

## **Chapter One**

### **Introduction**

This chapter contains the introduction of the research. This chapter consists of seven parts. The first part of this chapter is introduction. Which is explains the background of the research. The second part is about the identification of the problem, followed by the third part which is about the limitations of the problem. The fourth part of this chapter explains the research questions of this research. The fifth part is about the research purpose. The sixth part is about the significance of the study, and the last part is the organization of the research.

### **Background of the Research**

This research discusses the pre-service teachers' perceptions on implementing a course with Student Centered Learning (SCL). SCL is one of the methods that are implemented by teachers to teach their students. This teaching method differs from the others, in that it focuses on the students and not the teachers themselves. In this era, SCL is very popular in the education world. This method is also used not only in Indonesia, but also in other countries as well. In this method, the teacher acts only as a facilitator and instructor for the students in a learning process. The instructor provides students with opportunities to learn independently and from one another, as well as coaching students in the skills they needed to perform effectively (Froyd & Simpson, 2008).

SCL is very important in language learning. This is due to the opportunities SCL gives that can train the students' activeness. As said by Neo

and Kian (2003), in SCL courses, students play an active part in their learning process and become autonomous learners. Besides, SCL can make the students implement the theories and materials given by the teacher in real life situations. SCL also helps the students implement their ability in their daily life. Therefore, not only are the students able to implement SCL in a school environment, but they can also implement it in their daily life with their friends. The activeness of the students should be trained to improve their confidence and what they learned from SCL approach. It can make students more active in their environment.

Pre-service teachers are the students who study to become a teacher in the future. Pre-service teacher education courses aim to prepare graduates to become qualified teachers (Bransford, Darling-Hammond & LePage, 2005). In short, pre-service teachers learn the way to be a teacher. They got the theory and material about the methods to implement it in their teaching practicum. Some pre-service teachers in many schools or departments implemented the method or teaching strategies they have been taught to teach the students in their teaching practicum. Pre-service teachers also should be able to implement SCL if it is suitable with the function. Furthermore, after pre-service teachers had received the experience of implementing SCL in the classroom, they should be able to implement it in their teaching practice. Unfortunately, some pre-service teachers do not think that it is easy to implement SCL.

Applying SCL in their teaching practicum is an important skill for pre-service teachers. It is because SCL train the pre-service teachers to control the students and find the idea to make students active. Pre-service teacher have already gotten the material and theory about Student-centered Learning in their

education. It also makes the pre-service teacher understand about how far they can implement SCL in their teaching practicum. For example, pre-service teachers can teach the students to exchange ideas with their friends. It is supported by Zeki and Sonyel (2014) that Student-centered Learning is effective due to the variety and diversity it provides in the ideas being exchanged and the strategies being developed.

In this research, the researcher wants to know about pre-service teachers' perspective in implementing SCL. The researcher also wants to know about how far pre-service teachers can implement SCL after they had learned about SCL concept in their language education. From this experience, the researcher will be more prepared when the researcher wants to implement SCL in language teaching.

### **Identification of Problem**

Based on the researcher's experience and observations, there are some problems and difficulties faced by pre-service teachers when implementing SCL in their language teaching practicum. The first problem is that pre-service teachers cannot control the students in the classroom. So, the situation of the classroom will be disorganized, which will disrupt the teaching and learning process in the classroom. A lot of students will just talk with their friends. Some students will even sleep in the classroom when pre-service teachers are trying to teach. This is because pre-service teachers are not able to control and master the class well.

The second problem is that pre-service teachers do not understand that SCL is important to support the learning process. Pre-service teachers will only ask their students to do their work without paying attention to the individual

ability of the students about how far their knowledge and understanding. A lot of pre-service teachers only think about their teaching practicum. They only want to get a good score from the practicum course and are not serious in their teaching process.

The third problem is that many pre-service teachers have no idea what kind of teaching strategies they should use when teaching the students in the classroom. Some of them just explain the material without giving the opportunity for the students to be more active in the classroom. Sometimes, the teacher only thinks about how to get the students' attention in the classroom. Not all of the students have the ability to understand the material even with full explanation. In language learning, students need more active to practice their skills.

Although SCL can be the good method used in the classroom, pre-service teachers still have difficulties implementing Student-Centered Learning. Sometimes students cannot understand the function and the benefit of SCL. Sometimes, in implementing SCL, students find it difficult to get their idea across and do not know what they should be doing. When pre-service teachers implement SCL in the classroom, most students can be active to contribute in their group. It means that most students can show the ability and skills, but there are some students in group who perform in SCL appropriately. Some students are still passive in their group because they cannot show their ideas and opinion. They are just silent without contributing to their group. There are also the students who are not able to show their opinion because they are not confident enough to speak up.

### **Limitation of the Research**

This study focuses on the concept of SCL based on pre-service teachers' perceptions. Second, it focuses on the difficulties in implementing SCL based on pre-service teachers' perception. In addition, it focuses on the solutions to solve the difficulties in implementing SCL.

### **Research Questions**

1. What are the English Education Program in a private university in Yogyakarta pre-service teachers' perceptions about implementing Student-centered Learning in their teaching practicum?
2. What are the challenges or difficulties experienced by the English Education Program in a private university in Yogyakarta pre-service teachers when implementing Student-centered Learning during their teaching practicum?
3. How do the English Education Program in a private university in Yogyakarta pre-service teachers solve problems regarding the implementation of Student-centered Learning in during their teaching practicum?

### **Research Purpose**

This study aims to investigate the pre-service teachers' perceptions on implementing SCL in their teaching practicum. The second aim is about pre-service teachers' perceptions on the difficulties they may have in implementing SCL. This study also aims to examine the solution to solve the difficulties of implementing SCL based on pre-service teachers' perceptions.

## **Significance of the Study**

**The teacher.** The teacher that does not have any background knowledge about implementing SCL in the classroom will get the information from this research. If the teachers do not have any idea how to implement SCL in their classroom, the researcher hopes that after they read this research they can implement SCL as one of their teaching strategies.

**School and university students.** The students will be guided to participate in SCL. After the students have read this research, they will understand the concept and the activities in implementing SCL. Students will also get more knowledge about the strategies of using SCL in their learning process with their group.

**Pre-service teachers.** They will get guidance on how to implement student-centered learning for their courses. Furthermore, pre-service teachers will be more prepared when they want to implement SCL in their teaching practice. They will also be able to face the problems and difficulties in implementing SCL.

**The researcher.** The study will help the researcher uncover the problematic areas in educational process that many previous researchers were did not explore. This research also gives the benefit for other researchers who want to know about Student-Centered Learning. With this research, other researches will find it helpful to get this information. In addition, other researchers can use this research for their guidance or resource on their own research.

## **Organization of the Chapter**

This research consists of four chapters. The first chapter is about introduction. Introduction consists of background of the research, Identification the problem, limitation, research question, purpose of the research, significant of the research and organization of the chapter. The second chapter is about literature review. Literature review consists of some keywords, such the definition of student centered learning, the definition of pre-service teachers, the benefit of implementing student centered learning, the challenges in implementing student centered learning, and strategies to solve the difficulties in implementing student centered learning. The third chapter is about methodology of the research. That chapter consists of six parts. The first part of methodology of the research is about research design. Second is about research setting that followed by next part, it is research participants. Next part is about data gathering technique, and then there are also data collection procedures. The last part of chapter three is about data analysis. The findings and discussion are presented in the fourth chapter. It is followed by conclusion and recommendation in the last chapter.