CHAPTER I
INTRODUCTION

A. Research Background

Student-Centered Learning (SCL)can also be described as a place where students can study in groups and individually, examine problems, and actively participate in the learning process rather than just passively.

Teaching and learning activities in today's classrooms do not only use a one-way learning model, namely the teacher explains and students listen, but effective learning must involve students in the learning process. The student-centeredlearning (SCL) approach is a learning approach that empowers students to become the center during the learning process.[1]

In practice, this student-centered learning environments are designed to enable students to take a more active role in learning by shifting responsibility for organizing, analyzing, and synthesizing content from teachers to students. This environment allows students to explore complex problems using a variety of resources and to develop and demonstrate their strategies for solving them and negotiate solutions collaboratively.Learning is tolearn not to change the behaviorof someone but to change the curriculum ofschool becomes such thatstudents can learn more andeasy.[2]

In this application, the student-centred approach to learning has several advantages that serve as a driving force for implementation in the teaching process, such asactivating and critical thinking in the process of learning, students are encouraged to acquire knowledge in the process of discovery,and inquiry, students can identify their learning style according to individual characteristics, pay attention to the needs and background of the learner, provide opportunities for the development of various assessment strategies.[3]

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[1] Isjoni & Firdaus, *LN.Pembelajaran Terkini* (Yogyakarta: Pustaka Pelajar,2008), 60-61.

[2] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, (Jakarta: Rineka Cipta, 2010)

[3] Setiadji 2010 in https://www.kajianpustaka.com/2021/05/model-pembelajaran-scl-student-centered-learning.html

Many things have been done by the teacher in improving students' speaking skills. One of them is the SCL approach. SCL itself has become a policy in the independent learning curriculum.In practice, student-centered learning environments aim to enable students to take a more active role in learning by shifting responsibility for organizing, analyzing, and synthesizing content from teachers to learners.

There have been many studies related to improving speaking skills with the SCL approach. Existing studies on improving speaking skills through SCL tend to look at several things. Such as students' interests, the material being taught, the teaching methods carried out by the teacher, and the duration of learning hours.

The purpose of this study is to complement the shortcomings of previous studies. In particular, this study will examine the application of SCL in learning speaking skills using the SCL method for students and analyze the supporting and inhibiting factors for its application to students.

In theory, a group presentation is a type of learning in which students work together to solve a problem. Some of the benefits include increased motivation to learn, being faster in solving problems, developing communication and collaboration skills, and being freer to ask questions.

In the swift currents of modern globalization, language is one of the key components of communication, especially for students looking to improve their abilities. Language skills can bring value, so that career opportunities are more open. Not only that, foreign language skills are very useful for us to communicate with people in other countries. The more multinational companies that expand their networks, the more opportunities are opened for graduates who master the language.

Speaking was chosen as the main concern of this study since it is believed that speaking could mirror how far a learner has progressed in the language learning context. Speaking is a two-way process between speaker and listener and involves productive and receptive skills of understanding, which have transactional and interactional functions. The first concerns the transfer of

information, and the latter function as the primary purpose of maintaining social relationships.[4]

A learning model is defined as a conceptual framework that describes the systematic procedure in organizing learning experiences to achieve certain goals and serves as a guide in planning and implementing lessons.[5] It gives teachers a structured framework for creating a suitable learning environment and scheduling instructional activities. It also has an impact on how the classroom is organized, how the students behave, and the kind of tasks, materials, and methods used in education.

Selection of appropriate learning strategies by curriculum objectives and potential students are abilities and basic skills that must be possessed by an educator. The learning system in schools is currently still running continuously traditional and prevents students from can learn actively and creatively. System learning with a traditional approach is not enough to produce competent graduates, especially in the fields of certain. Abin Syamsuddin Makmur concerning education as a medium and vehicle for transfer. The value system argues that there are five roles and functions of teachers, namely as; conservator (maintainer) of the value system which is the source of normsmaturity, innovator (developer) of the value system of science, and thetransmitter (successor) of the value system to students, transformer(translator) the value system through the incarnation of the person andbehavior, through the process of interaction with students, as well as organizers(organizers) the creation of an accountable educational processin the value system transformation process.[6]

According to the SCL learning method, this means that students must be motivated to work hard to acquire the needed competence. This can be accomplished by increasing class discussions so that students feel comfortable sharing their thoughts. It is hoped that through putting the SCL learning theme into practice, students will be able to actively participate, have critical power, engage in analysis, and solve problems.

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[4] D Bryne, *Teaching Oral English* (New Jersey: Longman Group Ltd.Herrington, J, 1984).

[5] B. Joyce & M. Weil, *Models of Teaching* (New Jersey: Prentice-Hall, Inc. 2001).

[6] Abin Syamsuddin Makmur. *Psikologi Kependidikan* (Bandung: PT Remaja Rosdakarya. 200), 7.

Based on the description of the strategy for learning shows that learning what has been going on all this time needs to be held improvements and developments so that more can stimulate creativity and activity students. SCL to improve speaking skills is very helpful for students.Students as candidates for energy professional work should also be introduced to the workings of the professionals in the industry so that it will increase the madam students to adapt when entering the workforce after graduation. The work process in a very demanding industry creativity and activity need to be adopted in learning strategies in high schools and colleges.

B. Research Focus and Scope

Education professionals from many nations throughout the world agree that student-centered learning (SCL) is one of the most common teaching strategies. The teaching and learning process, which tries to improve student learning outcomes as much as possible, is thought to be improved significantly by SCL. This approach is by the philosophy of learning which views learning as an opportunity to gain more knowledge to improve the quality of life.

Several aspects need to be studied in the English learning process which includes the approaches, methods, and techniques used in this high school. However, due to the limited time and resources of researchers, in this study, the researchers only concentrated on examining whether the student-centered learning method would improve speaking skills by using the sum of the results of exercises and results during class learning.

C. Research Problem

Focusing on student-centered learning methods in learning whether the use of these methods is effective or not in improving their speaking skills.

1. How is the process of the implementation of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency?
2. What are the supporting and obstacle of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency?

4

D. Research Objectives

The objectives of this research to as follows:

1. To describe the process of the implementation of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency.
2. To find out the supporting and obstacle of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency

E. Research Significances

The theoretical advancement of English language instruction in this high school is anticipated to make a better contribution. With fun learning, students are expected to enjoy and easily understand the material presented. Theoretically, the author hopes that this research can contribute to research that will examine methods of learning English.

F. Definition of Key Terms

1. Student-Centered Learning: SCL is a teaching strategy that emphasizes the roles of the learners. With the help of this method, students can learn more actively, independently, and in accordance with their level of aptitude. The students are given the chance and resources to improve their knowledge and develop a thorough comprehension, which will help them become better quality. According to the student-centered learning (SCL) method, the teacher takes on the role of a facilitator. In this context, the teacher can give facilitation in the learning process, making the teacher a partner or companion for students in the learning process. have the courage to express or discuss their feelings and beliefs which in the end the teaching-learning process can take place as expected, in other words, the teacher helps students to improve or develop academic skills. The teacher-centered model is an industrial production in which the student is a product and behaviors of "exit skills" or "outcomes". Also, the learner-centered approach means self and life-long education when teachers should change their traditional roles from teller to

5

coordinator and from material users to teaching material providers.[7]

2. Group Presentation:Speaking in front of an audience or using a presentation as a technique of communication. Presentations are made to other people in order to share actions, viewpoints, or information. While groups are people who have the same interests and also have some of the same basis of interaction. With that they will be bound together by a series of distinctive social relations. It can be concluded that, a group presentation is a presentation with several members to convey the results they have worked on together.

3. Speaking Skill: Speaking or the ability to speak in English is one of the basic competencies that must be mastered, especially in the current era speaking refers to the ability to communicate ideas effectively. Connecting messages and The weight of spoken language as a delivery method is considerable. The listener hears the message not in its original form but rather in another one, namely the language's sounds. The listener then makes an effort to restore the message in the shape of the language's original sound. Talking is a form of communication that impacts our day-to-day activities. Speaking, then, is what we say about what we observe, experience, and consider.[8] We want someone to hear us while we are feeling something. We can therefore refer to this process as an interaction between two sides. Therefore, speaking as a means of communication has a significant impact on our personal lives, and being able to speak English well is important.

G. Organisation of Thesis

The systematics of this thesis is as follows:

Chapter I is the introduction. This chapter describes the research background, limitation of the problem, research questions, research objectives, the significance of the study, and systematic writing.

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[7]Baldauf dan Moni. 'Learner-centeredness in teaching English as a foreign language'. *Thai TESOL International Conference, Chiang Mai, Thailand*, (2006) *https://espace.library.uq.au/data/UQ_8562/K_B_MThaiTESOL06.pdf*

[8]Tarigan, H. Guntur. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. 2008.

Chapter II is a review of related literature. In this chapter, the theoretical basis related to the study will be described, and a review of previous studies that are relevant to the study and theoretical framework.

Chapter III is the research methodology. This chapter will describe the basis of the type's approaches, research settings, research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is finding and discussion. In this section, an overview of research objects, a description of the research, and data analysis from the research.

Chapter V is closing. As the final chapter, this chapter will briefly present conclusions obtained from the discussion and also contain suggestions for interesting parts for the development of further research.