

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The theories discussed in this chapter are theories that support the understanding of the problem formulated in Chapter I. The review is presented in two subheadings. The first part discusses Student-Centered Learning. The second part discusses matters related to improving students' speaking skills.

#### A. Theoretical Description

##### 1. Student-Centered Learning

###### a. Definition

Student-centered learning (SCL), also known as learning that is focused on the requirements of the student, will affect how many opportunities and resources students have to expand their knowledge and develop a deeper understanding, which will ultimately lead to better specific learning of students. Explains that the SCL model is integrative teaching thinking, based on existing models of creativity and synthesis. In this model, the student is put at the heart of a bigger learning process that includes instructors, specialists, and the public.<sup>1</sup>

In the SCL learning strategy, it means that students must be encouraged to be motivated and to work hard to develop the required competency. This can be accomplished by lengthening classroom discussion so that students feel comfortable sharing their thoughts. By utilizing the SCL learning system, it is hoped that students would be able to actively participate, possess critical thinking skills, be able to analyze, and be able to solve problems.

Based on the description of the strategy of learning shows that learning what has been going on all this time needs to be held improvement and developed so that more can stimulate creativity and student activity. 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

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<sup>1</sup>M. Hesson, and K.F. Shad, "A Student-Centered Learning Model". *American Journal of Applied Sciences*. 4 (9),2001, 628-636.

when entering the world of further education upon graduation, which is very demanding creativity and activity need to be adopted in learning strategies in high school.

The learning model provides a structure for instructing students and master basic skills and get information step by step.<sup>2</sup> That is, this learning model requires gradual learning tasks and teachers who have expertise, activity, and skills and creativity in the material. Direct learning does not only use lecture techniques, but can also be used in the form of demonstrations, practice, or group work.

The design process requires creativity to modify something there is already a new concept that undergoing development. Creativity is the ability to present an idea or a new idea. Creativity is needed especially at the information and development stage in the design process. Creativity is based on process planning done. Creativity is the ability to create something new, the ability to provide new ideas that can be applied in problem-solving, or as the ability to see new relationships between pre-existing elements.<sup>3</sup>

This shows that very important to research the development of creativity in each student. So that the concepts in English learning subjects are well and correctly understood by students, learning must be emphasized on the role of students actively. The effort to increase student activity in carrying out teaching and the teacher should be able to select the strategy for a truly effective learning appropriate learning system with the subject, the ability of students, and the goals to be achieved. This matter shows the importance of the teacher's role in guiding students to build conceptual understanding by applying learning strategies that emphasize more on student activity and desired outcomes achieved in general. SCL strategy implementation is expected to train students to think more actively and creatively.

Widespread issues related to learning and the limitations of researchers, then in this study, limitations were the problem. Creativity to be researched and

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<sup>2</sup> Fathurrahman, Muhammad. *Model Model Pembelajaran Inovatif*. Jakarta: Ar-Ruzz Media. 2015. Hal 167.

<sup>3</sup> Munandar, Utami. *Mengembangkan Bakat dan Kreativitas Anak Sekolah*. Jakarta: Gramedia Widiasarana Indonesia. 2012.

application of SCL learning and strategies direct learning in learning English. This matter because these subjects allow it to be easily taught using creative learning methods taking into account the spatial ability of students. The problemsdiscussed in this study are the level of creativity of students who have lowand high spatial abilities both before and after implementing SCL learning strategies and direct learning strategies, creativity improvement, and differences in implementing the SCL learning strategy and direct learning strategies.

#### **b. The Type of Students-centered Learning**

The Student-Centered Learning method was chosen to improve the previous learning method, namely Teacher Centered Learning, which was not satisfactory enough to improve student understanding.

There are several types of Student-Centered Learning methods applied in the two courses, the methods are as follows:

##### **1) Self-directed learning**

Self-Directed Learning (SDL) is a learning process in which an individual takes the initiative, with or without support from others, analyzes his own learning needs, develops his own learning goals, finds learning resources, chooses and employs the best learning strategies, and evaluates his learning outcomes.

##### **2) Collaborative learning**

Collaborative Learning is a type of approach that includes combining the work/intellectual efforts of students or students together with the teacher.Usually, students work in 2 or more groups, seeking mutual understanding, completion, forming a product or the result of a group learning process in which each participant shares knowledge, perspectives, opinions, attitudes, abilities, and skills in order to develop understanding between all participants.

##### **3) Small group discussions**

The purpose of small group discussions is to teach students problem-solving techniques that are relevant to the subject matter and issues faced in daily life. Small group discussions involve watching two or

more people interact globally and make conversation with one another about the goals or objectives. a given objective by exchanging knowledge, defending viewpoints, or resolving issues.

4) Project-based learning

Project Based Learning is a learning method that uses projects as a learning process activity to achieve attitudes, knowledge, and skills competencies.

5) Cooperative learning

Cooperative learning is a learning method based on learning in small groups which emphasizes the ability of students both individually and in groups.

6) Discovery learning

Students can acquire a topic or principle through a mental process called discovery learning.

These mental actions include taking in, classifying, understanding, assuming, describing, measuring, making conclusions, and more. There are two different sorts of discovery methods: guided discovery learning, which calls for the participation of the teacher as a facilitator in the learning process, and free discovery learning, which includes discovery learning without any guidelines or instructions.

7) Simulation

Students learn how to use a certain collection of facts, concepts, and techniques using the simulation method.

This approach gives students the chance to interact and lessen their apprehension. Since using this method gives the impression as though students are actually performing real-world tasks, the simulation method has a tendency to be more active in responding to physical and social phenomena.

**c. The Benefits of Students-centered Learning**

In its application, the Student-Centered Learning method focuses on improving and developing students' critical abilities. So that students get a portion to be more active in the learning process. The learning process also occurs in two directions. Learners gain knowledge through learning individually, and in groups to explore problems and do not become passive recipients of knowledge.

The SCL learning approach is expected to build the qualities of people that the community needs, including creativity, leadership, self-assurance, independence, discipline, and critical thinking, communication skills, working in teams, technical expertise, and global insight. It is applied in the teaching and learning process for a number of reasons, including the fact that students will feel that learning belongs to them because they are given many opportunities to participate, and the growth of a democratic atmosphere from dialogue and discussions that occur, adds insight and knowledge for teachers or students because something that may be conveyed is not known before, introduces the relationship between knowledge and the real world, encourages students to participate actively and think critically, and provides development opportunities for various strategic assessments and so on.

## 2. Speaking Skill

Language is a communication system governed by combination of grammar rules for communicating a meaning. Language is defined as a systematic tool for conveying ideas or feelings by using signs, sounds, or characteristics that have conventionally understood meanings.<sup>4</sup> Language is speech. The written form developed later on. It is universal among humans who use it to carry out various life activities. This is a common phenomenon that we always take for granted.

Today, English is the universal language of communication, and people from all over the world speak it to one another. English is currently considered to be a worldwide language and is universally known. Scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, banking, and other professions all make extensive use of the English language. The most often used language for online and corporate communications is English. Due to the fact that more than 85% of research papers are in English, it is the only language used as the major language when producing scientific research articles. Trade and commerce are done in the international language. The majority

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<sup>4</sup> Collegiate Dictionary, 1981 in Indonesian MKU Lecturer Team: University of Sultan Ageng Tirtayasa.

of programs are written in English even in the IT industry, and English is the language that IT experts use to communicate with each other and other software professionals around the world. Additionally, the majority of literature about higher education are written and published in English. Many people learn English because of its benefits in order to succeed in their different vocations.

English language proficiency basics Most foreign language students try to learn English since it is used for intercultural communication. They must learn all four language fundamentals-listening, speaking, reading, and writing-during this process. Speaking and writing are active or productive skills, whereas listening and reading are passive or receptive.

Additionally, without utilizing the appropriate language to communicate, people cannot realize their goals and objectives. As a result, the ability to connect with people living around the globe requires the use of language. English is used to connect with individuals who live in various regions, states, countries, and continents of the world because it is known as an international language and is widely used. The most important skill for learning a second language or a foreign language is speaking. Speaking is regarded as the most important language skill among the four when learning a foreign or second language. Students prioritize speaking as a skill above all others in practical settings. Aside from its importance, teaching speaking skills has been underestimated, with the majority of EFL/ESL teachers continuing to exclusively use memorized dialogue or repeated exercises to do so. Nevertheless, teachers should teach ELLs the skills necessary to help them develop their speaking ability and perform successfully in actual conditions because the modern world requires that English learners possess certain communication abilities. Oral skills are completely ignored in the EFL/ESL educational environment of today, even though that communication skills are more important for employment than technology. Due to its lack, focus has been placed on crucial language components such phonology, morphology, semantics, and syntax, which have emerged as significant obstacles for ELLs to acquire speaking abilities among English learners.



So far, reading and writing skills have received greater attention. More focus is being placed on speaking skills development for students to continue their studies successfully and excel in their fields once they have completed their education due to the realization of the importance of oral communication abilities. English is also the language for getting work prospects and success in achieving one's life goals.

### 3. Accuracy and Fluency

Accuracy can be defined as demonstrating the ability to use vocabulary, grammar, use of punctuation correctly, use verb forms (past tense, present tense, etc.), articles (a, an, and the), and prepositions (in, on, from, and on). To measure the accuracy level, researchers usually select a grammatical or a vocabulary feature.<sup>5</sup> This ability is especially important when taking written university exams, such as essays and reports. This is also very important when in the world of work because emails and reports containing grammatical errors or sentence functions will look unprofessional. Apart from taking English courses, one of the easy ways to improve accuracy in English is to read various English materials in everyday life, be it novels, non-fiction books, newspapers or magazines, and so on. Reading is an easy and effective way to absorb various grammar and tenses.

Fluency is how flow and efficiency when expressing ideas, especially in English. Some grammar mistakes will appear when explaining something, but they are delivered in a way that is easy to understand and shows the comfort of speaking English. Torres designed a framework to test the levels of students' language proficiency.<sup>6</sup> In academic or more professional environments, fluency is a skill that must be focused on during presentations or debates. To explain a topic or prove a point- fluently, clearly, and precisely without much

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<sup>5</sup>P. Foster, A. Tonkyn & G. Wigglesworth, *Measuring spoken language: A unit for*, 2000.

<sup>6</sup>Torres, S. (1997). "Testing accuracy and fluency in speaking through communicative activities." *HOW Juournal*, 5(1), 1997. 95-104. Retrieved on September 9, 2017. <https://howjournalcolombia.org/index.php/how/article/view/236>

pause or hesitation is as important as the content of the presentation. Outside of class, fluency will make it easier to socialize with native speakers and avoid misunderstandings. To improve fluency in English, practicing every day and communicating with someone is important.

#### 4. Presentation Skill

Presentation is one of the oral and written communication that is often done, either during meetings, or in other forms of meetings. The basis of a presentation is an idea that the recipient can understand and respond well to. This is enormously valuable at every stage of students' lives, whatever subjects they study, helping them to achieve success in academic work, job interviews and their future working lives.<sup>7</sup> Several things need to be considered in making a presentation, such as preparation, delivery, and also follow-up.

##### a. Preparation

Ensure that the presentation preparation is complete. Starting from presentation materials, and slides to supporting tools, such as projectors, laptops, speakers and others must be a concern. If necessary, prepare special notes to help when delivering the presentation that will be delivered.

##### b. Delivery

Confidence when delivering a presentation is an important asset for someone. In addition, open the presentation with interesting things. For example, doing ice-breaking or summary presentations.

Inserting humor that may be needed, depending on the situation and conditions. The point is to make the presentation look interesting and not boring to the audience.

##### c. Follow-up

Some presentations, it may require feedback from coworkers or even the audience present. We can create a feedback form in advance which the audience can then fill out directly. In addition, if anyone wants to be more

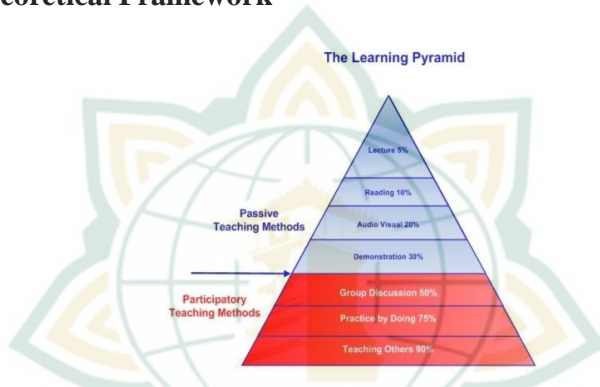
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<sup>7</sup>Emden and Becker Lucinda. *Presentations Skills for Students*. Bloomsbury Academic. 2017.



creative about the presentation material that was brought, we can also immediately follow up on these people. The combination of knowledge, skills, and attitudes needed to speak in public to inform, self-express, to relate and to persuade.<sup>8</sup>Therefore, in addition to mastering the material well, another thing that needs to be considered is the level of courage and self-confidence which will greatly affect this presentation activity.

## B. Theoretical Framework



The diagram above shows that passive learning through lectures, reading, audio-visual, and demonstrations is only able to produce a maximum of 30%. It is different if the learning process uses active learning methods through discussion, practice, and teaching others. The percentage of results that can be obtained can reach 50%, 75%, and 90%. So it can be said that the active learning model is believed to be more effective for students.

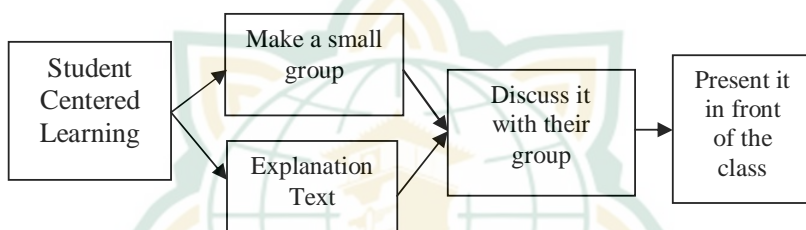
Student Center Learning (SCL) is a learning model that focuses on the needs, abilities, interests, and learning styles of students with the teacher as a learning facilitator, thus making each

<sup>8</sup>L. De Grez, M. Valcke &I. Roozen, “The impact of goal orientation, self- reflection and personal characteristics on the acquisition of oral presentation skills.” *European Journal of Psychology of Education*, 24(3), 2009, 293–306.

student more active and able to take responsibility for the learning process alone.<sup>9</sup>

Based on this definition, it is clear that student-centered learning (SCL) is a teaching strategy in which the teacher only functions as a facilitator and motivator and places the students at the center of the learning process. As part of this learning approach, students are expected to actively participate in their education, exercise independence, understand their own learning needs, and locate reliable sources of knowledge on their own.

**Figure 2.1 Theoretical Framework**



### C. Review of Previous Studies

Research on student-centered learning has been widely carried out. The following is an analysis that has been investigated by several previous studies to see what analyzes have been carried out, what theories relating to student-centered learning and speaking are used, and what objects have been carried out. Some of these studies are relevant to what the researcher is researching.

First, research was conducted by Finza Larasati on using student-centered learning in EFL lessons to improve speaking abilities. Student-Centered Learning: An Approach to Developing Speaking Skills in EFL Classroom is the title of this study. The students are the study's subject. The approach is a way to observe. According to this study, students can improve their speaking abilities by completing assignments that were created in collaboration with them and with concern for their individual requirements and qualities.<sup>10</sup>

<sup>9</sup> Siswono dan Karsen, Marini. "Student Center Learning: Kunci Keberhasilan E-Learning," *Makalah Sistem Informasi*. Yogyakarta: Informatika. 2008.

<sup>10</sup>Finza Larasati, "STUDENT CENTERED LEARNING: AN APPROACH TO DEVELOP

Second, research was conducted by Budi Kadaryanto, and Siti Amalina Santi about speaking education using student-centered learning and metacognitive techniques. The study is named Teaching Speaking with Student-Centered Learning and Metacognitive Strategies. The students are the study's subject. The strategy, the process, is to collect information. This study's conclusions can be as follows: This learning model, which was created by exploring, grouping, simulating, valuing, and evaluating, embodies the 2013 Curriculum's requirement that the teaching-learning process be carried out using a scientific methodology. Additionally, by taking each phase of the paradigm into practice, students can be encouraged to study in a metacognitive framework, which encourages them to think beyond the box.<sup>11</sup>

Third, research was conducted by Cheryl A. Estes on promoting Student Centered-Learning. This research is entitled Promoting Student-Centered Learning in experiential education. The students are the study's subject. the strategy, the observational technique. According to this study, teacher-centered experiential education provides some educational value but is not nearly as effective as student-centered experiential education. The disconnect between what experiential education purports to value and how experience-based learning is actually provided in reality must be resolved, and it is time for the profession to improve awareness, conversation, and action.<sup>12</sup>

The research that the researcher did was different from the previous research. Below will be presented previous research that is relevant to the research that the researcher did.

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SPEAKING SKILL IN EFL CLASSROOM” *English Community Journal* (2018), 2 (1): 153–157

<sup>11</sup>Budi K dan Siti A, “EXCLUSIVE: INTEGRATING STUDENT CENTERED LEARNING AND METACOGNITIVE STRATEGIES IN TEACHING SPEAKING” University of Lampung (2014), 1-3.

<sup>12</sup> Cheryl A. Estes, “Promoting Student-Centered Learning in Experiential Education” *Journal of Experiential Education* (2004), Volume 27 (2): 141-160

**Table 2.1 The Previous Studies Related to Project-based Learning and Speaking Skill**

NO	<p>Title: Student Centered Learning: An Approach to Develop Speaking Skill in EFL Classroom</p> <p>(url address) <a href="https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1004/878">https://jurnal.um-palembang.ac.id/englishcommunity/article/view/1004/878</a></p>	<p>Title: Integrating Student Centered Learning and Metacognitive Strategies in Teaching Speaking</p> <p>(url address) <a href="https://scholar.google.com/scholar?hl=id&amp;as_sdt=0%2C5&amp;q=student+centered+learning+on+speaking&amp;btnG=#d=gs_qabs&amp;u=%23p%3DBXHeMAIpnDAJ">https://scholar.google.com/scholar?hl=id&amp;as_sdt=0%2C5&amp;q=student+centered+learning+on+speaking&amp;btnG=#d=gs_qabs&amp;u=%23p%3DBXHeMAIpnDAJ</a></p>	<p>Title: Promoting Student-Centered Learning in experiential education</p> <p>(url address) <a href="https://journals.sagepub.com/doi/abs/10.1177/105382590402700203">https://journals.sagepub.com/doi/abs/10.1177/105382590402700203</a></p>
	<p>Research purposes: Necessity of students in globalization era that required them to master the english especially in terms of communication.</p>	<p>Research purposes: To improve the students' speaking skill, students' participation during the teaching learning process, as well as teacher's teaching performance.</p>	<p>Research purposes: Increase awareness of theinconsistencies between espoused value inpractice effecting teacher and students powerrelationship during the facilitation and on overviewof eight generations of facilitation</p>
	<p>Research design: Qualitative</p>	<p>Research design: Qualitative</p>	<p>Research design: Qualitative</p>
	<p>Data Retrieval Method: Direct field research by taking samples in the classroom</p>	<p>Data Retrieval Method: Take data samples from Thirty students in the</p>	<p>Data Retrieval Method: Take sampledata by distributing questionnaires</p>

		second year of among the top level of senior high schools in Lampung	
	Data analysis method: Pengamatan yang dilakukan didalam kelas	Data analysis method: Pengamatan yang dilakukan dari 30 orang kelas 2 SMA di Lampung	Data analysis method: Pengamatan
	The theory used: Etnometodologi	The theory used: Grounded theory	The theory used: Grounded theory
	Findings: By completing assignments that have been created in collaboration with the students and with their needs and qualities in mind, the students can improve their speaking abilities.	Findings: This learning model, which was created by exploring, clustering, simulating, valuing, and evaluating, embodies the principles of Kurikulum 2013, which requires that the teaching and learning process be carried out using a scientific methodology. Additionally, by bringing each phase of the paradigm into practice, students may be encouraged to study in a	Findings: Although teacher-centered experiential education has educational value, student-centered experiential education is significantly advantageous. The disconnect between what experiential education claims to value and how experience-based learning is actually provided in reality must be addressed, and it is time for the profession to increase awareness, conversation, and action.

		metacognitive framework, which encourages them to think beyond the box.	
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After the table above, it can be formulated that the research that the researcher did has something in common, namely the subject of the research was about Student-Centered Learning, and the object of the research being studied was both researching school students, but in this study, using students as objects in learning speaking. While the differences are: First, the theory of student-centered learning; Although previous research also used grounded theory, this study uses an ethnomethodological perspective. Second, is the theory of data analysis; The theory of data analysis used is the theory of observation and direct research in the field.

The learning process as the learner adapts to the tensions that arise when he is involved in the world.<sup>13</sup> The purpose of education is to prepare students to understand and make use of experience, and this is realized when they acquire the critical thinking abilities necessary to analyze their experiences. Thus, the teacher's role is to facilitate and enhance student learning by engaging them in fundamentally reflective experiences because of its relevance to student life. "After the resolution comes reflection [by students], on movement [experience] so that what is learned can be generalized and reused".<sup>14</sup> Furthermore, as Hunt points out, Dewey does not downplay the role of reflection in learning. Dewey, however, moved away from the traditional preoccupations with education. Cubase with thoughts and biases inherent in exalting thinking rather than doing.<sup>15</sup>

<sup>13</sup>L. Menand, *The metaphysical club*. New York: Farrar, Straus and Giroux, 2001.

<sup>14</sup>A. Crosby, *A critical look: The philosophical foundations of experiential education*. In K. Warren, M. Sakofs, & J. S. Hunt (Eds.), *The theory of experiential education*(3rd ed., pp. 3–14). Dubuque, IA: Kendall/Hunt. 1995.

<sup>15</sup>L. Menand, *The metaphysical club*. New York: Farrar, Straus and Giroux, 2001.



SCL model is teaching integrative thinking, based on existing models of creativity and synthesis.<sup>16</sup>This paradigm places the student at the center of an effective learning process that involves teachers, experts, and the general public. When students engage in a cooperative learning activity, SCL can support the automatic process of language learning. The benefit of using SCL to help in English learning is also a way to improve the level of student speaking in English classrooms; the teacher will monitor students by using the child's characteristics as a foreign learner.




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<sup>16</sup>M. Hesson and K.F. Shad, "A Student-Centered Learning Model." *American Journal of Applied Sciences*. 4 (9),2007. 628-636