CHAPTER II
LITERATURE REVIEW

A. Theoretical Description
1. Student-Centered Learning (SCL)
a. The Definition of Student-Centered Learning (SCL)

A new learning design that has been intensively called for in the education world over the last few years is a learning system that promotes student- centered learning (SCL). In higher education, there has been an increasing focus on a student-centered teaching method in a variety of subject areas.[1] Student-centered learning is an obligatory approach of the Indonesian National Curriculum 2013, which prioritizes the interests and abilities of students in learning. Students are active contribute in student-centered learning process; they study at their pace and employ their strategies; they are further intrinsic afterwards extrinsic; they develop learning-how-to-learn abilities as well as problem-solving, critical thinking, and reflective thinking.[2] Student-centered learning empowers students to take greater ownership of their learning. Besides that, student-centered learning also puts the student in a more active and self-directed role. The further engaged students are in their studies of class subjects, the more they are likely to remember what they learn. This causes learning to become more active (instead of merely listening to the teacher's explanation), and it becomes over memorable.[3]

Student-centered learning contrasts with the instructor-centered learning approach, which focuses on the passive transfer of knowledge from teachers to relatively passive students. In applying the student-centered learning concept, students are supposed enterprising and self-sufficient in learning process in learning process. The

---

[1] Eileen Mazur Abel and Mike Campbell, "Student-Centered Learning in an Advanced Social Work Practice Course: Outcomes of a Mixed Methods Investigation," *Social Work Education*, 2009, https://doi.org/10.1080/02615470701844423.

[2] Omar Awadh Salamah Idris, "Investigating Instructors' Perspectives towards Student-Centered Learning in Teaching English Language," *American Journal of Educational Research, Vol. 4, 2016, Pages 1317-1322* 4, no. 20 (2016): 1317–22, https://doi.org/10.12691/education-4-20-2.

[3] Winarsih and Yanto, "Student Centered Learning In English Study," *1st English Language and Literature International Conference (ELLiC)*, 2016.

students are in charge of and initiative to understand their learning requirements, discover origins knowledge to be able to acknowledge those requirements, and develop and serve their science based on those requirements and the origins they discover.

Student-centered learning must serve place for students to study corresponding to their curiosity, individual skills, and learning models. This is because, by nature, students have different characters from one another. This is in line with the idea that the student is at the center of the process, and the teacher's role remains critical, especially when one regard that every students are different.[4] Therefore, there is a conceptual switch from teacher to student in which the teacher is deemed as a "side guide," motivating and guiding students in attaining the aims established by both the teacher and the students.[5] Implementing student-centered learning means that teachers requirement to assist students determine the aims to be accomplished, motivate students to be able to evaluate their outcomes in learning, support teamwork, and confirm that they understand how to take on benefit of existing learning origins. This is done with the belief that student-centered learning can accelerate the process of students obtaining science and abilities in the learning process, especially in learning English.

b. Teacher Role in Student-Centered Learning (SCL)

In the implementation of student-centered learning, the emphasis is on the role of students, so teachers must realize that they only act as collaborators in the learning process. The teachers perceive themselves as guides on the side, not on the stage.[6] Therefore, the role of the teacher in the student-centered learning process is that of a facilitator who must arouse students' interest in learning materials and provide a variety of different learning approaches so that students can obtain the learning method that best suits their learning style. In addition, the teacher also acts as a

---

[4] Mihyar Hesson and Kaneez Fatima Shad, "A Student-Centered Learning Model," *American Journal of Applied Sciences* 4, no. 9 (2010): 628–36, https://doi.org/10.3844/ajassp.2007.628.636.

[5] Kimberly Overby, "Student-Centered Learning" 9 (2011).

[6] Idris, "Investigating Instructors' Perspectives towards Student-Centered Learning in Teaching English Language."

facilitator who aid students access all available learning resources, because the teacher is not the main available learning source.

The student-centered learning method approach is characterized by students who should be actively embroiled in the learning process. This can be triggered by intrinsic motivation, topics, issues, or learning about subjects that are interesting and increase intrinsic motivation. In addition, the learning experience gained through a real and relevant atmosphere is also very important in student activity. The meta-analysis of student-teacher connection in a student-centered surroundings recommend that a positive teaching connection variables as well as empathy, warmth, stimulation, and motivation are more related with learner involvement, critical thinking, pleasure, drop-out precaution, positive motivation, and social connection.[7] Therefore, the student-centered learning approach emphasizes providing opportunities for students to participate and be actively embroiled in activities when interacting with learning materials, teachers, and each other in the learning process.

However, challenges in implementing student-centered learning will be faced. To overcome these obstacles, steps that can be taken include reducing lectures, organizing subject matter, making relevant examples in student life, conducting questions and answers, summarizing discussions, and solving problems. Teachers are frequently required to praise, politely criticize, be conscious of their feelings, provide them instruction, be conscious of their non-verbal attitudes, use the target language with them, integrate their insights into the lesson, allow them work in groups, acquire a variety of open-ended replies from them, differentiate between enthusiasm and disorderliness, and encourage active participation in the learning.[8] According to the assertions, teachers must have a wide range of talents and abilities in order to sense what the student desire to study and how they desire to be taught and

---

[7] Jeffrey Cornelius-White, "Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis," *Review of Educational Research* 77, no. 1 (2007): 113–43, https://doi.org/10.3102/003465430298563.

[8] David Nunan, "Learner-Centered English Language Education," *Learner-Centered English Language Education*, 2013, https://doi.org/10.4324/9780203096888.

carried throughout the process while employing SCL in teaching and learning methods.

c. **Student Role in Student-Centered Learning (SCL)**

Student-centered learning focuses on the learning processes of the students. Students receive the teacher as a facilitator, guide, and motivator. They aren't just running encyclopedias, delivering whatever knowledge they require. Napoli stated that students are meaning seekers; they create meaning for themselves by reading, writing, listening, talking, and describing on material, ideas, and attention. A similar argument is that students are encouraged to be truth-seekers and meaning-makers.[9]

Students requested to involved in learning process, be active learners, and focus on focus on knowledge transfer to other disciplines and real-life circumstances.[10] Students who seek meaning and are active learners can quickly become the focus of the learning process. Furthermore, students are not only listening and responding, but they can also act as critical thinkers. Students build science by collecting and integrating knowledge together and incorporating it with problem-solving, communication, critical thinking, and enquiry.

d. **The Steps in Student-Centered Learning**

1) **Opening**

The opening is the initial activity that the teacher must do to start or open a lesson to create mental readiness and optimally attract students' attention to focus on the learning process. Teachers can carry out the following activities:

(a) Connecting the competencies possessed by students with the material to be presented.

(b) Delivering the objectives and outline of the material to be learned.

---

[9] Rodolfo P. Ang et al., *Elements of Student-Centered Learning*, *Office of Research and Publication, Loyola Schools, Ateneo de Manila University*, 2001, http://www.ateneo.edu/sites/default/files/Elements of Student Centered Learning_2012.pdf.

[10] Mariane Frenay et al., *L ' Étudiant-Apprenant . Grilles de Lecture Pour l ' Enseignant Universitaire* (De Boeck Université (Bruxelles, Belgique), 1998), http://hdl.handle.net/2078.4/21052.

(c) Delivering the steps of the learning process and the tasks that must be done to achieve the learning objectives.

(d) Utilize a variety of media and learning resources.

(e) Asking questions to find out students' understanding.

2) Competency Building

The formation of student competencies is a core learning activity, which includes the delivery of information about the material to form student competencies and exchange experiences and opinions or solve problems that are faced together concerning the materials. In the learning process, students are assisted by teachers as facilitators to form competencies, as well as develop and modify learning activities if they require development or modification. The procedure for building competence is as follows:

(a) Based on the basic competencies and standard materials which has outlined in the Learning Implementation Plan (RPP), the teacher explains the minimum competency standards that students must achieve and how to learn.

(b) The teacher explains logically and systematically and then allows students to ask questions until the basic material can be mastered.

(c) Distribute learning materials or resources in the form of handouts to be studied.

(d) Distribute sheets containing assignments about the material which has explained by the teacher and studied by students.

(e) The teacher monitors and checks the activities of students in doing assignments and provides assistance or direction if students face difficulties.

(f) After being checked, the teacher explains each answer.

(g) Errors and incorrect answers are corrected by the students themselves and the teacher allows students to ask questions.

3) Closing

In this closing activity, the teacher seeks to find out the formation of competencies and the achievement of learning objectives, as well as the students'

12

understanding of the material being studied, as well as ending the learning activities. Teachers can carry out the following activities:

(a) Conclude the material that has been studied.

(b) Asking questions to measure the level of achievement of the objectives and effectiveness that have been implemented.

(c) Delivering deepening materials that must be studied and assignments following the subjects that have been studied.

(d) Giving posttest both verbally and in action.[11]

e. **Types of Student-Centered Learning (SCL)**

Learning models that use the SCL (Student-Centered Learning) approach include the following:

1) Small Group Discussion (SGD)

The discussion method or Small Group Discussion (SGD) is a learning model that involves students in groups and other groups of students or groups of students and teachers to analyze, explore or debate certain topics or problems.

2) Role-play and Simulation

The role-play and simulation method is an interaction between two or more students regarding a topic or activity by displaying symbols or equipment that replaces the actual process, event, or system. So with the role-play and simulation model, students learn something (system) by using the model.

3) Discovery Learning

The discovery learning method is a format of giving learning or research assignments to students with the aim that students can find the answers themselves without the help of the teacher.

4) Self-Directed Learning

The self-directed learning method is a form of giving learning assignments to students, such as reading assignments and making summaries.

5) Cooperative Learning

The cooperative learning model is a student learning activity utilizing groups to work together and

---

[11] Zulvia Trinova, "PEMBELAJARAN BERBASIS STUDENT-CENTERED LEARNING," *Jurnal Al-Ta'lim* 4 (2013): 324–35.

help each other in constructing concepts, as well as solving problems, or inquiries.

6) Contextual Learning (CL)

Contextual learning is learning that started with an verbal presentation or question and answer (open, friendly, negotiated) concerned to the real world of student life (daily life), so as the advantages of the material to be delivered will be felt, learning stimulation appears, the students' thoughts becomes solid, and the environment become more conducive, enjoyable, and fun.

7) Problem Based Learning (PBL)

The goal of the Problem Based Learning (PBL) model is to train and grow the ability to resolve issues that are oriented against authentic issues from students' proper lives and to encourage supreme order thinking abilities. Conditions that must be maintained are conducive, open, negotiated, democratic, comfortable and pleasant atmosphere so that students can think optimally.

8) Collaborative Learning (CbL)

The Collaborative Learning (CbL) method is a method that enables students to seek and find answers as much as possible, and interact with each other to explore all the possibilities that exist.

9) Project Based Learning (PjBL)

The Project Based Learning (PjBL) method is learning by providing project tasks that must be completed by students by finding their library resources.[12]

2. **Think-Pair-Share**

a. **The Definition of Think-Pair-Share**

There are numerous cooperative learning strategies, but Think-Pair-Share was chosen for this study. Think-Pair-Share (TPS) is a cooperative learning model. Lyman first raised the Think-Pair-Share cooperative learning technique.[13] Think-Pair-Share is a corporative

---

[12] Tim K-DIKTI, "Buku Kurikulum Pendidikan Tinggi Direktorat Pembelajaran Dan Kemahasiswaan."

[13] Cahyani, "The Use of Think Pair Share Technique to Improve Students' Speaking Performance."

discussion strategy that was initially expanded by Professor Frank Lyman and his associates at the University of Maryland in 1981.[14] It is a simple technique for a small discussion. Think-Pair-Share means that students will think first about their material or topic, discuss it with their friends, and then share their thoughts.[15] Think-Pair-Share is a team work strategy that demands personal students in study pairs to answer questions from the teacher and afterwards share those answers with a pair.[16] Based on this opinion, the use of think-pair-share learning techniques can develop the ability to express ideas or concepts independently and compare them with other people's ideas.

The first phase in this think-pair-share method is "Think." The teacher instigates students' thoughts with questions, prompts, or observations. Students will be given a few minutes to think about the teacher's questions. The second is pairs. The teacher divides the students into pairs by using pairs or tablemates. Students pair up to discuss their respective answers. They contrast their psychological or written notes with each other and recognize the answer which is considered the best answer, most conclusive, or very unique.[17] The third is "share." After students have talked or discussed with their respective partners for a few minutes, the teacher asks the pairs to share their ideas with the whole class.

By using think-pair-share in cooperative learning, teachers allow students with activities that encourage interaction and need accountability.[18] The interaction aims to trigger students' critical thinking skills. To increase students' accountability, the teacher gives trigger questions to students. Some of the trigger questions given by the teacher are part of the learning material that will be discussed. After the trigger question is given, students will

---

[14] Kaddoura et. al, "Think Pair Share: A Teaching Learning Strategy to Enhance Students ' Critical Thinking," *Education Research Quarterly* 36, no. 4 (2013): 3–24.

[15] Nurul Istiqomah, Interview By Researcher, On July 27, 2022, Interview 1, Transcript.

[16] Nurdin et al., "Pengaruh Model Pembelajaran Think Pair and Share Ditinjau Dari Kemandirian Belajar Terhadap Hasil Belajar Ips Siswa."

[17] Kaddoura et. al, "Think Pair Share: A Teaching Learning Strategy to Enhance Students ' Critical Thinking."

[18] Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, *Kagan Publishing* (San Clemente: Kagan Publishing, 2009).

be given the topic of the problem, and then they are asked to think about their answers or thought before switching to a pair to discuss it. The teacher can walk around the room and see what students get from the topic of the problem to find out who comprehends the concept. This maintains students from adopting the manner they just sit back and leave their classmates to do all the thinking.[19]

With the use of the Think-Pair-Share technique in English learning, students are expected to be able to develop their thinking and answering abilities by communicating with others and working together to assist each other in small groups. The hallmark of the think-pair-share technique is that it is a technique in the cooperative learning method that provides students over time to think, discuss, respond, and assist others.[20]

In the Qur'an, verses that explain the existence of discussion, mutual response and argumentation are found in Q.S. As-Saffat (37):102 as follows:

فَلَمَّا بَلَغَ مَعَهُ ٱلسَّعْىَ قَالَ يَٰبُنَىَّ إِنِّىٓ أَرَىٰ فِى ٱلْمَنَامِ أَنِّىٓ أَذْبَحُكَ فَٱنظُرْ مَاذَا تَرَىٰ ۚ قَالَ يَٰٓأَبَتِ ٱفْعَلْ مَا تُؤْمَرُ ۖ سَتَجِدُنِىٓ إِن شَآءَ ٱللَّهُ مِنَ ٱلصَّٰبِرِينَ ﴿١٠٢﴾

Means: "Then when the boy reached the age to work with him, Ibrahim said: "O my dear son! I have seen in a dream that I (must) sacrifice you. So tell me what you think." He replied: "O my dear father! Do as you are commanded. Allah willing, you will find me steadfast."[21]

The verse leads to problems that are expressed using argumentation instead of sight. In other words, every time you want to solve a problem in discussion, someone needs reason to think and argue to get the truth according to the problem being debated.

Therefore, through the Think-Pair-Share learning technique, students may immediately solve matters, comprehend the material in groups, work together to assist each other, create conclusions (discussions), and deliver in front of the whole class as one of the evaluation steps of the

---

[19] Kagan and Kagan.

[20] Richard I Arends, *Learning to Teach*, *Mc Graw Hill*, 9th ed. (New York: McGraw-Hill, 2009).

[21] Saheeh International, *The Qur'an English Meanings* (Jeddah: Al-Muntada Al-Islami, 2004).

16

learning activities that already carried out. The think-pair-share technique emphasizes optimizing student participation by providing at least eight times as many opportunities for each student to be acknowledged and demonstrate their involvement to others.[22]

b. **Think-Pair-Share Model**

The think-Pair-Share model is composed of certain steps. Five steps in the Think-Pair-Share model, they are:

1) Organizing students into pairs

The Think-Pair-Share technique starts by randomly pairing the students. The goal of selecting at random is to prevent an achievement crevice among high and low students. In addition, they would have a higher opportunity to know others closely, and it would intensify a student's regard for others.

2) Posing the topic or a question

The next step is posing a question or a topic to the students. The question must be common and have considerable types of answers. For instance, "What do you know about narrative?" If they read a text, they can be asked, "What is the message in the text?" It establishes the students think inside and may offer their opinions on considerable aspects.[23]

3) Giving time for students to think

The teacher must provide the students few minutes to consider their responses to the previous question. Students silently think about the topic, make notes, and draw or calculate to solve the issues. They must analyze the questions and practice their critical thinking to answer it. Perhaps, every student has a diverse answer to share with their class fellow.

4) Asking students to discuss with their partners and share their thinking

In this section, every student will share their answer with their ally in pairs. They would share their thoughts and discuss them with others to discover the best answer. Furthermore, this action could be

---

[22] Nurdin et al., "Pengaruh Model Pembelajaran Think Pair and Share Ditinjau Dari Kemandirian Belajar Terhadap Hasil Belajar Ips Siswa."

[23] Kagan and Kagan, *Kagan Cooperative Learning*.

17

expanded to a supreme level by combining two pairs into one. It means that considerable thoughts should be shared to discover the best solution, and it assists students to escalate their critical thinking and analyzing abilities.[24] This action assists the students to expand their knowledge, communication abilities, and self-trust.

5) Calling on a few students to share their ideas with the rest of the class

The last step of this technique is to select several students served their thoughts to the whole class. Several students give their answers, and others can give their opinions or other answers. However, it enhances the student's confidence in addition to their knowledge.[25]

c. **Advantages of Think-Pair-Share Method**

1) Increase students' self-confidence

A lot of students perceive more confidence in speaking with their pairs because they are not under peer pressure. When students discuss with their partner, they will feel more at ease and think more clearly.

2) Make discussions more productive

Giving students time to think, so students own the chance to think about their thought before they have to share them with other groups or in front of the class.[26]

3) Make students think critically

By being given time or the chance to think and discuss their thought with each other, students will discover new knowledge. Therefore, students are actively involved in thinking to discover what they understand and do not understand, which is most precious for students. As a result of this chance, students would think over critically to discuss and describe the given theme.

4) Improve the quality of student responses

---

[24] Dino Sugiarto and Puji Sumarsono, "The Implementation of Think-Pair-Share Model to Improve Students ' Ability in Reading Narrative Texts," *International Journal of English and Education* 3, no. 3 (2014): 206–15.

[25] Kagan and Kagan, *Kagan Cooperative Learning*.

[26] Apriyanti and Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom."

Students have enough time to think and discuss their thoughts with each other by communicating orally. Thus, the responses received will usually be more educated concise because students have the opportunity to describe on their thoughts.[27]

5) Improving positive interpersonal relationships between students

Students are allowed to communicate with each other to share their ideas with at least one more student, therefrom escalating the sensation of engagement among students. That way, students can make sure that none of their friends are left out of the discussion. In discussions, a sense of involvement is needed so that students become empathetic to each other, which will increase positive interpersonal relationships between students.[28]

6) Fun teaching and learning atmosphere

Using the Think-Pair-Share technique, the teacher may build a pleasant classroom atmosphere. The teacher creates new situations and motivates students to speak up and dare to express their thoughts, ideas, and feelings and answer the questions given. Thus, the classroom atmosphere will turn out to be fun because students become active in the learning process.

7) Good classroom management

When the learning process takes place, everything is student-centered and no longer teacher-centered. Teachers will regard students as the center of the learning and teaching process. Time will not be wasted just by selecting students to respond to questions and ask to share them with other students.

8) Teachers are more creative

In the learning and teaching process, the teacher should be more creative in create new material to be discussed. Using think-pair-share not only provides

---

[27] Selly Pratiwi, "Improving Students' Speaking Ability Using Think Pair Share (TPS) of Cooperative Learning for the 8th Grade Students of SMP Pesantren Guppi Samata," 2018, 235.

[28] I Nyoman Adi Jaya Utama I M. Permadi. Marhaeni A.A.I.N. Putra, "The Effect of Think Pair Share Teaching Strategy to Students Self – Confidence and Speaking Competency of The Secoond Grade Students of SMPN 6 Singaraja," *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha* 1 (2013): 167.

opportunities for students, but the teacher can also observe all students when interacting in pairs and will know if students comprehend the topic or not or if there are several things that require review.[29]

d. **Disadvantages of Think-Pair-Share Method**

1) Not all students can focus on the given theme. This is because students may share everything to their partners outside the theme that has been given by the teacher.

2) There is a probability that students have low comprehension of or lack knowledge of a given topic will tend to chat with their partners.[30]

3) Students feel bored if they have to work with the same partner. This can be overcome by randomizing according to the student's serial number, the number of tables, or the student's choice. Thus, students can interact with other friends and minimize boredom.

4) The teacher must keep an eye on the students. This is because there are many groups formed to discuss the given topic.[31]

3. **Implementation**

In a simple term implementation is defined as the execusion or application. Implementation is an activity that is carried out with action, actions that are structured to achieve the results or objectives of the activity itself. Implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the objectives of the activity.[32] Implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to occur.[33] From the definition above, the implementation is the planned and deliberate carrying out of

---

[29] Pratiwi, "Improving Students' Speaking Ability Using Think Pair Share (TPS) of Cooperative Learning for the 8th Grade Students of SMP Pesantren Guppi Samata."

[30] Diyah Reni Fauziyati and Wiwiek Istianah, "The Effect of Using Think-Pair-Share Tecnique on the Eight Grade Students' Reading Comprehantion Achivement at SMPN 3 Bangsalsari Jember," *Journal of English Language Teaching* 2, no. 2 (2013): 42.

[31] Erlinna dewi Sanjani, "Improving Students' Speaking Ability Using Think-Pair- Share of Cooperative Learning for the 8," 2015, 235.

[32] Syafruddin Nurdin, *Guru Profesional & Implementasi Kurikulum* (Jakarta: Ciputat Pres, 2005).

[33] Tim Erhen, "Implementation," 2021.

actions intended to convert ideas and evidence into practices and policies that benefit people in the real world.

Implementation of learning is action or implementation of a plan that is prepared in the learning process in a mature and detailed manner.[34] This implementation in the context of learning is an action that starts with the creation of a lesson plan, continues through the adaption of the plan into the learning and teaching process in the classroom, and ends with the provision of an assessment.

4. Asking For and Giving Opinion

a. Definition of Opinion

Opinions are ideas, thoughts, and beliefs that are not necessarily supported by facts, have not even been proved, or have never been independently confirmed.[35] In line with the statement, "opinion" is an individual perspective; understanding, personal feelings, beliefs, and desires result from information that is unsubstantiated and unrelated to knowledge and facts.[36] When the universal question is asked, an individual's opinion is an implicit verbal response or answer given in response to a specific stimulus in a condition.[37] According to the definition given above, an "opinion" is a judgment or belief regarding something that is based on an assumption or personal perspective, is subjective, and differs from one individual to another.

b. Asking Opinion

There are several ways to express personal opinions to others; however, there are only two possible views to consider regarding giving opinions. The two viewpoints are the ones we express based on our personal beliefs and those we express based on beliefs in general (the views of many people in general). Asking for an opinion is used when someone wants to know about someone's thoughts.[38]

c. Giving Opinion

---

[34] Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum* (Jakarta: Raja Grafindo Persada, 2002).

[35] Astrid S Susanto, *Pendapat Umum* (Bandung: PT Karya Nusantara, 1975).

[36] Iswandi Syahputra, *Opini Publik* (Bandung: Simbiosa Rekatama Media, 2018).

[37] *Propaganda, Polls, and Public Opinion: Are the People Manipulated?* (United States of America: Pearson College div, 1997).

[38] A Journal et al., "IMPROVING STUDENTS ' ABILITY IN ASKING AND GIVING OPINION BY USING HANGMAN GAME," 2013.

21

Giving an opinion is used when someone conveys their thought or idea to another.[39] Giving an opinion means expressing our thoughts or our point of view on a subject or issue; it could be our point of view or our agreement or disagreement with anything.[40] According to the definition given above, "giving an opinion" is an expression of having an opinion about something or responding to someone who asks our opinion about something.

d. **Asking for and Giving Opinion**

Asking for and giving opinions are interconnected. When we ask someone else for their opinion, we can be sure that they will also give us the opinion we have asked for. Asking for opinions means sharing ideas and opinions with everyone else. Whereas, giving an opinion is like giving ideas and opinions to everyone else. "Asking and Giving Opinion" is an expression used to describe how people should request the opinions of others and how we ought to give opinions to others.[41]

In eighth grade junior high school, learning English with the material and asking for and giving opinions are learning competencies that must be achieved. The learning competencies include two things: basic competencies and indicators of competency achievement. First, basic competence (KD) is compiling short and simple oral and written interpersonal interaction texts that embroil demanding attention, examining to understand, appreciating practice, asking for and giving an opinion, and answering them by notice to social functions, text structure, and linguistic elements that are valid and in context. The second is an indicator of competency achievement (IPK). There are two points: analyzing the various expressions of asking for and giving an opinion, and compiling and practicing a simple dialogue asking for and giving an opinion.[42]

e. **Expression of Asking for and Giving Opinion**

---

[39] Journal et al.

[40] Kurnia Megiyatri, "Fostering Students' Speaking Skill in Asking and Giving Opinion Through Talking Chip Technique," *Syarif Hidayatullah Islamic State University*, no. 3 (2019).

[41] Joko Priyana, Arnys R Irjayanti, and Virga Renitasari, *Scaffolding: English for Junior High School Students* (Jakarta: Departemen Pendidikan Nasional, 2008).

[42] "Rencana Pelaksanaan Pembelajaran." (MTs. NU Banat Kudus, 27 July 2022).

Sometimes, we need an opinion from other people about something. Whether about a person, condition, and others. To ask for an opinion, we need to utilize the expression of asking for an opinion, and to give our opinion, we utilize the expression of giving an opinion. There are several expressions of asking for and giving opinions according to the teacher's lesson plan for junior high school eighth grade.[43]

Asking for Opinions	Giving Opinions
• What do you think…? • What is your opinion about…? • What are your ideas/views? • Do you have any thought on that? • How do you feel about that? • Any comments? • Do you have any idea? • What is your reaction to…? • Why do they behave like that? • How about….? • Is that true that…? • How do you like…?	• In my opinion… • In my humble opinion… • To say frankly… • May I make a comment on that? • What I have in my mind is… • I feel that we should… • In my view… • I feel… • I consider… • I think… • I believe that…

Table 2. 1. The expressions of Asking for and Giving Opinion

B. Theoretical Framework

This study uses descriptive qualitative research that aims to describe student-centered learning in the implementation of the

---

[43] Richa Kusuma Wardani et al., "AN ANALYSIS SPEAKING ABILITY OF USING ASKING AND GIVING OPINION AT EIGHT GRADE OF SMP N 22 MERANGIN Volume 2 Edition 2 November 2020 Volume 2 Edition 2 November 2020" 2, no. November (2020): 49–56.

Think-Pair-Share method in English subjects at MTs. Banat Kudus. Student-centered learning is a popular learning model that is being implemented extensively in all Indonesian schools, as well as the new Indonesian National Curriculum 2013, which will replace the previous curriculum. This starts with conventional learning, which is boring and makes students bored. It is necessary to have a variety of learning methods that can help students understand the material, one of which is by using the student-centered learning method in the learning process to help students understand material and increase the effectiveness of learning. There are several types of student-centered learning strategies, one of which is cooperative learning. TPS is an abbreviation for Think-Pair-Share, a cooperative learning model.

To investigate student-centered learning in the Think-Pair-Share method implementation in MTs. NU Banat Kudus, researcher conduct interviews and observations on the English subject that a teacher is teaching in the eighth grade with the material about "Asking for and Giving Opinion." Starting from the implementation of the Think-Pair-Share method, student activities and positive responses of students to the learning process are expected to increase students' interest in and motivation to learn. The overall picture of the research framework is shown below.
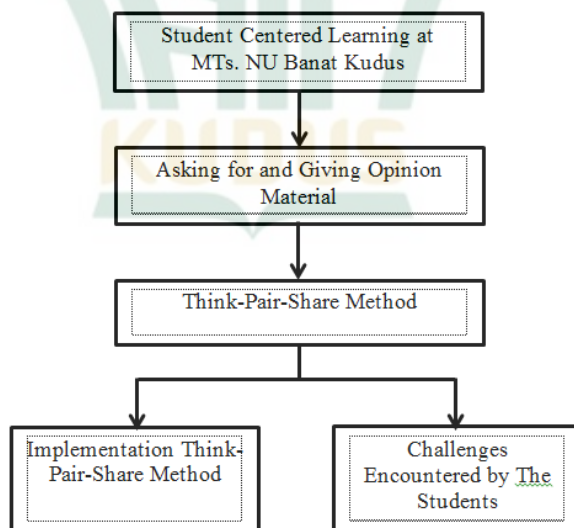

Figure 2. 1 Theoretical Framework

24

C. Review of Previous Studies

Several topics that have been studied by researchers related to student-centered learning in the implementation of the think-pair-share method. The following is an analysis that has been investigated by several previous studies to see what analyses have been carried out, what theories related to student-centered learning and think-pair sharing have been used, and what objects have been carried out. Some of these studies are relevant to what the researcher is researching.

First, the study conducted by Leslie S. Keiler entitled "*Teacher's Roles And Identities In Student-Centered Classroom*". The aim is to explore the influences on educators in student-centered teaching, peer-interceded STEM classrooms, and preparing student peer leaders for their parts in the classes. A qualitative method was used at two municipal intermediate schools. Data collection was used the teacher interviews and focus groups to prioritize teachers' views about their impressions and modify codes for three years of the research. After each round of interviews, the researcher examined the entire range of data sets, expanding and modifying the codes during the three years of the research. Thus, program participants evaluated and validated the raw data, patterns, and conclusions are analyzed by the researcher. The result shows that all of the participating teachers discussed the many advantages of teaching in student-centered classroom and how it differs from conventional classrooms. Based on their previous identities and current views, their switchovers to this form of teaching might be divided into three main parts. They discuss about how the model helped them become the teachers they had always seen themselves as being. It was more difficult for other instructors, who first identified as suppliers of STEM material, to make the switch to student-centered learning. To carry out the program, other embroiled teachers experienced significant identity transformation.[44]

Feni Cahyani also conducted research titled "*The Use of Think Pair Share Technique to Improve Students' Speaking Performance*". This research aimed to discover if the utilize of the "think pair and share" technique may escalate students' speaking performance or not. The object is the students. A quantitative

---

[44] Leslie S. Keiler, "Teachers' Roles and Identities in Student-Centered Classrooms," *International Journal of STEM Education* 5, no. 1 (2018), https://doi.org/10.1186/s40594-018-0131-6.

method with an experimental research of pretest and posttest control group design was carryout. Pretest and a posttest are used to collect the data. The test composed of a set of spoken tests. The pretest used to gauge the students' skill before they got treatments. Meantime, the posttest was utilized to gauge the students' performances in speaking after they got the treatments. The result shows there are progress in students' scores in speaking practice after learning the Think Pair Share technique. The Think Pair Share technique can become alternative teaching techniques implemented by the English teacher in English teaching as a non-native language.[45]

Furthermore, Dian and Mutiara conducted a study titled "*Think-Pair-Share: Engaging Students In Speaking Activities In Classroom*". The aim was to explain the implementation of the Think-Pair-Share strategy in teaching speaking skills to intermediate students. This research used a qualitative method with a descriptive analysis. The data was collected by observation, interviews, and document analysis. The data analysis techniques utilize a t-test of the post-test and used case study theory. The results claim that the implementation of the Think-Pair-Share technique throughout the learning process occurs by attending the phases that have been appointed in the learning process plan created by the teacher. Appreciation for the implementation of the Think-Pair-Share technique is quite well. Students claimed that they can resolve the problem in the speaking learning process through Think-Pair-Share.[46]

The last study is a study entitled "*Enhancing The Students' Speaking Skill Through Think-Pair-Share (TPS) at SMAN 4 Jember*" by Al Karim et al. This study discussed the use of "think-pair-share" (TPS) at the senior high school in the online learning and teaching process throughout COVID-19. The aim is to improve the eleventh-grade students' speaking abilities and involvement at the senior high school in Jember by utilizing Think-Pair-Share (TPS). The research design is classroom action research (CAR). The data was collected through a speaking test, observation in meetings 1 and 2, and documentation (students' name lists and recordings). The test composed of a set of spoken tests on opinion

---

[45] Cahyani, "The Use of Think Pair Share Technique to Improve Students' Speaking Performance."

[46] Apriyanti and Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom."

and thought material also used the inter-rater scoring data analysis method in the speaking test. The result showed that the Think-Pair-Share (TPS) strategy can improve the students' speaking abilities at SMAN 4 Jember. It was evident from the first cycle progress in the students' speaking test points. It occurred since the students were pushed to speak English by their partners and discuss it in class. It builds a positive environment for sharing thoughts about the material, and the students may practice their pronunciation and vocabulary.[47]

Previous research and this study have similarities. There are research subjects about student-centered learning, and the object of research is both middle school and high school students, but in this study, students become the object of research in describing the implementation of think-pair-share in asking for and giving opinion material. Whereas previous studies used qualitative research, this research uses descriptive qualitative research with case study methods, whereas the first theory of student-centered learning uses quantitative research. Second, in collecting data in the field directly, this study uses 3 techniques: observation, interview, and documentation. Third, the data analysis used in this study is data reduction. Fourth is the time of research; previous research was carried out before the COVID-19 pandemic and throughout the COVID-19 pandemic, which means that learning was carried out online. While this research was carried out after the COVID-19 pandemic occurred, it still needs to be adapted to face-to-face learning that has just been re-applied. Therefore, this study describe the reality of student-centered learning in the implementation of the think-pair-share method in asking and giving opinions in grade eight of a private junior high school.

---

[47] Al Karim, Bilqis, and Suharjito, "Enhancing The Students' Speaking Skill through Think-Pair-Share (TPS) at SMAN 4 Jember."