

Chapter Four

Findings and Discussion

This chapter presents the research findings and discussion from the implementation of Students Centered Learning at EED UMY at batch 2012. The data was collected from the research instrument that the researcher used. In this case, the researcher used interview to collect the data.

Advantages of Implementation the SCL in Students Learning Activities in EED UMY 2012

During the data collection, the researcher had asked some questions to interviewees based on the interview guide. In this case, the researcher asked six persons for collecting the data. After each of interviewee was interviewed, the researcher processed the data based on technique of analyzing data which was described in chapter 3, after processing the data, the researcher found some student's perceptions of the advantages of SCL learning in the class.

Finding 1: SCL Method emphasizes students to be more active in participating on speaking activity in the class. SCL is a learning method that emphasizing students to be more active in communicating activity in the class, this quote described from interviewee on the interview section. The statement was described next page:

“SCL encouraged students to participate in the classroom. So they should more speak in that activity”

(By: Gusti) Interviewed on March, 18 2016

"Certainly involved, especially in speaking practice because all learningcenter exists on the students. So if they want to get knowledge, they must be active"

(By: Ani) Interviewed on March, 18 2016

The researcher added in order to get a valid data, the researcher was conducting another interview section with different class but in the same questions. On that data, the interviewee explained that by doing discussion activity also made students active in speaking and communicating in learning process. The statements were described below:

"As it is called, in student centered learning the students are demanded to participate in teaching learning activity, whether to discuss a topic or solve a certain problem. Discussing something makes students to be active in speaking"

(By: Ardiani) Interviewed on March, 23 2016

"Many students are active in class C, because we are often given group work for a discussion. So we more communicate and speak actively, encourage us who were silent to give an opinion"

(By: Astri) Interviewed on April, 04 2016

From the interviewee's opinions above, the researcher concluded that speaking activity made them motivated to be active in speaking and teaching

learning process, just like discussion in group made them active to speak. In Line with Jones (2007) a student centered classroom activity can enhance the student active and communicative learning. One of the activities that can provide SCL is a group work activity. In group work activity, there were a lot of chances for students to actively use the language the learnt.

This case was also influencing the collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication and conflict management skills (Felder, 2007). By speaking activity in SCL method that made students to active on communicating in activity in the class and all the students was active in all the learning activity. This case also was explained by Said (2010, p.1) that “student-centered instruction is a form of active learning where students are engaged and involved in what they are studying”.

Finding 2: SCL method in speaking activity build students a self-confidence directly in improving students’ ability. In SCL process in class at EED UMY 2012, speaking activity was one of the activities that teach students to build self-confidence and to teach students to improve their speaking’s ability.

This case was described by interviewee below:

"So speaking activity has good aim, which is to train students to speak actively, build our self confidence because we often practice in class"

(By: Ardiani) Interviewed on March, 24 2016

“Speaking activity helps students to improve their speaking ability, so they are demanded to communicate and interact with other students”

(By: Dina) interviewed on March, 31 2016

“Speaking activity can improve students’ speaking ability because in SCL we can participate actively in class activity. Besides, it is a n instrument in which students should express their ideas in front of their friends”

(By: Astri) Interviewed on April, 04 2016

SCL method was not only making students willing to participate but also this method can construct a self-confidence and improve students’ speaking ability with speaking activity. This activity was helping students as the students had to responsible to express their ideas and opinions in front of their friends. So, it also built their self-confidence indirectly. This situation was also explained by Said (2010) who meet with success in assuming new responsibilities to gain self-confidence and feel good about themselves.

Based on opinion above, self-confidence was earned when they had responsibility to be active with their friends in the class. This situation was also explained by Froyd and Simpson (2008) who said that when students were working together in English, they could talk more, share ideas, learn from each other, are more involved in activities, feel more secure and enjoy using English to communicate.

Finding 3: The students got valuable input when sharing ideas and opinions with their classmate. In SCL learning process, sharing activity was one of the activities that made students gain a lot of knowledge, made their mind opened because they were opened each other about their opinion and gave feedback each other with their classmate. This case was described by interviewee below:

Sharing activity is always related to ideas or insight sharing. It often occurs in SCL Learning at PBI. We may do not know about something that other friends know.

(By: Wahyu) Interviewed on March, 28 2016

Sharing Activity builds ideas and knowledge sharing in class SCL. For example when we are given a case, a lecturer gives a certain topic. Then a friend expresses ideas on the topic. Furthermore it is completed by other students that will support the ideas.

(By: Astri) Interviewed on April, 4 2016

Based on all the interviewee's statements above, the researcher concluded that SCL method in sharing activity made students sharing ideas and sharing knowledge with their classmate. By that activity, the students gain many advantages especially when each of them was sharing about their opinions or ideas, giving feedback each other, just like Mc. Combs and Miller (2007) said

that student are encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to real-life.

Sharing activity was not only influencing students' knowledge, but also made students completing each other about their opinion. In order to get a clearly statements or opinion, the teacher divided the students into groups for class discussion in collaborative learning. According to (prince, 2004), that is collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve problem, complete a task.

After that, the researcher explained the statements from interviewee who said that by sharing ideas and knowledge with their classmate, the students could easy to develop an improvement plans within the competence of learning. Those statements were described below:

Usually the lecture asks us to divide into groups. For exemple one group consists of five people. We usually have discussion share our ideas, express our opinion, discuss a problem of learning, how to the right answer, when one of our members have the opinion that it makes sense and can be received by members of the group, then the opinion is used.

(By: Dina) Interviewed on March, 31 2016

Based on the interviewee statements' above, SCL method made the students could easily develop an improvement plans within the competence of learning. By sharing ideas' activity, the student could easily interact with his

classmates to solve a problem in learning. The same thing was also explained by Huda (2013), that SCL in classroom can make student understand themselves in the lesson, helping students develop an improvement plans within the competence of learning, and then students can to easily interact among his classmates in the lesson.

Finding 4: SCL Method promotes good academic environment for the students. In the condition of SCL method at EED UMY 2012 in the class, the students explained that they felt enjoyed and relaxed in exploring the knowledge in their mind. Those statements were described below:

"I feel SCL is fun and comfortable. There is no demand. We are able to develop studying method in exploring and opinion freely. Because the aim of SCL is to make students being centered"

(By: Astri) Interviewed on March, 18 2016

Further, we can see the something in the following interview with different class but in the same questions. On that data, the interviewee explained that the condition of SCL learning method in the class made the students felt enjoyed and relaxed in teaching learning activity. The statements were described below:

"In my opinion, students prefer SCL learning. We would get bored if teacher always teaches and we only listen to him. SCL makes students

more creative, safer, without demand from the lecturer, do more group working but lecturer encourages and support students”

(By: Wahyu) Interviewed on March, 23 2016

“I feel enjoyment and fun. Because I’m one of SCL supporters in learning haha. Moreover, I like to give opinion and we are free to give our ideas in classroom”

(By: Astri) Interviewed on April, 04 2016

Moreover, we can also see the fact from the following questions. The statements were described below:

“So far, my classmates enjoy it. Nobody complains. Moreover there are many discussions. Many activities are done in group. Lecturer is only a person who support us in the activity”

(By: Wahyu) Interviewed on March, 28 2016

Based on the statements above, the researcher concluded that the condition of SCL learning method in the class made the students felt enjoyed and relaxed in teaching learning activity. The students could interact each other and freely in exploring knowledge in the class. In this case, the factor that made the students felt enjoyed was a lecturer who could motivate them learning process. This conclusion was strengthened by Jones (2007, p.39), who said that 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”. Jones (2007) add, the students could have experiment with their learning and take risks. Special activities can help them be more creative.

By doing teamwork, the students felt relaxed and did not worry in doing their tasks in the class. The students also could do some experiments with their own knowledge. The other factor that made the students felt enjoyed was the role of lecturer that supported and directed them into a learning material. Based on Educational Development (2013), the teachers act 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.

Finding 5: SCL Method made students to be autonomous

learners.Based on students’ capability in searching learning material at EED UMY 2012, the students were being trained to be independent and not dependent on the lecturer. Those statements were described from the result of interview below:

“Sometimes we still got confused about a course and we do not know the objective of it. In this condition, students start to find various sources from Internet and library. If they still do not understand, they look for their lecturer.”

(By: Astri) Interviewed on March, 18 2016

“In my opinion and experience in class C, the material of SCL should be made to deepen and we try to find out with our group friends because students are demanded to be active and independent in the learnt material”

(By: Ani) Interviewed on March, 23 2016

In addition, the fact is also seen in the following questions, the statements were described below:

“As students, we are demanded to be independent in SCL method. We must try to find out learning material from books, internet or ask friends with discussion if we are in group discussion. it fulfills learning material as long as the lecturer monitor us”

(By: Dina) Interviewed on March, 31 2016

Students must force themselves to be an independent learner because the lecturer does not facilitate many things. He is only a facilitator when students are confused.

(By: Astri) Interviewed on March, 31 2016

Based on the interviewee's statements above, SCL method made students to be active and independent. The students were required to be creative and active

in searching learning material from any sources in order to make them not to dependent on lecturer. When the students were confused or the learning material was not clear, the lecturer directed them and explained that material. This case was described by Froyd and Simpson (2008, p.2) who said that about this learning model places the student (learner) in the center of the learning process. The instructor provides students opportunities to learn independently from one another and trains students the skills they need to do so effectively.

The lecturer gave a chance and space for the students to be active in class without made them being dependent on the lecturer. In fact, in SCL, all the learning focus on the students itself. According Said (2010, p.1), a student centered learning a process where much of the power during the experience resides with students.

Finding 6: By SCL, the roles between students and teachers become maximal. In the learning process of SCL at EED UMY 2012, students and the lecturer had each of role itself. The role of students was to be a learning source in the class, while the role of lecturer was to be a facilitator and motivator that encouraging the students in the activity. Those statements were described in interview below:

“In SCL, all activities are centered on students. They become the leader and information source. It is different with the lecturer. He is probably a facilitator”

(By: Gusti) Interviewed on March, 18 2016

“Lecturer is a facilitator, while students are information center of all information required. So the percentage between lecturer and students in class is 30% and 70% “

(By: Astri) Interviewed on April, 04 2016

“In SCL lecturer is only a facilitator, while students’ role is like a leader or the source of information”

(By: Ardiani) Interviewed on March, 24 2016

“Lecturer is facilitators who monitor learning material actions given to students. While students have role as knowledge leader in class. They are the center of knowledge or in other words they handle learning material”

(By: Dina) Interviewed on March, 31 2016

In order to get a valid data, the researcher conducted another interview section with different class but in the same questions. On that data, the interviewee explained that lecturer did not give information but guide student. If students have been giving up, they were able to ask for help. The statements were described below:

“Students should be active in SCL. He is the knowledge source. His role is like a class teacher who has responsibility of his skill. In my opinion, the role of lecturer is to facilitate his students. He does not give information, but guide students”

(By: Ani) Interviewed on March, 23 2016

“We are like the center of learning. Lecturer is our advisor. If we have given up, we are able to ask for help”

(By: Wahyu) Interviewed on March, 28 2016

Based on all the statements on interview above, the researcher concluded that in SCL learning process, the students and the lecturer had their own role. The lecturer had a job to encourage the enthusiasm from students in learning process and gave the chance to the other students to facilitate each other. So in this case, the learning process were not any longer focused on the lecturer. According to Jones (2007, p.29), that's “in scl methods student do not depend on their teacher all the time, waiting for instruction, words of approval, correction advice, or praise, but they are look other and communicate with each other”. We're responsible for helping students work independently, monitoring them while they're working together, and giving them feedback afterward. However, the students were the one who became the learning sources. The students became a leader who handled the way of teaching learning process in the class.

Disadvantages of Implementation the SCL in Students Learning Activities in EED UMY 2012

Finding 1: The duration which was used for activity in SCL learning process were takes longer time. In SCL learning activity, there were many activities conducted such as group discussion and conducting presentation in front of the class. Student felt they need a lot of time. Sometimes, the time given was always less. All that activities made the duration in SCL had taken a lot of time. These statements were strengthened in interview session with interviewee. The statements were described below:

“For example when lecturer has divided time in 90 minutes into two parts. First part is presentation done by students and second part is confirmation from the lecturer on material presented. Usually presentation takes time longer, for 2 credits course”

(By: Gusti) Interviewed on March, 18 2016

“Sometimes, managing students to focus on the discussion takes time longer because we should divide into groups, move to discussion group and waste time to gather. So this method is felt longer”

(By: Ani) Interviewed on March, 23 2016

Based on the result of interviews above, interviewees was explained that the durations used in SCL method were wasting much time because there was a

lot of activity such as discussion, group's presentation and the other activities that the students did in the class. According to Froyd and Simpson (2013), 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.

There were a lot of activities which involved the students. So, in this case, the role of lecturer was really important to manage the duration in students' learning activities in the class. 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.

Finding 2: SCL learning method is not appropriate for large classes.

In a SCL learning activity, the method was more effective and went smoothly when the numbers of students were small. If the class had a large number of students so it was difficult for lecturer to manage the duration. All the statements from interviewees were described below:

“In my opinion SCL is more appropriate to be implemented in small class with 10 students and 20 for the maximum numbers. If it is done in large class with 20 or 40 students and there are only 20 students who are

active. So in my opinion the lesser students, the better. It is more effective to implement SCL”

(By: Gusti) Interviewed on March, 18 2016

“The class is controlled if there are only few students. Moreover if they are active. 15-20 students are the appropriate numbers. So at least there would be 3 or 4 groups”

(By: Ani) Interviewed on March, 23 2016

“It is too many to have class with 30 students like class A. In my opinion the most appropriate numbers is 20. The lesser students, the bigger opportunity to understand the learning”

(By: Ardiani) Interviewed on March, 24 2016

Based on the results of interview above, all the interviewees said the same opinion. When SCL learning was implemented in the class, it was better if the number of the students in the class were not large. If the number of the students was too large, the condition in the class would not be effective. The lecturer could not manage the class and the lecturer could not control the learning activities in the class. Based on the interview above, the interviewee said that it was better if a class had 20 students, then each group consist of three until five persons in order to make the condition in the class to be active. They also said that if the number of

students in the class were small, it made them easily to understand the learning material.

According Froyd and Simpson (2013), SCL method is not suitable for large classes because in the classroom which is full of many students will become noisy in a group discussion. In SCL, students' awareness are needed to be able to comprehend the situation in the class because all the resources and learning center is on students. However, actually, 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). By having a small number of students in the class, of course it made the students easily to comprehend the learning material.

Finding 3: In SCL activity students prefer using mother tongue than English in learning process in the class. In a learning process in the class, the students preferred using mother language more than use English in communicating with their classmate. This statement was described in interviewee's opinion above:

“Most of them use mother tongue or their own language. They may feel more comfortable to use the language. They use English Language when they speak to the lecturer and their own language during the interaction or discussion in class”

(By: Gusti) Interviewed on March, 18 2016

“Many students use their language in discussion or communication in class. They feel more comfortable and connected to use Indonesian Language during the discussion”

(By: Ani) Interviewed on March, 23 2016

Moreover, we can also see the fact from the following question about students who were using English Language when they were interacting and speaking with the lecturer. The statements were described below:

“Usually we use daily language. Formal language is used to communicate fast and understand about what is conveyed by our friends. We use English during interaction with the lecturer”

(By: Wahyu) Interviewed on March, 28 2016

“Most of them use Indonesian language. They use daily language in discussion to make them easier to understand. After that, they present it to lecturer using English Language”

(By: Ani) Interviewed on March, 31 2016

Based on all of the statements from interviewees above, the students stated that they felt easy to communicate by using mother language or L1. They thought that by using that language, they could easily express their learning material to

their classmate. It was more simple and comprehend using mother language so that their classmate could understand what the presenter said when presentations. This case was done by them when they were going to presentation. However, when they communicated with the lecturer, they tried to use English as best as they could do.

According Froyd and Simpson (2013), in SCL method the students 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. Therefore, the other students could easily comprehend the information that their classmate said. Based on that statement, the lecturer should have a method that could make the students to be active by using English in group discussion so that they did not used English just when they communicated with their lecturer. Jones (2007, p.15) said, “the pressure of a conversation in English may lead them to panic”. Here, a different kind of preparation can help. For example, making notes before students start and preparing what they will say can be less scary than thinking on their feet and trying to think of what to say and how to say it.