

## **Chapter Four**

### **Findings and Discussion**

This chapter discusses the findings followed by the discussion about pre-service teachers' perception on implementing Student Centered Learning (SCL). The researcher got the findings from the pre-service teachers of the university as the participants of the research. Several theories are also included in this chapter to support the discussion of the findings.

The aim of this study was to investigate the pre-service teachers' perceptions of a private university in Yogyakarta on implementing SCL during their teaching practicum. In order to support the objective of the research, the researcher conducted interview with four participants who have experiences in implementing SCL method during their teaching practicum. The data reported by the researcher with the original statement from the participants after the researcher got the data from the interviews. This research used pseudonyms to keep the participants' privacy. There were three findings and discussion in this study. The first finding was about implementing SCL based on pre-service teachers' perception. For the second finding, it explained about pre-service teachers' perception on the difficulties in implementing SCL. In the third discussion, it included about the solution to solve the difficulties in implementing SCL based on pre-service teachers' perception. Therefore, these findings explained in this chapter were based on research question and purpose of the research.

## **Pre-Service Teachers' Perception on Implementing Student Centered Learning (SCL)**

There were three points in the findings. The first point was about the conceptual understanding of SCL based on pre-service teachers' perceptions. Secondly, the finding was about the activities done by pre-service teachers in implementing SCL during their teaching practicum. Lastly, the point of this finding included about pre-service teachers' feeling in implementing SCL.

**The conceptual understanding of SCL based on pre-service teachers' perspective.** Based on the information the researcher got, there was the same perspective of the participants about the definition of SCL. There were four points in this finding. The researcher had the argument that SCL was the method which made the students participate actively. In method mentioned, the teacher only controlled the activity of the students, and the students were ordered to develop their knowledge by themselves. Besides, many activities could be done by students to train their autonomy. The statement mentioned was also supported by Melati who said that "SCL is the method that makes students active when the teacher uses it in the classroom" (Melati, 2).

Pre-service teachers argued that SCL was the method that made the students to participate in the classroom during teaching and learning process actively. The statement was not only stated by the participants but some experts also argued it. Neo and Kian (2003) asserted that in Student-Centered Learning mode students play an active part in their learning process and become autonomous learners. In addition, Al-Humaidi (2015) also argued that SCL is the method which takes the students as active participants for their own learning by

fostering transferable skills such as problem-solving, critical thinking, and reflective thinking. Likewise, the teacher just explained the material at the beginning of the class. Then, the students should be active to practice or participate in all of the activity in the classroom.

Based on the participants' opinion, SCL method is where the learning process focused on the students. Mawar said "Student-Centered Learning is the learning process which does not focus not only on the teacher but also on the students" (Mawar, 1). Bunga also said "Student-Centered Learning is where the learning process only doing by students" (Bunga, 1). In addition, Melati as participant 3 added "SCL is when the learning process focused on the students" (Melati, 1). Those statements mentioned were similar to Anggrek said that "SCL is the activity that more focused on the students" (Anggrek, 1). Therefore, there were four participants who had the same statement about SCL method focusing on the students.

Focusing on the student means that during teaching and learning process used SCL method and the activities in the classroom are done by students fully. In this point, teachers provided the opportunities for the students to more participate actively in their learning. As stated by Means (as cited in Brush and Saye, 2000), Student-Centered Learning environments are designed to provide students with opportunities to take a more active role in their learning by shifting the responsibilities of organizing, analyzing, and synthesizing content from the teacher to the learners.

The participants also assumed that in implementing SCL, the teacher was only as the facilitator for the students in the classroom. The teacher just controlled

the students' activity in the classroom. As mentioned by some of the participants, Anggrek said "SCL method is the learning process where the teacher only roles as a facilitator who controlled the way students learn" (Anggrek, 2). Furthermore, Bunga also said "So, the role of the teacher is only as facilitator" (Bunga, 2). In addition, Mawar as participant 1 stated that "Students find the knowledge not only from the teacher, but it can discuss with the other friends. In SCL, the teacher did not explain continuously" (Mawar, 2). In regard to SCL method, the teacher only enrolled as a facilitator and controller for all of the students' activity who deliver the material at the beginning of the study.

In this point, pre-service teachers argued that SCL was the method where the teachers only enrolled as the facilitator and controller who did not explain continuously for the students. It was as a purpose to make students in developing their knowledge and seek the information by their own. As supported by Neo and Kian (2003), the learners are encouraged to seek the information and knowledge on their own. They also mentioned that teachers also supply them with what they already know actively to construct their own understanding. The statement was in line with Brownski (2010) who argued that SCL is implemented to build on the idea that the learners must construct and reconstruct their knowledge.

**The activities in implementing SCL.** There were some activities which could be done in implementing SCL method. Almost all of the teachers asked the students to make a group in discussing the activity or the material in the classroom. Based on four participants in this study, they also asked the students to make a group when they implemented SCL method in their practicum. Besides, in group class discussion, pre-service teachers ever asked the students to make a peer

group discussion with their tablemates. Mawar as participant 1 supported that “The activity was done by students in group in order to answer the question with their group” (Mawar, 5). Besides, Mawar also said “I ask the students to make the creative poster with their tablemates” (Mawar, 8). She also asked the students to discuss the question given to them. She also stated that “Besides that, discussion about the question that I give” (Mawar, 7). In addition, the other participants also had the same statement. As Mawar said, she mentioned that “I implemented the cooperative activity by deviding my students into some groups” (Mawar, 4). Anggrek also said “When internship program, I give the theme of the study for the students, and I make some groups consist 4 students in one group. Then, the students discuss the theme or topic and sharing with the other friends” (Anggrek, 3). Thus, some of the participants were more comfortable to ask students to make a group with their friends as the activities in the classroom.

Making a group or peer discussion of the students to all of the activities in the classroom was one of the activities chosen by pre-service teachers. Almost all of the pre-service teachers made a group discussion or peer discussion of the students. Making group discussion was appropriate activity in SCL method because in this method, students should be active participants in the classroom. It was also supported by Nanney (2004) who mentioned that SCL is a broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning programs, and cooperative group situations. In addition, Goklahe as cited in Emenyeonu (2012) maintained that there is a mix of skill ability, a student at various performance levels works together in small

groups to achieve a common goal. Hence, in group discussion, students can elaborate their skill and ability to get the result and solution.

The other activity of SCL method was game. Some participants used games in their teaching practicum to teach the students. Bunga said that “Finally, I decide to use games about how to speak English and how to read in English as the activity in SCL method” (Bunga, 4). Besides, she implemented games about how to speak and read in English to the students. In addition, Melati also said, “I use the games for my students” (Melati, 7). Then, they used games to support their activities in the classroom when they implemented SCL as their method in their teaching practicum. The researcher concluded that pre-service teacher also used the games as the activity in the classroom. The researcher assumed that pre-service teachers used games to make the students fun and happy with the learning process. Besides, games also made students not to feel bored in the learning process. For elementary students, an appropriate game was activity to show their skill and ability in teaching learning process. Thus, the elementary students still needed fun activity to improve their interest in learning process.

**Pre-service teachers’ feeling in implementing SCL.** Based on the experiences of implementing SCL, pre-service teachers felt various feelings. Bunga said, “At the first time I use that method, I was nervous if that method inappropriate with the students and students feel bored” (Bunga, 3). She felt afraid, but after succeeding to apply the method success, she felt happy because she could see her students enjoy and feel happy with method applied. Bunga said “Everything makes the students feel happy, and I am happy too. After the method is implemented successfully, and it can make the students feel happ so that I also

feel happy using this method” (Bunga, 5). Besides, Mawar said, “For the feeling, in my opinion, to implement the method in the classroom activity is fun and happy if the students feel happy too” (Mawar, 3). She also felt happy and fun with that method. In addition, there were two participants who felt happy with that method because they saw their students be able to act in the learning process. The statement mentioned was shown from participants’ statement. Melati said, “My feeling when I use SCL method is happy because I can see the students feel active in the class” (Melati, 3). Then, Anggrek also said, “I feel happier because I see the students can act in the learning process” (Anggrek, 4). On other hand, Melati said: “I also tired because I need the effort to make students to be active” (Melati, 3). She also tired to make students active that was not easy.

From some statements of the participants, they enjoyed using SCL method because they were happy with successful method. Although at the beginning of the class there was a pre-service teacher who was nervous if the method made the students feel bored, but finally that method was appropriate for the students as well. Besides, a pre-service teacher should try to make students participate actively, but after the students could participate actively, pre-service teacher felt happier.

### **The Challenges Experienced by Pre-Service Teachers of the English Education Program in a Private University in Yogyakarta in Implementing SCL**

This finding was about pre-service teachers’ perceptions on difficulties in implementing SCL in their practicum. Almost all of the method used in learning

process had the difficulties. In SCL, the role of the teacher was only as a controller for the students. Automatically, the teacher needed the effort to control all of the students in the classroom. Besides, the difficulties were faced by the teacher who implementing SCL for the first time. As supported by Huba and Freed (2000), they found out that student-centered assessment is harder than previously imagined, especially when implementing it for the first time. Also, the researcher got the information from the participants about the difficulties in implementing SCL in their teaching practicum.

**Making all students participate actively.** Mawar said “The difficulty helps to make all of the students to be active” (Mawar, 10). In other hands, Melati also said “The difficulty faced was that the students could not participate, so I should know about how to make the students active to participate of the activity in the classroom” (Melati, 6). They felt difficult to make students participate actively in the classroom. Sometimes, there were the students who do not care about the activities in the classroom. Especially, if the students worked in a group, they would assume that they did not need to distribute because they thought the thing that important was only to gat the score from the teacher. For the reason, in one group, the students had the different level between each other. As stated by Mawar, “Sometimes there are some students who have the different level in one group” (Mawar, 9). Hence, different level between students made the ability of students also different.

In this finding, there were two participants who mentioned that making all of the students to participate actively was one of the challenges or difficulties in implementing SCL. Usually, there were only some of the students who could



participate actively in the classroom. Especially, when the students worked in a group, they had a different level of students' ability. Not all of the students contributed to their group. According to Kumar (2016), most of the students were not interested to learn through student-centered method due to different factors such as the sense of fear, lack of interest, and confidence and mother tongue influence. In addition, Hewitt-Taylor (2001) as cited in Lalopa (2005) stated that one of the challenges in student-centered assessment is the students' misconception about what it is. From the statement mentioned, the teachers should explain the purpose of use SCL method during teaching and learning process. Accordingly, many factors made students cannot participate actively in teaching and learning process.

**Controlling many students in one classroom.** Moreover, in SCL almost all of the pre-service teachers made a group of the students to do their activities, but it also gave the difficulty for them. It also supported by Anggrek as one of the participants in this study, and she said: "I feel difficult to control the students because there are some groups in the classroom" (Anggrek, 8). Besides, she felt difficult to control the students because one teacher should control all of the students in one classroom with a lot of students.

The other difficulty was about controlling the students in the classroom when they worked in groups. The pre-service teacher should control the students when they work in the group. Sometimes, teacher got difficult to control the students in a group because there was only one teacher who should manage a lot of the students in the classroom. The purpose of control students is to know about how the way students interact with their friends in classroom activities. For the

first time pre-service teachers in implementing SCL, they did not understand how the way to control the activities of the students. Pre-service teacher assumed that implementing SCL when teaching was an easy thing, but in fact, they felt difficult to implement especially for the beginner.

**Making students understand about the instructions of the lesson.** The other difficulty faced by the pre-service teachers in implementing SCL was stated by Bunga as participant 2. She said, “The second difficulty is when the students do not understand about the instruction. For example, when I use the games, the games run out of the topic and expectations” (Bunga, 7). In this point, there were some students who did not understand or misunderstand about the instruction from the pre-service teachers.

In addition, the researcher assumed that it was because the students in the classroom had different level of understanding about what teacher said. Not all the students easier to understand teachers’ explanation. Thus, from the statement mentioned, it was one of the challenges for the pre-service teacher during implementing SCL. Then, the pre-service teachers should find the way to make students understand the instructions.

**Prepare the various materials.** In addition, there were some participants in this research who had other difficulties in implementing SCL. Melati said, “I feel difficult to decide other creative teaching materials because I should have many ideas to make the materials appropriate for the students, and the material should be different in every meeting” (Melati, 9). She also said “I also need many times to prepare the material” (Melati, 10). Besides, the other participant also has the difficulties in preparing the material when implementing SCL. Anggrek said,

“Preparing the material is the difficulty thing because I need more materials for the students” (Anggrek, 8). They should have the ideas and much time to create the material for the students in every meeting.

The last difficulty was about preparing the material because pre-service teachers should have many ideas to create the material. There were the different difficulties in preparing materials faced by the participants. The first difficulty was creating the creative teaching materials. Pre-service teachers also needed many times to create different material in every meeting. In this method, the teacher should have many ideas to make the various materials in order to make students’ interest.

### **The Solution to Solve the Challenges in Implementing SCL Based on Pre-Service Teachers’ Perceptions**

This finding was about problem-solving or solution to solve the difficulties in implementing SCL based on pre-service teachers’ perception. There were four kinds of problem-solving in this finding. Every problem or difficulties had problem-solving. In this point, the pre-service teacher should have solution to solve the difficulties when they implemented SCL during their teaching practicum. From the finding of this study, the researcher got the answers about some solution or problem solving from the participants.

**Solution to make students’ active in participation.** Some of the participants had the solution to solve the problem for the students who could not participate actively in the classroom. Mawar said, “I always do the follow up activity with asking about the question of the assignment to the students randomly

after they submit the assignment” (Mawar, 11). She always did follow up activity to make her students to be active. That way, she made the students feel ready to answer the question. She also said, “I would not only engage one or two students who do the presentation by asking students randomly” (Mawar, 12). She did not only ask student to do presentation, but she asked all of the students to the presentation randomly to make the entire students be able to participate actively. Besides, Melati said, “I give more point or score for the students who can be more active” (Melati, 11). She chose to give the reward such as the additional score for the students who could participate actively in the classroom. She also said, “I also give the motivation by giving the opportunity to speak and answer the question for the students to be active to participate in the classroom” (Melati, 12). She gave the motivation by asking the students to speak up more to make students active in order to show their skill and knowledge. Besides, she also came to the students asking about what the difficulties that students faced. That way, she made students think that the teacher helped students, then students felt motivated in teaching and learning process. In addition, Melati said, “I give the same opportunity for all of the students to active by answering the question in the classroom” (Melati, 14). She gave the opportunity to all of the students to answer the question, so all of the students could participate actively.

With that solution, pre-service teachers can make students to be more active to participate in classroom activity. These strategies were same as the opinion of O’Neill and McMahon (2005) who said that the teacher should make the students to be more active in acquiring knowledge and skills. In addition, Kumar (2016) also asserted that to minimize the problems, teachers should create

different techniques to make students participate actively in teaching and learning process. O'Neill and McMahon (2005) also added that one of the strategies in implementing SCL is that teachers ask the students to show their ability of English. To sum up, pre-service teachers should be creative teachers to find the idea in order to make students active such as giving the motivation for the students, giving more point as a reward, asking the question randomly, and other related actions due to teaching and learning process.

**Controlling students one by one in a group to know about the students' activities and the interaction.** Controlling the students one by one in a group became the solution to solve the problem done by a pre-service teacher. Anggrek said "I try to control the students more by coming and approaching to all of the students who ask the teacher" (Anggrek, 10). The pre-service teacher also controlled the group of students one by one, so the students could ask the question freely. Thus, she tried to control and answered the entire question from the students.

Actually the solution mention can help the pre-service teacher in order to know about students' interaction each and other in their working group. Pre-service teacher also can seek how far the students interact actively with their group. Besides, it can be the opportunity for the pre-service teacher to be the facilitator for the students. It also supported by O'Neill and McMahon (2005) who stated that one of strategies in implementing SCL focuses on interaction with controlling the students to make teachers know about how the way students interact with other members in their group.

**Repeating the instructions of the lesson with easier sentences to make students understand about instructions.** The other participants gave the information about the other solution for the other difficulties. Bunga said, “Finally, the thing that I do is to repeat the instruction using the easier sentence to make students more understand” (Bunga, 8). If there was a student who did not understand the instruction, she should repeat the instruction using the easier sentence to make students understand the instruction more. In addition, Melati said “I should be patient to face the problem in the classroom (Melati, 13). She always tried to be patient when the problem of the students in the classroom occurred.

In addition, when the students did not understand about the instructions of the lesson, pre service teacher repeated the instructions with easier sentences to make students understand well. Also, the students in the classroom had the different levels to understand about what teacher said. Therefore, pre-service teacher should give the easier sentences to make all of the students easier to understand. Besides, pre-service teacher should be patient faced that problem in the classroom.

**Finding the material on the internet to prepare various materials.** The last finding about solution was preparing material in implementing SCL. Melati said, “I should find more resources to prepare the material” (Melati, 15). She also mentioned “I try to make the varieties material in the different meeting” (Melati, 16). Besides, Anggrek said, “I browse the references of the material, and then I implement the material for herself to make sure that material is appropriate for the students or not” (Anggrek, 9). They tried to make creative material in order to

make students not feel bored in learning process using SCL method. To find the idea in order to make the creative material, pre-service teacher searched more references or resources on the internet.

In providing various materials, one of the important things used in teaching learning process was the guidance for pre-service teachers during their teaching practicum. Pre-service teachers should find the creative and different materials which make the students be able to share their ideas to others. Hence, pre-service teacher should find the appropriate material that can make students interested to show their ability in English. In this finding, pre-service teacher found the material from the internet. Also, they used internet to be references, and in the internet, they found various appropriate materials to the curriculum.

### **Table of Summary**

After the researcher showed the finding and discussion about the challenges or difficulties in implementing SCL followed by the solution to solve the difficulties in implementing SCL, the researcher showed the table of the summary. The table showed the point of those findings. For more detailed information, it is showed in the following table.

Table 1

*Summary of the Challenges or Difficulties and Solution to Solve the Difficulties in Implementing SCL*

<b>Challenges or Difficulties in Implementing SCL</b>	<b>Solutions to Solve the Difficulties in Implementing SCL</b>
Making all students to participate actively	<ul style="list-style-type: none"> <li>➤ Doing Follow up activity</li> <li>➤ Giving more point for students</li> </ul>

	<p>who can be more active</p> <ul style="list-style-type: none"> <li>➤ Giving the motivation</li> <li>➤ Giving same opportunities for all of the students</li> </ul>
Controlling many students in one classroom	Controlling the students one by one group to know about students' activities and the interaction
Making students understand about the instructions of the lesson	Repeating the instructions of the lesson with easier sentences to make students understand about instructions
Preparing the various materials	Finding the material on the internet to prepare various materials