

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides background of study, research question, research objective, research significances, scope and limitation of the study.

### **A. Background**

Over the years, the learning approach in higher education has changed. Some lecturers are leaving the teacher-centered learning (TCL) and use the newest approach, which is Student centered learning (SCL). TCL is a learning approach based on the view that teaching is instilling knowledge and skills, and this perspective has the following characteristics: a) the use of teacher-centered learning, which is the teacher must be central in learning, b) students are placed as a learning object, c) learning activities occur at the specific place and time. Students only learned when there were classes that have been designed in such a way as a place of learning.

TCL makes students learn and receive the knowledge by the teacher's explanation. Teacher-centered learning makes the students to be passive because they just hear and do what the teacher asks so, their creativity is less nurtured. In TCL model, the teacher performs more in teaching and learning activities in form of speech. TCL is now admitted to lead to poor language performance. Duckworth

(2009, p. 3) asserted that TCL actually prevents the students' educational growth. Because in TCL, teachers do most of the work and learners are always passive recipients of knowledge.

In TCL, teachers just focus on textbook and it becomes a guideline in teaching and learning process. The teachers rarely motivate the students for the innovation in teaching. According to Acat and Donmez (2009), In TCL, teachers usually use particular textbooks, which are mostly grammar oriented and to compare the language structures of native and target languages.

The modification of teacher-centered learning has been conducted, including combines the lecturing with questions and answers and giving the assignments but the results are still not optimal (Ramadhani, 2014). The impact of TCL is the teachers are lack developing the materials and tend to be modest (monotonous). Because TCL system has many weaknesses, the system needs to be changed towards a learning system with the student-centered learning (SCL).

The paradigm changes in the learning process that focuses on teacher become student-centered learning (SCL). It is expected to encourage students actively and it can be to involve in building knowledge, attitudes, and behaviour. Learning process is changing and there is added value such seeking knowledge in various ways.

One of the basic problems who the lecturers encounter this time is the traditional attitudes and the methods depending on an educational sense by

memorization. Researchers suggest that the best learning occurred when the students got to achieve a concept (Johnson, Johnson, and Smith, 1991).

SCL is characterized by innovative method of teaching which aim to promote learning and take students as active participants for their own learning by fostering transfereable skills such as problem solving, critical thinking and reflective thinking (Al-Humaidi, 2015). For examples of teaching methods in SCL are: lecture with discussion, online discussion, case studies, discovery learning, learning centers, simulations, and role-plays.

SCL is an approach, which is students have a control in the learning process. The implementation of this new approach gives some effects on the students' perception in learning activities. In this discussion, the teachers talk less and the students find more (Brown, 2008). According to Ang (2001), students recognize the importance of learning activity and realize that do not have to be told what to do and when to do it. In previous study, Al-Humaidi (2015) suggested that there are interplay of factors such as learners' perception, attitudes and their characteristics, length of time needed, the appropriate instruments to be used, how student-centered approaches are to be implemented, teacher professional capacity, available resources, and cultural factors. Students recognize the importance of learning activity and realize that they do not have to be told what to do and when to do it (Debi, 2018). Since the students' perception toward the learning approach affects their perception about their performance in the class, it is considered as important to conduct more studies about students' perspective toward student-

centered learning. To fill the gap, this study conducted in Universitas Kristen Indonesia in order to analyse the college students' perception toward student-centered learning approach.

### **B. Research Question**

As has been discussed in the background section above, the question is to investigate “what are the students' perception of student-centered learning in the classroom at English Education Department of Universitas Kristen Indonesia?”

### **C. Research Objective**

The objective of this research is to investigate the students' perception about student-centered learning approach, which is implemented in classroom at English Education Department of Universitas Kristen Indonesia.

### **D. Significances of the Study**

The result of this study are expected to be useful and contribute to:

1. To English teachers, the teachers will know how the students' improvement after the implementation of student-centered learning, so that teachers can implement the student-centered learning as well as possible.
2. To other researcher, the researcher hopes this research can be useful for the next researcher.

3. To students, this research can inspire the students to utilize student-centered learning system.

#### **E. Research Scope and Limitation**

This research, “The Students' Perception about Student-Centered Learning in the Classroom at English Education Study Program of UKI”. Due to the researcher time and budget constraints, the participants in this study will be limited in Universitas Kristen Indonesia in 2015-2018 batch students of English Education Department, Faculty of Education and Teacher Training (Academic year 2018-2019). This research was conducted for about two months. Therefore, the findings may be valid only to student in the singel study program. It cannot be generalized to other students in other institutions.