

## **Chapter Two**

### **Literature Review**

This chapter presents the literature related to the research. The first theory is about SCL. Second, it was about pre-service teachers. The last part of literature review was about pre-service teachers' perceptions about the difficulties in implementing SCL.

#### **Student-centered Learning (SCL)**

SCL is one of the methods used by experienced teachers and pre-service teacher in the learning process. It is a method that places the students as the main role in learning process. According to Nanney (2004), SCL is a broad teaching approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situations. In addition, Bronowski (2010) argued that SCL implemented to build on the idea that learners must construct and reconstruct knowledge in order to learn effectively, with learning being most effective, as part of an activity.

Implementing SCL is important because the students will be a more active participant and learn autonomously. It is also supported by Neo and Kian (2003) that in student-centered learning mode, students play an active part in their learning process and become autonomous learners who are actively engaged in constructing new meaning within the context of their current knowledge, experiences and social environments. They also mentioned that learners are encouraged to seek information and knowledge on their own. Besides that, learners can determine how to reach the desired learning outcomes themselves and

build upon their prior knowledge. Teachers also supply them with what they already know actively construct their own understanding.

Corley (2008) stated that the student-centered model that requires instructors sees each learner as distinct and unique is the characteristic of SCL. This means recognizing that learners in any classroom learn at different rates with different styles, have different abilities and talents, with various feelings of efficacy, and that they may be in different stages of development. In SCL, the learners will get a constructive process that is relevant and meaningful. It also can relate to the learner's prior knowledge and experience. Al-Humaidi (2015) argued that SCL is characterized as innovative method of teaching which aims to promote learning and take students as active participants for their own learning by fostering transferable skills such as problem solving, critical thinking and reflective thinking.

According to 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 learner. In addition, Asoodeh H, Asoodeh B & Zarepour (2012) mentioned students' responsibility and independence help in developing characteristics of lifelong learners- motivation, self-evaluation, time management and skills to access information.

In SCL, teachers also have the important role for the students. Weimer (as cited in Wright, 2011) argued that in student-centered classroom the roles of the teacher from students' necessary, teacher changes from the "sage on the stage" to the "guide on the side". Weimer also stated that teacher become the person who

views the students not as empty vessels to be filled with knowledge, but as seekers to be guided along their intellectual developmental journey. In addition, Wright (2011) described that in student-centered classroom, the roles of the teacher as midwife coach and maestro.

From the literature aforementioned by the experts, it can be concluded that SCL is one of the methods used by both the teacher and the student in learning process. SCL is a method in the learning process that encourages students to become the center of learning process. It makes frequent use of group discussion to share the knowledge. SCL can also make students more active and train them to be responsible when working in the classroom. Students can more actively seek the information and knowledge on their own. SCL train students in critical thinking. In this method, the teacher just acts as a facilitator for the students. Beside that, the roles of the teacher in SCL is become the guidance who stay on the side of the students.

### **Benefits of Student Centered Learning**

SCL can benefit pre-service teachers in the teaching and learning process. Plush and Kehrwald (2014) argued that the use of student-centered learning (SCL) activities is increasing in tertiary education. In other words, this can be attributed to a shift from a focus on the activity of teaching, particularly in the form of teachers' structuring and presentation of knowledge, to process of learning, with a focus on learners' characteristic, experiences and effort to make sense of what they encounter in educational settings (Barr & Tagg, 1995).

From the literature of those experts, it can be concluded that student centered learning have many benefits in learning process. Not only does student centered learning benefit for students, they can benefit the teacher as well. The teacher can seek information about the students' ability to be more active in a group discussion. Furthermore, student teachers will be more active in acquiring knowledge with SCL. Students will also be more aware about what they should do and what they do it for. With SCL, students can also focus in their interaction with their group discussion, therefore getting higher achievements

### **Challenges of Implementing Student Centered Learning**

Every method in learning has their challenges to be implemented. According to Hewitt-Taylor (2001) as cited in Lalopa (2005), one of the challenges of adopting student-centered assessment strategies is the students' misconception about what it is. Some students do not understand the concept of SCL. So, the teacher should explain SCL to their students. In addition, LaLopa (2005) argued that the teacher needs to orient students to the learning and assessment methodologies so that they understand the reason Student-Centered approaches are being used with intended benefit that is clearly articulated. In this case, teachers should clarify the reason why they are using SCL. LaLopa also mentioned another challenge which is related to whether or not one's peers are engaging in innovative assessment approaches as well. Huba & Freed (2000) finding out that student-centered assessment is harder than previously imagined, especially when implementing it for the first time.

The conclusion from the experts is that the challenges in implementing student centered learning are that the students have many misconceptions with student-centered learning. Students do not understand about the real function and benefit of student-centered learning. Teachers must inform and instruct the students about student-centered learning. Teacher should also find the strategies to make student implement what they have learned. Finding new ideas can also become a challenge for the student when implementing student-centered learning.

### **Strategies in Implementing Student-centered Learning**

Emenyeonu (2012) recommends that to take root in Oman, there should be attitudinal change on the part of the students with regards to a better understanding of what student centered learning is and why it is desirable students with opposite genders should be encouraged to work together to articulate their ideas in a disciplined social process of inquiry. Emenyeonu also mentioned that teachers, students and education providers should all work together to ensure the successful implementation of student centered learning. Furthermore, Goklahe (as cited in Emenyeonu, 2012) views that the concept of collaborative learning involves the grouping and pairing of students for the purpose of achieving academic goal. Goklahe also mentioned that there is a mix of skill and ability, as student at various performance levels work together in small groups to achieve a common goal. Beside that, there is previous findings based on collaborative learning between some experts, they claim that active interaction/exchange of ideas in small groups increases interest among members and also encourages critical thinking (as cited in Emenyeonu, 2012, p. 244)

O'Neill and McMahon (2005) identified four main strategies in a study that focused on student-centered learning practices in university. They are:

**Teacher makes the student more active in acquiring knowledge and skills.**

In implementing SCL, teachers should be able to make the students active in the classroom. Teachers should have more idea to make the material that makes the students enthusiast to get new knowledge and skills by themselves. That mean the teachers should have the idea about the activity that makes students active in learning process.

**Teacher makes the student more aware.** The second point's meaning is that SCL makes the students more aware about what should they do in learning process. Teachers should ask the students to work in a group. When students work in group, they will be aware to contribute to help each and other in learning process. The important thing is teachers should find out more references to make the students aware to active in the classroom.

**Focus in interaction.** The third is that SCL can make students more focused in interacting with their group. Teachers should know about how the way the students interact with other members in their group. Teachers let the students to active with their group. The role of the teachers is only as facilitator who controlling the interaction of the students in their group.

**Teachers ask the students to show their ability of English.** The last is that with SCL, teachers ask the students to show their ability of English. It means that teachers should to prepare the materials that make students active to show their idea, and then students can present their idea in front of the class. So teachers not

only ask the students to work in group, but teachers will know about other ability of the students.

It can be concluded that there are some strategies to solve the difficulties in implementing student-centered learning. The teacher should explain to the students what student-centered learning is and why students should implement that method. Students and teacher work together to get successfully implement student-centered learning. Teacher also should be able to ask their students to have small group discussions, encouraging them to work together with their friends. It is better if the students who have a low level of understanding can join with the students who have a higher level of understanding so the students with higher level can ask the student with low level to be more active in interacting in their group.

### **Pre-service Teacher**

Pre-service teachers are students who are learning to become a teacher. Students will get the knowledge on how to teach the students with practice in the classroom. According to Britzman as cited in Ozbas (2015), pre-service teacher is the people who join to a process of becoming a teacher or a time of formation and transformation, into what one is doing, and who can become. Inayah (2016) also argued that pre-service teachers were a college student who prepares themselves to be a teacher.

In education, pre-service teachers need to themselves prepare to be a teacher. It is supported by Inayah (2016) pre-service teachers need well understanding in a lesson plan, classroom management, curriculum, mediation,

material, and even student's psychology. In other hand “Pre-service teachers are required to demonstrate their ability to reach professional standards before they qualify to graduate into the teaching profession” (Jackson, Simoncini & Davidson, as cited in Inayah, 2016, p. 6-7).

In teaching practicum, pre-service teachers teach the students with their style. They should prepare the material before they teach the students in classroom. They should have the idea about what the method used in the classroom. Almost all of the university that have education program give the opportunity for pre-service teachers to do teaching practicum. They have trained to be the real teachers with prepare the material and idea to teach their students.

From some literature, it can be concluded that pre-service teachers is a person who is educated to become a teacher. Pre-service teachers enroll in programs that aim to prepare them to be a teacher after they graduate. They should also be able to make a decision to choose the material for teaching practice.

### **Pre-Service Teachers in Private University of Yogyakarta Contexts**

Pre-service teachers in one of English department in Yogyakarta are the people who study to become an English teacher. In one of English Department in Yogyakarta, pre-service teachers have internship program. Pre-service teachers got the knowledge about internship in odd semester, then pre-service teachers doing practicum in the next semester. In the practicum, pre-service teachers thought the students from elementary school until senior high school in some schools in Yogyakarta. During internship, pre-service teachers implement a teaching approach in the teaching learning process as their strategy to approach



their students. One of the approaches that can be used by pre-service teachers in internship is SCL approach.

In this university, pre-service teachers do teaching practicum based on the curriculum used in the school. Pre-service teachers should to prepare the material that appropriate with the syllabus that given by the teacher in the school. It is almost same with other university. Based on the guide book for internship in one of university in Semarang, they should follow the curriculum that has been determined by the school. They should to teach that appropriate with needs of students.

Almost all of pre-service teachers have problems in conducting the teaching practice. Ganal, Andaya and Guiab (2016) have the experience problems and difficulties as regards instruction, classroom management, learning outcomes education, school, learners, teachers and community adjustment etc. In addition, their study mentioned that the problems and difficulties that happen in conducting teaching practice are encountered related to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test result, different feelings and emotions, and on adjustment to the cooperating school as a whole.

From these experts, it can be concluded that pre-service teachers have some problems and difficulties in conducting teaching practice. One of the problems is about the learners. Almost all pre-service teachers experience difficulties in adjusting with the learners. This is because the characteristics of the learners usually differ from their expectations. Usually, a pre-service teacher

hopes to get the good learners, but in the fact they found different characters between the learners. The other problem is about communication skills. Sometimes pre-service teacher just cannot find a way to communicate with their learners and get the attention from their learners.

### **Related Previous Studies**

This study also related with some previous study. In this study, the researcher showed two related previous study. First, it was about the impact of SCL on academic achievement and social skills. That study has written by Asoodeh H, Asoodeh B, & Zarepour in 2012. The purpose of that study is investigating what the effects of SCL on academic achievement and social skills in 2<sup>nd</sup> elementary. That study conducted in Shahid Atashdast Shousf School in 2010. The participants of that study were the students 2<sup>nd</sup> elementary of Shahid Atashdast Shousf School. That study lasted for three months. The result of that study showed that this approach was successful and effectual as a technique toward teaching pupils in 2<sup>nd</sup> elementary. According to what have been done, cooperative learning through performance of pupils provides the opportunity for social acceptance and self-confidence and also improved mental ability.

Second previous study was about challenges of implementing student-centered strategies in classroom. That study has written by Kumar in December 2016. The purpose of that study is investigating what the challenges teachers and students faced in implementing student-centered method in English classes. That study conducted in Agazi preparatory school in Adigrat Eithopia. The participants of that study were the teachers of Agazi preparatory school in Adigrat Eithopia.

That study showed that most of the students were not interested to learn through student-centered method due to different factors, such as sense of fear lack of interest and confidence and mother tongue influence. To minimize the problem, teachers created different techniques to make students participants and encouraged the learners to use English in teaching and learning process.

From those related previous study, it can be compare with this study. The result of second study had the same purpose with this study. It was investigate what the challenges and solution in implementing SCL. The result almost same with this study, it showed that students who not interested with SCL became one of the challenges in implementing SCL. It was because the students have different factors, such as sense of fear lack of interest and confidence and mother tongue influence. Teachers created different techniques to make students participants as the solution of the problem.

For the first related previous study, that has different purpose with this study. That study investigates to know what the effect of SCL method for students' academic achievement. The result of that study showed that this approach was successful and effectual as a technique toward teaching pupils in 2<sup>nd</sup> elementary. According to what have been done, cooperative learning through performance of pupils, provide the opportunity for social acceptance and self-confidence and also improve mental ability.