CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, and its significance.

1.1 Background of Study

Nowadays, the 2013 Curriculum is being implemented in Indonesia. The 2013 Curriculum is one of the governments' efforts to make education better. It is intended to shape Indonesian students being creative, productive, innovative, and effective by strengthening the integrated knowledge, skills, and attitude, Khasanah (2015). Generally, there are general changes in the 2013 curriculum. Those changes include the focus of learning, the teaching and learning approach, and the teacher's role. In the 2013 curriculum, the focus of learning is student-centered learning. To achieve student-centered learning, the teaching and learning process is supported by using a scientific approach consisting of five main learning sections such as observation, question, exploration, association, and communication (Kemendikbud, 2013). Therefore, the teacher is no longer the sole core of the learning process in explaining the material. According to Weimer (2002), the roles of the teacher in the student-centered classroom is as "the guide on the side" who is not seeing the students as empty vessels that need to be filled with knowledge but seeing them as a seeker that should be guided along their

intellectual developmental journey. She also described the teacher as a facilitator, motivator, and assessor in the learning process.

Student-centered learning (SCL) is an approach recommended by the curriculum to form students to become more innovative and creative. Student-centered learning is an approach that can increase the effectiveness of the teaching and learning process so that it leads a tremendous success for the students and increases job satisfaction for the teacher (Weimer, 2002). Besides, students are also trained to grow courage in themselves, especially in asking the material they do not understand or express their opinions. Furthermore, it is also trained students' logic skills to think about how they should solve problems both in lessons or in real life.

In this latest curriculum, there are several recommended model for student-centered learning. Those models are small group discussion, role-play and simulation, case study, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual instruction, project-based learning, problem-based learning, inquiry-based learning, and task-based learning. Those models are expected to be able to make students active, creative, and guide students to find out by themselves rather than to be told by the teacher.

However, sometimes student-centered learning cannot be conducted as teachers have planned. Some teachers are feeling difficulty in implementing SCL, as suggested in the 2013 curriculum. According to Mislinawati and Nurmasyitah (2018), teachers are less able to maximize the time available when conducting the teaching and learning process. Also, teachers are difficult to maximize class management and supervision because of students' inactivity in the learning

process. Prasetyawati (2016) added that students' interest in asking a question is low. Many students feel reluctant and even do not involve in the discussion. They often feel shy and afraid of being wrong. Therefore, although they already understand the material, they still need the teacher's guidance and encouragement. The other problem is the limitation of book references. Some parts of the teacher's handbook contents are different from the syllabus, so the teachers feel confused in processing the material.

Moreover, the assessment burdens the teachers, and many teachers still face limited infrastructure in teaching.

Furthermore, based on the preliminary observation and interview that the researcher has conducted, teachers still have difficulties in implementing student-centered learning. They feel that most students do not ready to do student-centered learning. Some students are passive in a class in which makes the teacher feel that using the lecture technique is better in that situation.

Therefore, it is necessary to conduct a study to investigate the teacher's problem and solution in implementing student-centered learning. This research aims to find out how the teacher's experience related to the implementation of student-centered learning is based on the 2013 curriculum. This research is also expected to add references and comparisons for English teachers related to the teachers' problem, and solution in implementing student-centered learning so that the effective teaching strategy will be built by teacher based on this research.

1.2   Statement of the Problem

Particularly, this research built from the issue of the implementation of student-centered learning in Indonesia based on 2013 curriculum. It presented and discussed the data analysis to answer these questions;

1. What are the problems that teacher face in implementing student-centered learning?

2. How is the teacher solving the problems or challenges in implementing student-centered learning?

1.3   Purpose of the Study

Based on the statement of the research problem, the purpose of the study can be stated as follows:

1. To figure out what are the problems that teacher face in implementing student-centered learning.

2. To find out the solution that teachers have to solve the problem or challenges when implementing student-centered learning?

1.4   The Significance of the Study

1) Theoretical Significance

The result of this study is intended to contribute to the theoretical insights in teaching English as a Foreign Language (EFL), especially for the implementation of Student-centered Learning. This study can be used as a reference by the next researchers who are interested in studying this matter.

2) Practical Significance

This study's result is expected to give a positive contribution to the teachers, students, and other researchers.

    a.   For the teacher

Through this study, the teacher can enrich their knowledge about the problem and the solution in implementing Student-centered Learning so that it can provide ideas and inspiration for the teacher on how to conduct effective Student-Centered Learning in the learning process.

    b.   For students

This study is also beneficial for students. It is intended to make them more aware of the importance of the implementation of Student-Centered Learning as a part of the 2013 curriculum so that they will be more active in participating in the learning process.

    c.   For other researchers

The result of this study can be used as a reference or alternative sources by the other researchers who will conduct similar research or expand it into further research.

1.5 The Scope of the Study

This research was restricted on knowing the teacher's problem and solution in implementing Student-Centered Learning in SMA N Bali Mandara Singaraja in academic year of 2020/2021. The data of this research was gained

through interview the teacher based on his experience in implementing Student-Centered Learning before pandemic situation.

1.6   Definition of Key Terms

1.6.1   Operational Definition

    a.   2013 Curriculum

        2013 Curriculum is the latest curriculum used by the education in Indonesia. This curriculum as the guideline of the teacher to conduct the Student-Centered Learning.

    b.   Student-Centered Learning

        Student-Centered Learning is a learning that makes students the focus of learning in which the teacher has role as facilitator in the classroom. In this study, investigating the problems and the solution that teacher faced during the implementation of Student-Centered Learning before pandemic situation was the purpose of this study.