

## **Chapter One**

### **Introduction**

This chapter presents the introduction of this research. Here, the researcher discusses the research background, problem identification and limitation, research questions, research purposes, and research significances.

### **Background**

Learning process has changed from the lecturer-centered into a Student Centered Learning (SCL). This change is expected to encourage students to get involved actively to build the knowledge, attitudes, and behavior. Students have the opportunity and facilities to construct their own knowledge so that they will obtain a deep understanding, and finally increase the quality of the students. Student Centered Learning emphasizes students as builders of knowledge while the lecturer-centered learning focuses on the lecturer as an agent that give knowledge (Alkaz, 2014). Student Centered Learning (SCL) is a learning mode which has put the learner at the center of learning process. In applying the concept of Student Centered Learning, students are expected as active, independent, and responsible participants in their learning. They are also demanded to take the initiative to identify the learning needs and to find sources of information to be able to answer the needs of learning.

In the process of learning activities in English Education Department (EED) of UMY batch 2012, almost every learning activity applies student centered methods. Some lecturers at EED UMY 2012 applied this method to their courses. For example, in the course of "Material Design" in the fifth semester,

each group of the students must make their own lesson plans, with a theme which has been determined by the course lecturer. After that, the students can use the material to conduct a teaching practice at the high school. In this case, the students are expected to be able to understand and be able to deliver the lesson based on lesson plans that they have made.

Then next example is on the learning process on the course "Instructional Design" for EED 2012 students. The students are instructed to create groups that contain 3 to 4 students. Then, they create concept of learning material with the theme that has been given by the lecturer. On learning that, students are expected to work in a team with a project that has been agreed. Actually, there are a lot of learning methods that could improve students' interest, but most of the lecturers use this SCL method.

Indeed, students have been familiar with SCL method in their learning activities in class. There are many opinions and statement from them who agreed with the statement that the SCL method make them more energetic and more active in the class. It is because they are free to present any ideas and knowledge to classmates about what they know that's while the lecturers as facilitators have role to help and encourage students to develop their skills without relinquishing the traditional role as a source of information, advice, and knowledge (Jones, 2007).

On the contrary, some of the students have a statement that SCL methods make them confused to understand the lesson, because some of them are accustomed with teacher-centered learning. Then, it makes them feel difficult in

understanding the lessons because they should be independent learners in the lesson. In addition, the lectures have role as only facilitators in the classroom and not as knowledge resource in the classroom. The students are uncomfortable when they have to use English language with classmate in the classroom. Therefore, some of them are not confident with the results of their individual tasks. In SCL methods, it should be known that the student have to be independent and responsible with their own knowledge. Indeed, SCL forces the student to study hard in classroom. Also, most of the students are usually using English when they are interacting with lecturer but with classmate they are using mother tongue.

In applying the concept of Student Centered Learning, learners are expected to be active participants in their learning. Also, learners should be independent, responsible, and initiative to identify learning needs, to find sources of information to answer their needs, to build and present their knowledge based on the needs and resources. Within certain limits, students can choose for themselves what will be learned. Student Centered Learning emphasizes the interest, needs, and abilities of individuals. Actually, this learning model should develop quality of human resources needed by the community such as creativity, leadership, self-confidence, self-reliance, self-discipline, critical thinking, ability to communicate and work in teams, technical expertise, and global insight to be able to always adapt to change and development (Napoli, 2004).

Based on the background above, the writer is interested in conducting research on student perception on Student Centered Learning method in the teaching and learning practice at PBI UMY batch 2012. Presumably, not all

students agree with this method of student center learning. It was known based on the experience of the researcher who is also a student of UMY EED at batch 2012. Therefore, this research can present students' perceptions about the implementation of the Student Centered Learning on their course.

### **Identification of the Problem**

Learning process has changed from the lecturer-centered into a Student Centered Learning (SCL). In the application of SCL in the learning process at EED UMY 2012, students really need to be given a greater role in achieving the goal of learning. SCL method demands high participation of students, because students are the center of attention during the learning process.

Based on the background of this research there are some of the problem identified, namely: How is the implementation of student-centered learning method in EED UMY 2012, such as the impacts to the students when student centered learning implemented in the classroom with 2 credit semester system?; How is the effectiveness of SCL method implemented to the students EED UMY 2012, certainly there are some the students who are less active in the classroom with SCL method?; and How are the EED UMY 2012 students' perceptions when the SCL method applied of their classroom?.

### **Limitation of the Problems**

There is a statement that each student is a unique individual. Students have unique processes, materials and learning methods which adapt easily to their interest, talent, speed, style and learning strategies. These differences trigger different approach in learning skills (learn how to learn) such as problem solving,

critical thinking and reflective as well as the skills to work in teams. Therefore, Student Centered Learning can be said as the method that optimizes students' differences and personal skills. This study will focus on the implementation of SCL and will be limited only in English Education Department UMY 2012. In this research, the researcher will focus on investigating disadvantages and advantages of this SCL process on the EED UMY students' batch 2012.

### **Research Questions**

Based on the background above, the researcher formulates two research questions. They are:

1. What are the advantages of the implementation of the SCL in students' perception in learning activities at EED UMY batch 2012?
2. What are the disadvantages of the implementation of the SCL in students' perception in learning activities at EED UMY batch 2012?

### **Objective of the Research**

This study aims to accomplish two objectives. They are:

1. To find out the advantages of the implementation of the SCL for students' perception of EED UMY batch 2012.
2. To find out the disadvantages of the implementation of the SCL for students' perception of EED UMY batch 2012.

### **Significances of the Research**

There are three main points of this study. This study will offer a valuable contribution to the students, teachers, and future researchers.

**Students.** This study will help the students to explore advantages and disadvantages of the methods. So, they could observe opinions about the perceptions and self-reliance in learning from their friends. Since it might not all students come to an agreement with this method, hopefully by finding out this disadvantages and advantages of the method, students could know how to prepare in the class before starting SCL method.

**Lecturers.** This research contains information on students' perceptions of SCL which has been applied in their class. By knowing the advantages and disadvantages can supporting the preparation teachers on understanding any difficulties when received by students during the lesson.

**Future researchers.** This study could encourage future researcher in guiding their careful research that would later related to the SCL. Future researchers can use this result as a guide to conduct their research on SCL as well.

### **Outline of the Research**

This thesis consists of five chapters; an introduction, literature review, methodology, finding and discussion, and conclusions.

Chapter one discusses the introduction of study. This chapter consists of a background, problem statement, problem definition, research questions, significance of the research, and the research lines.

Chapter Two present the related literature review. Definition of perception, definition of the Student Centered Learning, type of SCL, advantages and disadvantages of SCL, then Theoretical Framework and hypothesis.

Chapter Three discusses the research methodology. This study will use descriptive qualitative methods. Setting and Participant of this research student is PBI UMY 2012. Data collection methods will be used interviews. The data analysis will employ qualitative approach.

Chapter four discusses the finding. This chapter explains the findings of the research question in detail.

Chapter five presents the conclusion. This chapter consists of conclusion, and recommendation.