix

### Interview Guideline

**Students' Perception on Student-Centered Learning Implementation at  
English Education Department of Universitas Muhammadiyah Yogyakarta  
Batch 2013**

Research questions:

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

<b>Purposes</b>	<b>Theories</b>	<b>Interview questions</b>
The activities of student-centered learning	<ol style="list-style-type: none"> <li>1. In the classrooms, teaching strategy includes reflective thinking, inquiry, exploratory discussions, role-playing, demonstrations, projects and simulation games (Edwards, 2004)</li> <li>2. Student-centered instructional methods include discussion, group work, role-playing, experiential learning, problem based learning and case-method</li> </ol>	<p>Sebagai awalan, apa yang kamu ketahui tentang student-centered learning?</p> <p>Aktifitas-aktifitas apa saja yang ada pada student-centered learning atau aktivitas apa saja yang pernah kamu lakukan di</p>

	<p>teaching (Hativa, 2000).</p> <p>3. Perceptions across six teaching strategy: discussion, lab work, in-class exercises, guest speakers, applied projects, and oral presentations (Casado, 2000).</p> <p>4. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross &amp; Major, 2005; Davis, 1993).</p> <p>5. Employers want college graduates to possess the ability to work in groups and have developed suitable teamwork skills (Blowers, 2000).</p> <p>6. Discussion is a form of teaching because students give and receive information, and that is component of active teaching and learning (McKeachie, 2002; Stewart, et al., 2010; Whetten &amp; Clark, 1996).</p> <p>7. It also leads to deeper levels of</p>	<p>kelas selama perkuliahan ini?</p>
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	<p>learning because in order to build on each other's ideas, the students must first listen and understand the contributions of others students in order to respond or add to it (Hadjoannou, 2007).</p> <p>8. During discussion students are attentive, active, more engaged, and motivated (Bligh, 2000; Ryan &amp; Patrick, 2001).</p> <p>9. Brown and Wada (1998) argued that by doing presentation, students engage in communicative activities</p> <p>10. "Take initiatives, think beyond the mandated textbook, and use language creatively, purposefully, and interactively." (Al-Issa&amp; Al-Qubtan, 2010, p. 227).</p> <p>11. 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</p>	
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	<p>presentation skills (Girard, Pinar and Trapp, 2011).</p> <p>12. One of the benefits of using presentation in the classroom is student-centered (Brook and Wilson, 2014).</p> <p>13. 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 &amp; Kikuchi, 2007).</p> <p>14. By doing presentation is students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills (Girard &amp; Trapp, 2011).</p> <p>15. The potential benefits of students' oral presentations include: greater class</p>	
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	<p>interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills (Girard &amp; Trapp 2011)</p> <p>16. Students find the importance of developing successful communication (Živković, 2014).</p> <p>17. “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).</p> <p>18. “Values and attitudes are visible to a greater degree through body language than through verbal language (Grysell and Winka, 2010b, p. 19).</p> <p>19. Role-play describes activities where participants are involved in “as-if” situation, by way of simulated actions and circumstances (Yardley-</p>	
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	<p>Matwiejczuk, 1997),</p> <p>20. Sense of community is created among the students by doing role play (Alkin and Christie, 2002).</p>	
<p>The strengths of student-centered learning</p>	<ol style="list-style-type: none"> <li>1. Students' strategies are more beneficial than teachers who lead them to a deeper understanding level and critical thinking (Brown, 2008)</li> <li>2. The key dimensions of the learner-centered approach contributed to their feeling respected as learners, developed their critical thinking skills, and encouraged their self-directedness (Ahmed, 2013).</li> <li>3. Several studies on student-centered learning and found that overall it was an effective approach (Lea et al., 2003).</li> <li>4. Students have better performance when they are asked to think about the matters instead of doing the thinking for them (Duck Worth, 2009)</li> <li>5. Students enjoyed getting to know each</li> </ol>	<p>Nah setelah kamu melakukan aktivitas-aktivitas itu, manfaat apa yang didapatkan?</p>

	<p>other, and felt confident to express themselves in class as a result of feeling comfortable with each other (Barraket, 2005).</p>	
<p>The weaknesses of student-centered learning</p>	<ol style="list-style-type: none"> <li>1. Some students do not like to become the focus of attention and do classroom activities and instead prefer to stay in their more comfortable zone and simply be physically present but mentally inactive (Zohrabi, 2012).</li> <li>2. Class situation is busy and noisy since it is mainly in groups and discussions (Jeanne, 2009)</li> <li>3. When they do group work, students who are not active will be quiet and let the students who are active do the activities (Burke, 2011)</li> <li>4. Some members do not contribute to the group (Freeman and Greenacre, 2011)</li> <li>5. Group work takes more time than to work alone (Freeman and Greenacre, 2011)</li> </ol>	<p>Semua hal pasti ada kekurangan ya, menurut kamu aktivitas-aktivitas tersebut mempunyai kekurangan atau tidak? Kalau iya, bisa sebutkan apa saja?</p>

