

The Use of Student-Centered Learning Method For Speaking Skill in EFL Classroom

Gunawan Indrapurnama, Afief Fakhruddin, Titin Kustini

English Department, Universitas Majalengka, Majalengka, Indonesia

udarasejukpegunungan@gmail.com afieffakhruddin@unma.ac.id titinkustini@unma.ac.id

ABSTRACT

The objective of this research is to find out the effectiveness of using the Student-Centered Learning (SCL) method to develop the speaking skill of second grade students. This research applied classroom action research. The population of this research was the second-grade students that were XI IPA as experimental class and the research sample was selected using purposive sampling technique to determine the sample. The data were collected through pre-test and post-test. Data were analyzed using formula to calculating the mean score of the pre-test and the post-test. The results showed that the mean differences between using Teacher-Centered Learning method and when using Student-Centered Learning method. Pre-test result got 14.3 score and Post-test 17.56, which means that the use of SCL has an impact on students speaking achievement.

Keywords: Student-centered learning, Speaking skill, EFL classroom

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INTRODUCTION

Nowadays, English has become an international language which is almost all the people in the whole world are trying to master this language. The ability of communicating in English is very important to be mastered by the students in order to be able to compete with people out there. One of the most important communication skills in English is speaking. According to Amalia and Husna (2019), "Speaking is someone's ability to express himself/herself orally in a given meaningful context". Based on that explanation, speaking plays an important role in communication because with speaking it can deliver a purpose or intention from the speaker to the listener. Because English has become a language that is learned by almost everyone, the student needs to master English especially in speaking because this is a basic skill that plays an important role in communicating, so the clarity of speaking in English is necessary in order to establish a good communication.

According to Megawati and Mandarani (2016), "There are several factors which affect students' performance in speaking English fluently. They are scared about committing mistakes while they speak. They cannot also express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to speak in English is that they are shy and nervous. They feel fearful to speak English in front of other people because they lack confidence about their own competence in English". Being laughed by their friends can make a student feel worried about making a mistake when they are speaking, it is important for the teachers to convince their students about making mistakes is not a wrong or bad thing because students can learn from their mistakes. Dewi and Jimmi (2018) stated that the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence. Because with limitation of vocabulary can make the students cannot build an appropriate sentence for their speaking activities. Based on these

problems it is important to have method that can reduce their problems that are often experienced by the students in learning English speaking and also can improving their speaking ability in English for better communication.

According to Saputro (2018), "In SCL the students have the freedom to develop all their potential (creativity, feeling, and intention), explore the fields/knowledge that they are interested in responsibly, build knowledge and then achieve their competence through active, interactive, collaborative learning processes, Cooperative, contextual and independent". It means that the students have to do more than just listen to the teachers but they can be engaging in solving their problems especially for their speaking ability by doing learning by their own ways like doing presentation, doing independent speaking learning from internet, etc. Student-Centered Learning can put more responsibility on the students for their own learning. They are more interested in learning activities when they can interact with each others and participate actively. Because the learning becomes more active rather than only listening to the teacher (passive) it is influenced the students to remember the subject they have learned.

According to Noviyenti (2018), "A professional English teacher should consider appropriate strategies in teaching speaking". Teachers need a method that can provoke active learning and also make it easier for students to mastering the material in the classroom. This is a teachers challenges to find an appropriate method so that students does not feel bored in the class. Learning should be fun and enjoyable, not boring and killing the students innovation and creativity. Learning should encourage students to express their voices to be heard and discuss with their teacher. Noviyenti (2018) said that students who use effective strategies which make them comfortable in using English to communicate will be able to solve many problems in speaking English. Based on that explanation, the appropriate strategies which is used by the students will determine their ability in speaking English. Student-Centered Learning can lead to increasing motivation of learning and get deeper understanding of the material because with that method can give them a freedom in learning process and also make the students would be more active in the class so the learning process would not feel boring.

In this research, the researcher interest to conducted a research about implementing Student-Centered Learning method to provide a proper solution for the issue. Student-Centered Learning would be a suitable method which is can gain the students speaking problems. Implementing Student-Centered Learning would make the student more active in the class so makes them are not feels bored rather than only listening the material in the class to the teacher. Building a confidence, comfortness or deeper understanding for the student during learning English lesson. Student-Centered Learning method would motivate students in their learning and also in solving their English speaking problems.

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Related to the background of the research above there are two research questions in this journal:

1. How does the teacher implement Student-Centered Learning method for speaking activities?
2. What is the result from implement this method of Students-Centered Learning for speaking activities?

The research objectives are formulated as below:

1. To reveal the implementation of Student-Centered Learning is done by the teacher in the speaking activities.
2. To analyze the students result of learning speaking with Student-Centered Learning Method.

METHODS

According to Riadil (2020), "Qualitative research is understanding of social phenomenon based on participant's point of view". Researcher examine the phenomenon which is happened on the participants life based on their own life experience. Gathering it to understand the reasons and motivations that drive certain behavior. Aspers and Corte (2019) stated that qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. It can be conclude that in order to solve the problem that faced by the students during learning process, in using of qualitative method the researcher will do the iterative process to the students which is hoped with implementing that method will bring a better differences to them.

According to Mohajan (2018), "The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories". Based on that statement the researcher will describe the data from the research results into statements, thus the results of the research will be easier and clearer to understand.

Qualitative Classroom Action Research are applied in the research. According to Khasinah (2013), "Action research is a process in which educators examine their own practice systematically and carefully using the techniques of research". Action research can help the teachers to improve their students leaning by observing and analyzing their own classroom. The systematic collection of data information in action research is designed to bring a social change. In the implementation of classroom action research, the researchers have known a students problems in the classroom before, when the learning process is in

progress, therefore the researchers has amethod that has been planned and tries to implement the method that are chosen carefully and systematically in order to solve the problems that occur in the class. Surely with a proper implementation of action research that can solving the students problems and make the class more enjoyable during learning process.

According to Thacker (2020), "A population is a complete set of people with specified characteristics". Based on that statement, the population can be defined a set of group contains people with a variety of different characteristics. This is necessary for research, because the population is the main source of a study so that certain data can be obtained. In this research, the researcher chooses the population from the students at one of senior high school in Majalengka as the participants. The research participants are the students in eleventh grade with the total of population are 163 students. The participants are taking two test (Pre-test and Post-test). According to Bhardwaj (2019), "A sample is a group of people, objects, or items that are taken from a large population for measurement". Based on that statement, sample can be taken from the population in a group of people in order for the measurement which is to showing the method that have been implemented by the researcher is going well or not. In this research, the researcher took one class in eleventh grade which is XI IPA 1 as the sample consist of 30 students from the population in order to be the participants in the research. Participants formed into couple of groups where they are practice speaking to each other in the classroom. This research conducted at one of senior high school in Majalengka. The reasons behind choosing this as the place of the research. First, some of learning process still using Teacher-Centered learning, using Student-Centered Learning will bring a innovation to make the class more active. Second, learning activities that involve students to speak in English lessons are often carried out by the teachers, therefore this study has a relationship between student activities in learning and the research itself. The students are from eleventh grade, and there are 30 students. The researcher used the purposive sampling technique. The researcher have the process to select the respondent from the intended population for their research. In this study, the sample is one class in eleventh grade.

In this research, to get the sample for this study the researcher used purposive sampling. According to Saheen, Pradhan and Ranajee (2019), "It is a non-probability sampling technique that is used in qualitative research on the basis of characteristics of a population and the purpose of the study". Based on that statement, in purposive sampling the researchers relies on his or her own judgement when choosing members of population to participate in the study. There are equal chance of the participant that would being choosen into the sampling in order to gathering the data for the research.

The researcher used classroom action research and there are observation and test (pre-test and post-test), relevant to the study's aims to collect data from the students. Data analysis study classroom action research, there were four stages involved in each cycle. Those are planning, acting, observing and reflecting. Here are detail exsplanation of the procedure in every phase.

Analyzing data technique researcher conducting some procedures that is planning it is necessary to gain information from the class. This step is to find out the problems that happens at one of senior high school in Majalengka. It involves doing an observation in the classroom during a lesson. Action, the researcher undertakes the teaching procedure in two cycles throughout this step. The tests would be by the researcher in each cycle. The first cycle is taking place during the first meeting, and the second cycle is taking place at the second meeting. There are two cycles of this research. Each cycle serves a different activity. The first cycle would be revises by the second cycle. The researcher conducting the teaching process and also observing the teaching and learning process. The researcher fills the observation checklist in the first meeting. The researcher observes students' action and also the classroom in the meeting. It would helps to strength the result of the data in each meeting and each cycle. Last one is

reflect, the researcher reflects on the teaching and learning process in this step. In each meeting, the reflection would be the observation checklist and the students' speaking test scores. This reflection would be very essential for the following cycle and also helping to address an issue from the previous cycle. On scoring data, researcher will grade students speaking in the pre- and post-test to measure students' ability, teacher need to have more attention when they grade the students speaking. To grade the students, researcher adapted scoring rubric by Hanik MH in 2017. In this scoring rubric, there are four aspects that assessed by the researcher. There are pronunciation, grammar, vocabulary and fluency. The researcher was observing how student's performance before and after the treatment.

RESULTS AND DISCUSSION

In this session, researcher reveal the result of observation and test (pre-test and post-test). On the first meeting, researcher have been observed by the observer in the class when doing teaching, there are 10 points in the observation checklist; Teacher greet the students and prepare the material, Teacher explains the topic that will be explain, Teacher is making sure that students pay attention to the lesson, Teacher tries to create the discussion session between the students with question and answers, Teacher implement SCL in the classroom, Teacher divide students into a group, Teacher is making sure that students having their discussion with their own group, After having discussion, teacher give the group the chance to do speaking performance based on the material, Teacher re-explain the materials as the conclusion of the meeting, Teacher closes the meeting. From the observer, the researcher mostly got a yes checklist only on 6th point (Teacher divide students into a group) the researcher got no checklist because in the classroom, the researcher give the student freedom about making a group, where the choices are researcher divide the students into a group or they are dividing themselves and the students response the researchers choice by choosing they are dividing group through themselves, thus from all of point in the observation checklist the researcher got 9 yes checklist and 1 no checklist. On the test, the researcher doing a pre-test and post-test, in the pre-test first method are implemented by the researcher by implementing Teacher-Centered Learning method in order to explain the material for the pre test, after researcher doing teaching in the class, the researcher doing a pre-test by giving 15 questions and each question is for 2 students and they are asked to answer the question by orally, during pre-test the researcher assessing their speaking performance by scoring rubric, from the pre-test they got 421 point which is calculated by Gay et al (2017) formula:

$$X: \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum x$ = The Total of all score

N = Number of students

Post-test were conducted in this research. Researcher doing post-test on the last meeting by asking them to make a group consist of-3-4 students which they should be make a dialogue about asking and giving opinion, each members of group should be practicing their dialogue in the front of the class. During post-test, the researcher assest them by using a scoring rubric. From the post-test, researcher got 527. From the score of pre-test and of post-test researcher calculated by using formula above and got the mean, pre-test is 14.03 and post-test 17.56, which means that the use of SCL has an impact on students speaking achievement.

CONCLUSION

Speaking ability is a way to convey an idea from someone orally in order to express a meaningful context. This is important because speaking is a gate to connecting someone to the other people. Students surely need to mastering this ability in order for building a good communication so they can have a good relationship in their daily life. In learning speaking there are lot of problems that faced by the students based on Ratnasari (2020), "There are some challenges faced by the students, such as *lack of vocabulary, fear of mistake and shyness, anxiety, lack of confidence, and lack of motivation*". These problems can hinder the students to mastering speaking ability, this is a teacher challenges to solve the problems that happen to the students. In this case, teacher need a method that can solve the problems which is faced by students. Student-centered learning method can be a proper method for solving this problem because with this method can give the student a freedom for their learning activity, when they are feel comfortable in their learning activity surely that can solving their learning speaking problems such as increasing their vocabulary, gaining their confidence and also encouraging their learning motivation. Based on previous chapter, researcher implementing student-centered learning method in one of senior high school in Majalengka which is mostly the students have their own speaking difficulties, from the test that has been given from the pre-test researcher got score 14.03 and post-test is 17.5. It could be seen that the students have an improvement for their speaking ability from before and after implementing student-centered learning method in speaking activities. Based on the result of the research, it can be concluded that implementing student-centered learning method is successfully improving the students speaking ability in their learning activity.

The researcher suggest to the English teacher to use or implementing student-centered learning method because this is a effective strategy to gain their motivation in their learning and can solving other problems that faced by the students in their learning process. Implementing student-centered learning method can give the students a comfort way for their learning activity, when they are feel comfortable it can gain their motivation during the lesson. While implementing student-centered learning method, teacher still should to control the classroom in other words teacher is not fully giving them freedom during the learning process because when the teacher is not controlling the classroom that can causing noisy class.

They must be more enthusiasm when learning English especially in speaking activities. It is good for them to gain their confidence and also students should try more often to practice speaking English in their daily life with the other students to make English become their second language.

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