

THE USE OF STUDENT CENTERED LEARNING IN TEACHING PROCESS TO HELP STUDENTS COMPREHEND THEIR READING SKILL

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Abstract

Many facets of life have advanced quickly in this age of globalization, including education. The government has implemented a student-centered learning policy, also known as learning in a new paradigm, in an effort to produce a generation that is capable of becoming independent. Many schools in Indonesia have begun using student-centered learning as a teaching strategy, especially for English language instruction. Reading literature written in English presents challenges for many students. Students will not comprehend what they are studying as a result of these issues. The goal of this study is to ascertain whether a student centered learning of teaching techniques can be used to help students appreciate their reading abilities while learning English and to ascertain the impact of doing so. The instruments employed in this study's qualitative study in action research were interviews, observations, rubrics, and portfolios. Participants in the study were the English teacher and students in grade X TKJ 1. The author served as a tutor for the duration of the study. According to the findings, students' reading comprehension can be enhanced by the student centered learning method to teaching English.

Keywords: Student centered learning; teaching process; reading comprehension

INTRODUCTION

In Indonesia, English is a foreign language that is both taught and spoken. Since Indonesia's independence, the government has realized that English is one of the most crucial worldwide languages for communication, and as a result, it has suggested that English become a required subject in secondary schools (Songbatumis, 2017). One of the public schools in Blora was no exception to the rule that every public school in Indonesia required students to take an English class taught by a teacher. Students were taught both a broad range of English vocabulary and communication skills at this school. However, not every English lesson in Blora went perfectly. The issue was that the teacher needed to be able to explain and understand the students, but the students at this school still had very little knowledge of English and some even didn't understand it at all.

Student-centered learning (SCL) is a teaching and learning approach that empowers students to take greater ownership of and responsibility for their own learning (Hannafin, 2012; Weimer, 2013). Instead of having a teacher make such decisions for them, it allowed students to decide what they wanted to study and when they wanted to learn it. Instead of being the primary source of knowledge acquisition, teachers in a student-centered learning environment acted as coaches or advisors. This freedom from teacher control enables pupils to develop a desire for learning at a young age.

Students gained knowledge that will be useful to them throughout their lives and developed learning and other skills. Understanding the distinction between rights and obligations was essential. Students discovered that learning could be interesting and fun. Many students have stated in their course evaluations that they learned more since they were engaged and enjoyed themselves. Towards the end of the academic year, teachers had less typical work to complete, particularly in higher level classrooms. Students were more attentive and eager to participate in class.

According to Pourhosein Gilakjani & Sabouri (2016), creating meaning from text is the process of reading comprehension. The goal is to comprehend the text as a whole, not to deduce meaning from certain words or sentences. The result of reading comprehension is the reader's mental interpretation of a text's meaning in conjunction with their prior knowledge. A situation model or mental model is what is being used here. Several lower- and higher-level processes and skills must be successfully expanded and arranged in order for reading comprehension to occur. As a result, there are numerous sources for potential comprehension breaks, and these sources vary depending on the reading abilities and age of the audience.

Reading comprehension is a crucial component. The process's core is essentially reading comprehension. Reading is a three-part process that involves the reader, the text, and the activity or goal of reading in order to simultaneously extract and generate meaning through interaction and involvement with written language. In conclusion, reading is all about comprehension. Prior knowledge, understanding of text structure, and an active search for information are all necessary for comprehension. Therefore, reading comprehension is the process of actively seeking out meaning while applying one's vocabulary, including their understanding of collocations and idioms, to the text being studied in order to comprehend each new thing that they read (Varita, 2017). From the

explanation above, the study of using student centered learning of teaching process to help students in reading comprehension skill is worthwhile.

METHOD

This study was conducted using a qualitative study. A data collection tool that is sensitive to underlying meaning when acquiring and evaluating data is necessary for qualitative research, which focuses on meaning in context (Merriam & Tisdell, 2016). The method of the study used an action research. Gay, L., et al. (2012) stated that an action research in education is any systematic investigation of the ways in which a school operates, the instructors teach, and the students learn. It is carried out by teachers, principals, school counselors, or other stakeholders in the teaching-learning environment. Action research is designed to give teacher researchers a way to address common issues in the classroom, enhancing both student learning and teacher effectiveness. Action research is investigation carried out by educators on their own initiative; it is not mandated upon them.

Respondents

The respondents of this study were students of grade X TKJ 1 and an English teacher which were selected using non-randomly technique.

Instruments

The data of this study was collected using 4 instruments, namely observation, interview, portfolios, and rubrics.

Observation

According to Gay, L. et al. (2012), the observation is when qualitative researchers observe the individuals to collect data. During observation, the focus is on comprehending the participants' experiences in the natural environment without changing or modifying it. The type of observation that used in this study was recording observation which used field note to write down the phenomenon that was observed by the author. The observation was used to find out the use of student centered learning in teaching process to help students in enriching their reading comprehension skill.

Interview

The type of interview that used in this study was unstructured interview which means a free interview in which the researcher not using pre-arranged interview guidelines systematic and complete for its data collection (Sugiyono, 2013). The interview was given by the author to the students and the teacher to figure out the advantages and disadvantages of using student centered learning in learning English.

Portofolio

Davis & Ponnampereuma (2005) claimed that a portfolio is a collection of several types of proof that learning objectives have been met. Practically speaking, a student portfolio is a collection of reports, papers, and other materials along with the student's reflection on learning and strengths and weaknesses. Remembering that student centered learning

depended to the students as the focus of learning, the author used this instrument to assess and promote students' critical thinking, and encourage students to be more responsible and accountable to their learning.

Rubric

For all students, a clear rubric may help to make homework less mysterious. Evaluation methods inform both teachers and students of what matters more than what educators and curriculum guidelines define. Certain components of the rubric were utilized to gauge the pupils' reading comprehension. Also, there was a reading comprehension score for the kids. This grade was acquired through student exercises in which they responded to questions based on the text provided by the teacher. The teacher could evaluate the students' reading comprehension using the specified rubric by having them respond to those questions. The pupils were given scores using a scale based on the rubric. The range ranged from 1 to 5, with 1 being very bad, 2 being bad, 3 being pretty good, 4 being good, and 5 being excellent.

Procedures

The procedures of collecting data was begun by visiting the school and asked for files in the form of learning tools used in the school. Then, the author taught by presenting recount text as teaching material. During teaching, the author also made observations about the condition of the class and also the ongoing learning process, whether students were able to follow the learning well or not. The next step, the author assessed students' understanding in the reading comprehension of recount text which had been carried out using a portfolios consisting of 10 multiple-choice questions and 10 description questions. During the lesson, the author also filled in a rubric as an assessment of student engagement during learning. The next step, the author conducted an interview with the English teacher and also several students to find out what are the advantages and disadvantages of carrying out learning with student-centered learning.

Data Analysis

In the data analysis of this study, the author adapted from the theory of Miles and Huberman (1984) as quoted by Sugiyono (2013). There are 3 steps of the study's data analysis, namely data reduction, data display, and drawing the conclusion.

Data Reduction

In this step, the author did the selection, focusing, simplification, abstraction, and transformation of data from written field notes or transcriptions from the collecting data through the instruments. A type of analysis called data reduction sharpens, classifies, concentrates, omits, and organizes data in order to formulate and confirm final hypotheses. Quantification was not usually the result of data reduction. The author classified the results into some topics.

Data Display

In general, a display was a condensed, structured collection of data that enabled for action and conclusion-making. The most popular method for displaying qualitative data was the

expanded text. This research discusses several kinds of matrices, graphs, charts, and networks. All were designed to provide organized data in an easily digestible, compact form so the analyst could understand what was happening and either come to a conclusion that was supported by the data or move on to the next level of analysis that the display indicated. After doing the data reduction, the author did the data display which was the result of data reduction summarized. It means that in this part, the author made a summary from the data to get to the conclusion.

Conclusion Drawing

The qualitative analyst started interpreting the data as soon as it was collected, noting trends, patterns, explanations, potential configurations, causal processes, and hypotheses. It's possible that final conclusions won't be ready until after data gathering is finished. Verification can take many different forms. It can be quick and simple, such as a fleeting thought that crosses the analyst's mind as they are writing, followed by a quick return to the field notes, or it can be time-consuming and elaborate, involving lengthy discussions and reviews among coworkers to reach intersubjective consensus or extensive attempts to replicate a finding in another data set. After made the data summarized, the author did the conclusion drawing which mean that this step was the end of the data analysis of this study. The author made the conclusion that told the result of the study in a general way.

RESULTS AND DISCUSSION

In this part, the author presents the results also the discussion of the study. It divided into 3 topics, namely student centered learning in improving students' reading comprehension skill; student centered learning in engaging students in reading comprehension; the impact of student centered learning in reading comprehension skill.

Student centered learning in improving students' reading comprehension skill

Student-centered learning (SCL) creates a setting where students take a more active part in learning by having access to important materials and resources. According to the SCL model, students are independent and flexible enough to access crucial sources of knowledge. Instead of acting as a learning organizer, SCL advises the instructor to act as a learning facilitator. As this is going on, students actively participate in learning environments as doers who have the power to choose what they learn and when they study it (Judi & Sahari, 2013). It was believed that student-centered learning would enable students to read narrative texts with more comprehension.

In this study, the author employed student-centered learning as a teaching strategy and used observation to ascertain how well students could comprehend what they were reading. The students' reading fluency was slow, the teacher mentioned in the interview. They also failed to understand words and phrases, lacked a good vocabulary, and lacked confidence in their ability to respond to the question. The text was read slowly by the students. The students also struggled to memorize and forget the information or words that they had gone over in the prior meeting, and they were unable to draw the appropriate inferences.

Reading comprehension remained a challenge for the students. Yet, student-centered instruction may enable them to develop their capacity for reading comprehension.

Because the students were the center of learning in this teaching and learning technique, they were motivated to learn more autonomously because they were the process that was being taught and learned about. As a result, the teaching and learning approach that could best aid pupils in developing their reading comprehension was one that focused on them as individuals. When given the opportunity or flexibility to read and comprehend the content, individuals displayed strong reading ability. When they wanted to express their opinions, they were not hesitant and had good confidence. One could argue that the pupils actively participated and worked hard to considerably increase their reading comprehension.

Student centered learning in helping students engage of reading comprehension

An engaged student is better equipped to learn and flourish both inside and outside of the classroom. Students are free to research topics that interest them, and gaining knowledge and new skills is motivating. For students to succeed in their academic endeavors, they must feel a connection to or a passion for what they are learning. By student-centered learning, the focus of the teaching and learning process was on the students. Students have a significant influence on these instructional strategies. According to Martin & Bolliger (2018), the psychological commitment and effort made by a student toward mastering the knowledge, skills, or crafts that academic work is meant to encourage are referred to as their level of student engagement.

The students were already actively engaged in learning English through teaching practice, or student-centered learning, during the teaching learning process. Due to their growing ability to adjust their learning, students started participating in the teaching-learning process. Even though not all students participated actively, they nevertheless showed improvement. The teacher stated in the interview that the students were already participating in the teaching and learning process, just like in the interview. They didn't always take part in the discussions or read the material. They chatted with a different friend while making a lot of noise. And a lot of them lacked confidence, were frightened to answer the question incorrectly, and were afraid of being fearful. Yet, as time went on, they were actively involved in studying English, their reading comprehension also improved, and on top of that, their behavior sharply improved. It was evident in the students' talents how much they developed. It indicated that they were paying attention in class and that they could follow the normal progression of instruction and learning.

Students were able to respond to the practice as a result. The questions in the exercise were based on the text of the recount. Students were instructed to identify the text's core idea, formulate a conclusion, and ascertain its message. The majority of them were able to accurately respond to questions based on the provided text, but some pupils still struggled to do so since they weren't engaged in the learning process.

The impact of using student centered learning in students' reading comprehension skill

Students-centered learning, as defined by Al-Zu'be, A. F. M. (2013), is a teaching and learning technique that prioritizes the needs of the students over those of other stakeholders in the educational system, such as instructors and administrators. By concentrating on the students' interests, needs, and learning preferences, the teacher was

placed in this technique to promote the learning. Learning that was student-centered had some effects on teaching and learning, particularly in terms of students' reading comprehension.

The first effect was on how prepared students were for learning; with student-centered learning, they were better equipped to learn the material on their own without needing a teacher to explain it to them. This was because student-centered learning required them to participate actively and critically in both the teaching and learning processes. By doing their own research or conversing, individuals can better understand the principles being taught. In reading comprehension, students read the book on their own, and if they still did not comprehend, they may also debate it with their tablemates to help them understand.

The next impact was student behavioral changes. Students were expected to participate more actively and critically in learning when instruction was student-centered. That implies that the teacher served only as a conduit. The learning process was fully student-centered, and the teacher just served to facilitate it. Students' behavior changed dramatically during student-centered learning. For example, students who were previously inactive became more engaged, students who initially were afraid to voice their opinions grew more comfortable debating whether they were correct or incorrect, and students who were initially only interested in the teaching-learning process became students who were more curious and sought out information from other sources or by talking with friends.

Similar results were seen in reading comprehension, where students were better able to comprehend the supplied reading text's content, as well as answer existing questions and express their opinions on the answers they received or their lack of knowledge. It is possible to draw the conclusion that student-centered learning benefits students in the teaching and learning process, particularly in reading comprehension.

CONCLUSION

While implementing the teaching and learning process in the new paradigm or student-centered learning, the changes in students' knowledge of learning English, particularly in reading comprehension, showed a considerable increase. The changes in student behavior were at the students were not interested in English at all, students were not active in learning, they could not read properly and correctly and answer the questions given, but with student-centered learning in reading comprehension, it could be seen that the changes in student behavior have increased in a better direction, aside from the fact that students' reading comprehension skills became much better, they were more active in learning, and they had go through the reading comprehension assessment. In addition, students were able to read accurately and correctly and respond to questions by identifying the primary concept, formulating a conclusion, and extracting the message from the text. The study's findings showed that when students' behavior is changed, it tends to go in a favorable direction, and their reading comprehension improves compared to before.

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