Chapter One

Introduction

This chapter discusses the background of the research. Then, in order to make this research qualified, the researcher puts forward some issues to support the research questions in this research. Thus, to make this research more specific, the researcher puts forward the problem formulation to limit the problem. Finally, the researcher also sets forward the objectives of this research and all items in this chapter explained clearly so that the readers will have a bright understanding.

Background of the research

Learning and teaching is about the process of delivering information and knowledge to achieve the purpose of the results. In line with that, it is how to send the knowledge and send the subject matter where students should know and understand about what lecturer teaches. Stephen (2003) stated that lecturers should have a proper way to make students comfortable to learn and to understand about the subject matter in class. The lecturers need a way to implement the subject matters for the students with an approach that is able to make them comprehend (Ahmed, Wallace & Luciana, 2003). It shows that learning and teaching need an approach or the way to deliver the subject matter and knowledge. As stated in Penn (2010), an educator needs a learning approach to send the knowledge to the students. It indicates that if the lecturers do not use an approach in learning process, then the learning process will not be running well.

Afterward, some of the lecturers used the old approach where the lecturers are more active and the students are only listening (Farid, 2013). This kind of

approach mentioned is about a learning model where all thoughts focused to the lecturers. However, the students need the lecturers and an approach that can help them to increase their capability. Brown (2000) argued that teaching is showing or helping students to learn how to do something, giving instructions, guiding in the research of something, providing knowledge, or causing to know or understand. It means that the students should be the main focus in learning process. Thus, the lecturer is no longer the central figure who knows everything. It does not mean that the lecturers are not important anymore, but the lecturer would be the main role to support and to guide the students instead.

Gloria (2011) argued that the roles of the lecturer and the student of necessity change where the lecturer changes from the sage on the stage to the guide on the side. It shows that the students will not only focus on the lecturer as the source but also the students will get a lot of source to develop their knowledge. Moreover, the students should also be able to be independent in the learning process. They will learn to think independently when they get a problem, they will do in their own way and also they will be able to be more active in class.

An approach that has a relation with the students' activeness is using the student-centered learning (Kim, 2005). Student-centered learning provides a more effective learning and makes efforts toward the students' activeness. The student-centered learning also has ten models of learning such as small group discussion, collaborative learning, cooperative learning, role-play, contextual learning, project based learning, problem based learning, autonomous learning, self directed

learning, and discovery learning (Pedersen, 2003). It means that this approach commonly is considerable.

In addition, teaching and learning using student-centered learning is focused on the student in learning process. Barbara (2004) stated that the student-centered learning is a broad teaching approach that encompasses replacing the lecturers with active learning, integrating self-paced learning programs and or cooperative group situations, ultimately holding the student responsible for his own advances in education. It shows that the student-centered learning can make the students more active in the process of teaching and learning. Kimberly (2011) also supported that the concept of the student-centered learning is to bring the classroom and the students to life which the lecturer is considered a guide on the side, assisting and guiding the students to meet the goals that have been made by the students and the lecturers. The result of teaching and learning process using the student-centered learning as approach can change the students become autonomous learners and also can make the students trained independently to set learning goals better (Kim, 2005). They will get more assignments to analyze, to synthesize, to evaluate and to always take the initiative and responsibility.

Based on the researcher's experiences, English Education Department of Universitas Muhammadiyah Yogyakarta has implemented student-centered learning because the researcher observed that there were several characteristic of student-centered learning that makes the researcher could state that this department has been implementing this approach. For instance, lecturers always applied group discussion as the classroom activity. Furthermore, the lecturers also

used role-play during the classroom activity. In student-centered learning being an active person is significant for the students in the classroom, because they can improve their abilities. The researcher felt that his abilities was developed since he became active during the teaching and learning process. It happened when he did group discussion, then presented his topic, and also responded to the questions. Those things are making the researcher attempts to increase his confidence and public speaking.

In addition, the students become independent and being an active, they will also train their ability to interact around. Gardner (2013) stated that the students, who are active in teaching and learning process, will be easy to realize their ideas when they interact with other people. Meanwhile, the researcher thinks that the student- centered learning approach is used to make the students become more active where those things have contribution to develop the students' interaction ability.

Muqowim (2012) argued that the ability to interact with people is an interpersonal skill. It means that interpersonal skill is a person's ability to interact with his or her partners. Moreover, to interact with other, there are many kinds of interpersonal skill such as leadership, teamwork, meditation, communication, and public speaking to build relation although it is in classroom. For instance, the students who show their leadership skill when they are in group discussion, they work in group discussion; they will lead till the end of the discussion in a process of teaching and learning. Further, teaching and learning using the student-centered learning has contribution for the students. It shows that the student-centered

learning can be the option to improve the students' ability that has relation for the students to be active in the classroom. The student-centered learning can help the students to share their ideas, communicate to each other, and make a good relation.

Thus, the researcher takes attention in conducting the research about the contribution of the student-centered learning for the students' interpersonal skills development in more detail. However, there are many kinds of model learning in student-centered learning, and also kinds of interpersonal skill. Therefore, the researcher confines the content of this research, because it needs much time to do in large and also the limitation of the resources. To see student-centered learning, the researcher utilizes some kinds of model learning and also to see interpersonal skill, the researcher uses from several points of interpersonal skill. Because of the reason above, the researcher is interested to study thoroughly some kinds of model learning in student-centered learning and some kinds of interpersonal skill, and also to know how much the contribution of student-centered learning for student interpersonal skill development. In this research, the researcher also focuses on describing the implementation of the student-centered learning and the students who develop their interpersonal abilities at English Education Department of Universitas Muhammadiyah Yogyakarta.

Statement of the Problem

Student-centered learning is a learning process that encourages students to be actively participating in the classroom activities. This type of learning has

several types of models including small group discussion, collaborative learning, cooperative learning, role-play, contextual learning, project based learning, problem based learning, autonomous learning, self directed learning, and discovery learning by (Pedersen, 2003). Since these models demand the students' actively involvement, students most likely train themselves to implement their interpersonal skills such as leadership, teamwork, meditation, communication, and public speaking (Muqowim, 2012). Yet, a study that deals with the contribution of students' centered learning to students' interpersonal skills has not been accomplished yet at English Education Department Universitas Muhammadiyah Yogyakarta. Therefore, it is imperative for the researcher to study this topic to see how the contribution is between student-centered learning and student interpersonal skill development.

Limitation of the problem

In this research, there are some problems that are often encountered in the research method class in semester 7. In researcher's experience, it is found that the students, who are not active during the learning process, tend to think to one source (the lecturer as speaker). However, it would be better if they were given a teaching model to form discussion groups, because they will be more comfortable to express opinions, ideas, and other sources of knowledge. Additionally, the function of the lectures is as the guide for the students during the discussion process.

Moreover, if some students are given assignments for presentation in front of the class, they will feel embarrassed to talk, feel nervous, afraid to speak up,

and also call their friends' name to go forward first. In this case, the student-centered learning contribute to the students where they will be trained to speak in front of the public, trained to be confident, trained to think, and will also learn at every mistakes. As a result they will learn to be more independent and able to convey knowledge to the public or friends in class.

Hence, this research investigates the implementation of the student-centered learning in the classroom and its contribution for the students' interpersonal skill development. In addition, the limitation of this problem the researcher only puts 3 learning models of the student-centered learning; there are small group discussion, role-play, and contextual learning. Those three learning models are chosen not only in order to make this study more focused but also for feasibility reason. For the same reasons, the researcher also chooses 3 kinds of interpersonal skill; there are leadership, teamwork, and public speaking. The point of this research is to describe how the student-centered learning takes place in the classroom and the contribution the student-centered learning itself for the student interpersonal skill development at English Education Department of Universitas Muhammadiyah Yogyakarta. Primarily, this research is conducted on 3 classes in 2012 batch that have experienced the student-centered learning in the classroom.

Research questions

The research questions in this research are:

1. How is the implementation of the student-centered learning at English Education Department of Universitas Muhammadiyah Yogyakarta?

2. How are the three interpersonal skills developed at English Education Department of Universitas Muhammadiyah Yogyakarta?

3. What is the contribution of the student- centered learning for the student interpersonal skill development at English Education Department of Universitas Muhammadiyah Yogyakarta?

Purpose of the research

Based on formulation of the problem, the objective of this research can be formulated as follows:

1. To find out the implementation of the student-centered learning at English Education Department of Universitas Muhammadiyah Yogyakarta

2. To find out the three interpersonal skills developed at English Education Department of Universitas Muhammadiyah Yogyakarta

3. To find out the contribution of the students centered learning for the student interpersonal skill development at English Education Department of Universitas Muhammadiyah Yogyakarta

Significance of the research

There are significances of this research that can give advantage to readers:

The lecturer. This research gives advantage for the lecturers in which they can know the content of the student-centered learning approach and it will help them to find bright understanding. Hopefully, the lecturers can apply the student-centered learning in the classroom while they are teaching.

The student. This research is hoped to provide the information and giving more understanding about student-centered learning and student interpersonal skill. They are able to exercise their skill and they will not become the students who passive in the classroom

Other researchers. This research will show the finding of this research with some theories related to the student-centered learning and interpersonal skill. Then, it can give the explanations and inspirations to other the researchers who want to conduct a research related to the contribution of the student-centered learning for the student interpersonal skill development. Additionally, this research is expected to become references for other the researchers.