

# CHAPTER I

## INTRODUCTION

This part contains the research background, identification of problem, limitation of the research, research question, research objectives and research significance.

### 1.1. Research Background

Education becomes one of the most central aspects that people need to advance their life (Soyomukti, 2007). In other words, education helps people to have a better understanding in sorting what they get in their life. In education, teachers have an important role in what they do in developing their own professional knowledge in teaching, but the knowledgeable of teacher is not necessarily mean that they can teach well. Therefore, teacher needs to improve their competencies (Azizah, 2011). In other words, teachers' competencies are needed to keep the teaching and learning process run smoothly because teachers are not only present their knowledge to the students but they know how to manage the class in facing different characteristics of students.

Referring to the Government Regulation No. 14 Year 2005, about Teachers and Lecturers, there are four components of teaching competencies namely professional competency, pedagogical competency, social competency and personal competency which have an effect in reaching a successful of teaching and learning process. Therefore, they must have all four, but the crucial competency is called as pedagogical

competency because the role of the teacher in this part is managing learning, so teacher helps the students in maximizing students' potential and improving their learning performance (Hakim, 2015). Indonesian Government Regulation No.74 Year 2008 on Teachers define that teachers' pedagogical competence is the ability of the teachers in transferring the knowledge to the students in different strategies and methods based on students' characteristics and needs. So, pedagogical competency is how the way teachers manage the learning of the learners including understand learners' characteristics, instructional design and implementation, evaluation of learning outcomes and the development of learners to actualize their potential (Mulyasa, 2007).

Based on Permendikbud No. 65 Year 2013, standard process of the curriculum 2013 describes as criteria regarding to the implementation of learning to achieve the graduate competency standard/SKL. One of the criteria is the learning centered on the students themselves. In which teacher should help the students to increase their learning motivation, creativity and independence. Hence in recent years, the teachers in Indonesia no longer use a conventional way in teaching (teacher-centered learning) because teacher-centered learning (TCL) is a conventional system of Indonesian education, where educators only function to run the transfer of knowledge and become a center the learning in which teachers present the material or content of the lesson and the students only able to the knowledge, (Zohrabi, M., Torabi, M.A., Baybourdiani, P. 2012). Therefore, student-centered learning is used due to student-centered learning as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does'. It means student is doing something in creating the knowledge.

Learning by doing is a kind of learning activity, in which the students are involved in the learning process and try to solve their problems by discussing with other students. Therefore, by implementing student-centered learning in the classroom, it helps the students to increase the learning outcomes especially in teaching English as a foreign language (Indrianti, 2012; Lestari & Widjajakusumah, 2009).

Regarding to the use of English as the language of communication, Indonesia becomes one of the countries which still uses English as the foreign language, because most people use their second language (Bahasa Indonesia) in conducting the communication with other people. Marhaeni (2008) emphasizes that English which is taught in Indonesia is perceived as a foreign language. They learn English as the language to communicate with the other persons in the world in which English is used as the language of communication (Harmer, 2007). Moreover, Brown (2001) states that EFL always refers to English which is taught in the several countries in which it does not belong to the major language of commerce and education. Thus, the students which are not English native speaker are mostly involved in teaching English as foreign language, (Gilby, 2011).

In teaching English as a foreign language in the classroom, teachers organize the students with several activities especially in implementing student-centered learning namely checking the readiness of the students, give a good instruction before conducting the lesson or giving tasks, helping them to involve the students to learn vocabulary with others students. Besides that, teacher needs to prepare classes and task that students can complete with confidence, then introduce new grammar inductively

and expect them to figure out the grammar by themselves. Moreover, teacher is required to create activities in which there are some collaboration between student and student orally, thereby student can share their experience related to the materials and teachers encourages the students to actively speak because in conducting student-centered learning in EFL classroom, students are required to talk more (communication), think critically in solving problem, (Richards, 2010).

Based on the result of the preliminary observation and informal interview to the EFL teacher of senior high school in Singaraja namely SMAN 2 Singaraja, SMAN 3 Singaraja, and SMAN 4 Singaraja the researcher found that these schools has implemented curriculum 2013 in their learning process. By implementing curriculum 2013, the researcher assumes that the teacher of those schools have concerned with student-centered learning. It can be seen from the lesson plan in which the students were asked to solve or answer the problem or question given by the teacher related with their experiences (observing student's previous knowledge). However, after observing teaching and learning process in the classroom, the teachers' teaching strategy which did not totally indicated student-centered learning because beside the teachers tend to be a center in teaching and learning process, the strategy used by the teacher were at SMAN 2 Singaraja, teacher already used technology, at SMAN 3, teacher had gave the students chances to be aware of their learning and at SMAN 4 Singaraja, teacher had used several startegies which indicated SCL such as facilitate the students with teaching media and gave a chance for them to cooperate with their friends. Meanwhile, from the interview, most of them consistently said that the teacher

tended to give a task in a piece of paper to know their understanding about the material without involving any kind of discussion in finishing the tasks. Moreover, teachers did not implement any kind of strategy in helping the students to be responsible with their learning even teacher talks more during the lesson and decide correct and incorrect answer from the task give.

Based on the background above, this research aims at analyzing how does SCL implemented and appeared in the lesson plan and during teaching and learning process of English Lesson in SMA Negeri Singaraja. It will be seen from the ability of the teacher in creating a lesson plan which indicates student-centered learning approach and then how the teacher applies his/her knowledge about student-centered learning approach, thus the researcher will know the relevancy between her/his knowledge about student-centered learning approach and classroom activity. Therefore, this research will analyze whether there are some perspectives of students-centered-learning approach used during English Lessons and in grade tenth EFL teachers' lesson plan in SMA Negeri Singaraja or not at all.

## **1.2 Problem Identification**

Based on the background above, the strategy used by the teacher was impacted the existence of student-centered learning. Therefore, the teachers were expected to be able to use some appropriate strategies in conducting the lesson which was referred to student-centered learning. To know the strategy used by the teacher in teaching English for tenth grade students, the researcher wants to know to what extent the terms

of student-centered learning applied in creating lesson plan and in teaching and learning process.

### **1.3 Limitation of Research**

This research would only focus on the perspectives of student-centered learning in English lessons. The setting of this research is in SMA Negeri in Singaraja namely SMAN 2 Singaraja, SMAN 3 Singaraja and SMAN 4 Singaraja.

### **1.4 Research Questions**

Based on the background above, the researcher formulates questions as follows:

- 1.1 How does student-centered learning approach appeared in grade tenth teachers' lesson plans of senior high schools in Singaraja?
- 1.2 How does student-centered learning approach implemented during teaching-learning process of senior high schools English lessons in Singaraja?
- 1.3 Is there any relevancy in term of students centered learning approach of the EFL teacher' lesson plan with teaching performance of senior high schools English lessons in Singaraja?

### **1.5 Research Objectives**

The objectives of this research are:

1. To identify and analyze term of student-centered learning approach appeared in grade tenth teachers' lesson plans of senior high schools in Singaraja.

2. To identify and analyze term student-centered learning approach implemented during teaching-learning process of senior high schools English lessons in Singaraja.
3. To find out whether there is relevancy in term of students centered learning approach of the lesson plan with teaching performance of the teacher in English lesson of senior high schools in Singaraja.

### **1.6 Research Significance**

#### **a. Theoretical Significance**

The theoretical significance of this research is expected to enrich the information and knowledge about the use of student-centered learning approach in the learning process and the result of this research will show whether the system of student-centered learning has been applied properly and correctly during the activities given in SMAN Singaraja.

#### **b. Practical Significance**

The practical significances of this research are divided into three groups; they are, for teacher, other researcher and the students.

##### **a. For the Teacher**

The result of the research can be a reference for the English teacher in implementing student-centered learning. The strategies which indicated SCL would be as a guidance in conducting the lesson and teacher will be helped in assessing students' ability and easily know whether the

students are active or not during the lesson. Afterwards, indirectly teacher will be increase their potential in teaching such as make a good instructional design, understand students' characteristics and they will easily assess students' ability in teaching.

b. For the other researchers

The result of the research can be an alternative source and guideline when conducting the similar research. Besides that the researcher wants to help other researchers who want to have additional information related to the process of how student-centered learning is implemented during English lessons.

c. For the Students

The result of the research can increase their potential in learning. They will freely engage and decide what kind of strategy that they will use. Besides that, their learning process will be meaningful for their life.

