

Chapter Two

Literature Review

The purpose of this study is to determine the perception of EED UMY students' batch 2012 on the advantages and disadvantages of the implementation of the SCL methods in learning activities. This chapter discusses in detail several literatures and theory supporting this research. First, this chapter gives some description about the terms used in this paper. Also, this chapter explains the SCL in complete. Finally, this chapter explains the conceptual framework of the study.

Perception

There are some definitions of perception from the experts. According to Froese and Leavens (2014), perception is a procedure by which person established construe their physical imitation to explain the meaning to their surroundings. In addition, Wirth and Perkins (2007) state that perception is a process of people to recognize information or data that they get, imitate it, and make evaluation process with the previous data in the people's retention. Boeree (2009) states that perception is a process which individuals choose, manage, and interpret the input from their senses to give meaning and order to the world around them. In short, simple definition of perception is an intentional mental process of choosing to organizing and interpreting specific thing that somebody obtained.

Student Centered Learning

Froyd and Simpson (2008) said that "SCL is instructional approach in which the content, activities, materials, and pace of learning are affected by the students" (p.2). This learning model places the student (learner) in the center of

the learning process. The instructor provides students opportunities to learn independently and from one another and trains students the skills they need to do so effectively. According to (Jones, 2007, p.29) in “SCL methods, students do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise, but they are look at each other and communicate with each other”. We are responsible for helping students work independently, monitoring them while they are working together, and lecturers giving them feedback afterward. Additionally, a more simplistic definition by (Said, 2010, p.1) that is “Student-centered instruction is a form of active learning where students are engaged and involved in what they are studying”. In line with those definitions, we can simplify that meaning of student centered learning is learning activities where a student plays role as a leader to him/herself concerning any matters.

Types of Student Centered Learning

There are many types of SCL. The discussion bellow will explore the types one by one.

Collaborative Learning. According to Prince (2004), collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. On Collaborative Learning students are encouraged to be able to have and do the learning by working in teams, learning to face the challenges (Conlan, 2003).

Inquiry Based Learning. Spronken-Smith (2008) state that Inquiry-based learning (IBL) is a pedagogy which best enables students to experience the processes of knowledge creation and the key attributes are learning stimulated by inquiry, a student-centered approach, a move to self-directed learning, and an active approach to learning. Students should develop research skills and become life-long learners. There is strong educational theoretical support for the use of inquiry approaches and IBL is being adopted across the full spectrum of disciplines at all levels from within-class activities, through inquiry courses and even inquiry degree programmes. Evidence is gradually accumulating that shows IBL can enhance student engagement, academic achievement and higher order learning outcomes. Benefits can also accrue for teachers through the integration of teaching and research, increased enjoyment and interaction with students, and the rewards gained from enhanced learning outcomes for students.

Cooperative Learning. According to Felder (2007), the term Cooperative Learning (CL) refers to students working in team on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete, content of the assignment or project. Cooperative learning is instruction that involves students working in teams to accomplish certain common goals.

Problem-based Learning. Actually Problem-based Learning According (Hamel-Silver, 2004, p.3) is a “focused, experiential learning organized around the investigation, explanation, and a resolution of meaningful problems”, According to Educational Development Centre (2013), the students work in small

collaborative groups and learn what they need to know in order to solve a problem. At the time of class lessons students are given at the problem, then the students discuss the problem in small groups, then they clarifies the facts of a case of the problem, then defines the problem, then design an action plan to completing the problem. The teacher acts as a facilitator to guide student learning through the learning. At the completion of each problem, students reflect on the abstract knowledge gained. The teacher helps students learn the cognitive skills needed for problem solving and collaboration.

Team-based Learning. Team-Based Learning (TBL) probably relies on small-group interaction more heavily than any other commonly-used strategy instructional in post-secondary education. This conclusion is based on three facts according to Michaelsen, Sweett & Parmalee (2009). First, with TBL, group work is central to both exposing students to and increasing their ability to apply the course content. Second, with TBL, the vast majority of class time is used for group work. Third, courses taught with TBL typically involve multiple group assignments that are specifically designed and sequenced to both improve learning and promote the development of self-managed learning teams.

Peer Instruction Learning. In a research article teaching tips from Educational Development Center (2013) states that peer instruction is an interactive technique which promotes active learning among students. As the name implies, students in the class are called upon to explain concepts to one another. The role of the teacher is to design questions that will effectively assess and promote comprehension of key and difficult concepts and to give students the

opportunity to test and share their knowledge with their peers. Peer instruction may be used in conjunction with other pedagogical practices, such as flipped classrooms. It does not have to rely on the use of any one educational technology and it can be extended beyond the strict space of the classroom by incorporating Concept Tests into a Moodle page, for example. The main thrust behind the use of peer instruction is to ensure that students are actively engaged throughout the learning process (Quitadamo, Brahler, & Crouch, 2009)

Project-based Learning. According to Programs of the Intel ® Education, (2007), project-based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Projects that make stronger classroom learning opportunities can vary widely in subject matter and scope, and can be delivered at a wide range of grade levels. Nonetheless, they tend to share defining features. Projects grow out of challenging questions that cannot be answered by rote learning. Projects put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Projects serve specific, significant educational goals; they are not diversions or adds-ons to the "real" curriculum.

Active Learning. Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Prince, 2004).

Peer Led Team Learning. Peer leaders are not expected to be content experts or surrogate instructors; rather they are students who have successfully

completed the course and have been trained in small group dynamics and learning theory. In their search for more effective ways to teach, many instructors employ small groups to improve student learning outcomes. Small group learning is considered a best practice in undergraduate education (Quitadamo, Brahler & Crouch, 2009).

Advantages of Student Centered Learning

According to Froyd and Simpson (2008), when students are working together in English, they can talk more, share their ideas, learn from each other, are more involved, feel more secure and less anxious, use English in a meaningful realistic way, enjoy using English to communicate. In addition, student centered classroom activity that can enhance the student active and communicative learning, one of the activities that can provide SCL is a group work activity (Jones, 2007).

Learner motivation and actual learning increase when learners have a stake in their own learning and are treated as co-creators in the learning process (TEAL Centre Staff, 2010). In addition, learners who meet with success in assuming new responsibilities gain self-confidence and feel good about themselves (Said, 2010). Moreover, learners demonstrate higher achievement when they can attribute success to their own abilities and effort instead of luck (Daymalyn, 2000).

SCL method in classrooms can make students understand themselves in the lessons, helping students develop an improvement plans within the competence of learning, and then students can easily interact among his classmates in the lesson (Huda, 2013).

When in groups or pairs, students can work together without worrying about losing face in front of the whole class when they say something unusual or incorrect. According (Jones, 2007,p.39) states “They can experiment with their Learning and take risks. Special activities can help them be more creative”.

Afterwards, from the perception by experts, we can draw out that advantages on SCL method can make the student be responsible person, enhancing their capability in learning, does not only rely to teacher. In SCL methods, the teacher plays as motivator and students be centered in classroom.

Disadvantages of Student Centered Learning

The following are the disadvantages encountered during the implementation of the Student centered learning (Froyd & Simpson, 2013)

Takes more time. In using the SCL method in a class, certainly many activities carried out by students. In group activities and discussions, and learning activities that involve students as a leader, a teacher cannot limit the ability of students because teachers only act as a motivator and facilitator, it makes the method SCL is enough to spend a lot of time, sometimes a lot of assignment that must be done at home. In addition According to (Jones, 2007, p.15) It is “better for students to be given a time limit, so that they can pace themselves and deal with questions in more depth. Knowing how long they have, students will feel they can say more and share their ideas and opinions in a more relaxed way”. A time limit encourages students to take their time, and in doing so, have a stimulating exchange of views as they explore a topic in depth and share ideas.

Not suitable for large classes. In the classroom which is full of many students that will make the classroom noisy. In a group discussion, learning SCL student needed awareness of students to able to comprehend situation his class, because all the resources and learning center is on students. According to Jones (2007), the ideal size for a student-centered language class is probably 12. (The number 12 can be divided into 6 pairs, or 4 groups of 3, or 3 groups of 4, or 2 groups of 6 – and 12 students can easily hear one another in a whole-class activity.

Not enough learning materials. Because the learning is centered on the students, all ideas and opinions that they give on the learning process are certainly their responsibilities. Actually, it all should be from students. The students can choose the options to understand what they want to learn and what they want to know. Here, the teachers are acting as the facilitator.

Feel nervous. When learning in the classroom, especially in the SCL method students must dare to express the opinions and ideas to his friends. It makes them nervous and feels embarrassed to express his opinion. Some students assume that the opinions which they express will not be accepted by classmates.

Speak in their native language, not in English. During the discussion in the classroom within the SCL method, students feel more comfortable when they use the native language. They are able to deliver their opinions and ideas with details when using native language. In addition according Jones (2007, p.15) some students feel more comfortable when they can take their time. The pressure of a conversation in English may lead them to panic. Here, a different kind of

preparation can help: Making notes before students start and preparing what they'll say can be less scary than thinking on their feet and trying to think of what to say and how to say it.

Not enjoy working together. When the SCL method implemented in the classroom, all students must be involved and active during the lesson. It makes all the students must work together and form a group. However, there are some students who are uncomfortable going learn together in activities. It might because they feel more enjoy doing the work of their own. Students find it difficult to work in team because they have not been taught team skills. Additionally, the students may be likely to regard the activities such as games are not useful.

In line with those disadvantages about SCL method in the class, we can take a perception that not all of students agreed about the method because sometimes student feel bored up with situation which require students to work in groups. Probably, students cannot enjoy working together. Teacher should be teaching about team skills in learning in order to make the students more understand to adapt on SCL method.

Conceptual Framework

A paradigm in the learning process that had been centered on the lecturer is changed to student-centered learning. SCL is expected to encourage students to be actively involved in building the knowledge, attitudes and behavior. Through the learning process with the active involvement of students, the lecturers did not take the students' right to learning the real sense. In the process of SCL, the

students have the opportunity and facilities to construct their own knowledge so that they will gain a deep understanding, and can ultimately increase the quality of students. Thus, a study about student perception on the practice of student centered learning is very important to be conducted.

Based on the literature, this section presents the theoretical framework which is to answer the research question, namely the advantages and disadvantages of SCL obtained from the student's practice SCL. Theories are used to provide basic to investigate students' perceptions of the SCL method. This chapter mentions 11 methods of SCL. They are Collaborative Learning, Inquiry Based Learning, Cooperative Learning, Problem-based Learning, Team-based Learning, Peer Instruction Learning, Project-based Learning, Active Learning, Just in Time Teaching, Small Group Learning, Small Group Learning, Peer Led Team Learning.