

THE USE OF LEARNER-CENTERED INSTRUCTION IN EFL CLASSROOM

THESIS

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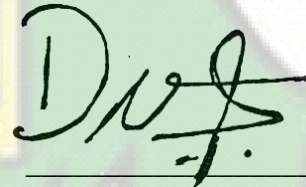
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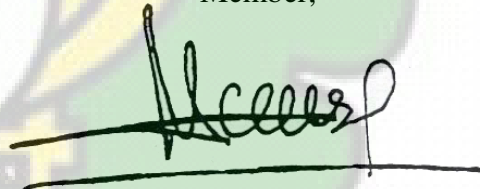
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SURAT PERNYATAAN KEASLIAN

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 November 2021

Saya yang membuat pernyataan,



Raden Muhamad Yusup

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

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ABSTRACT

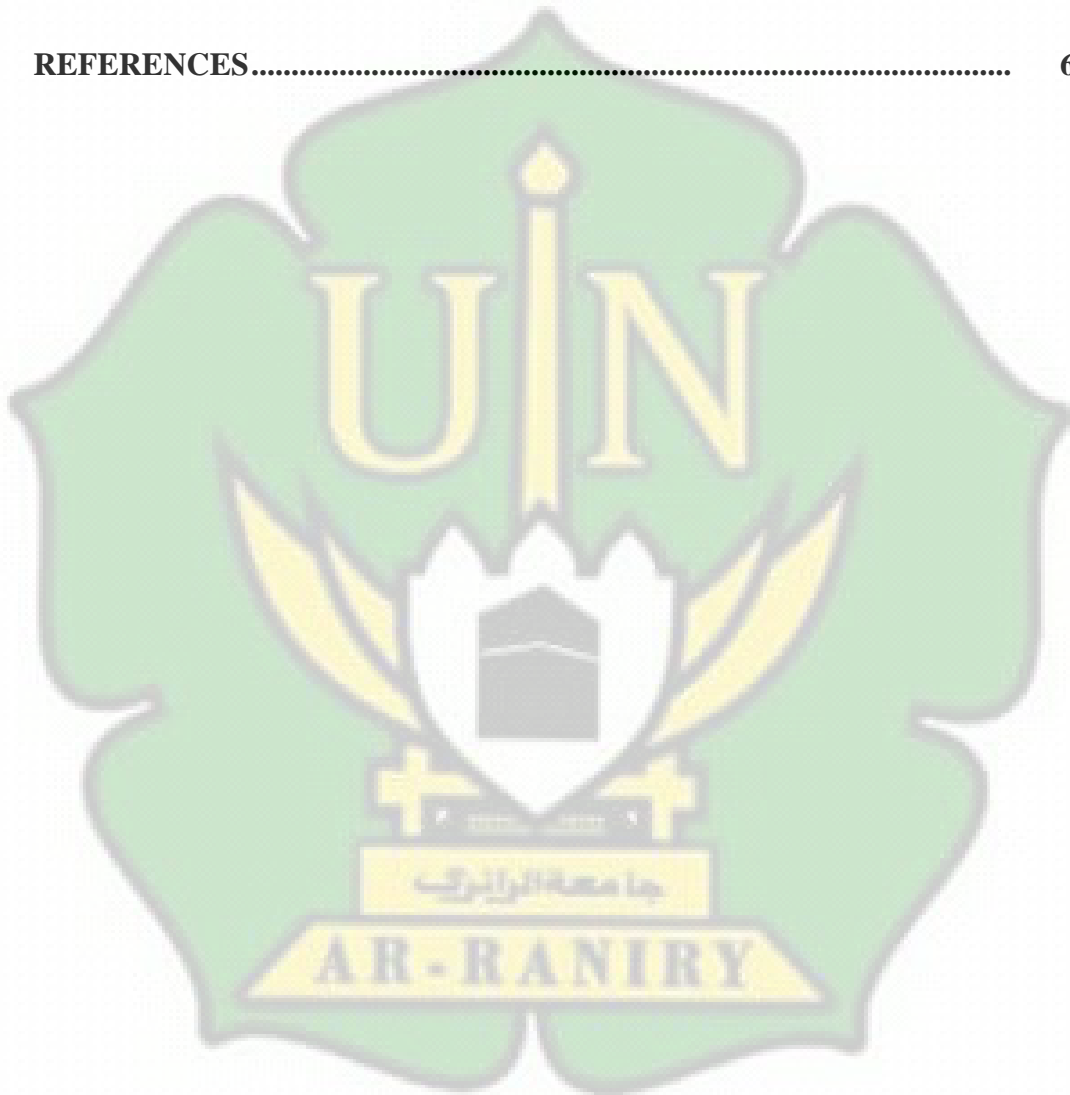
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The learning method of LCI was investigated with the aim at seeing how the teacher applies the LCI method in the EFL classroom and finding out what obstacles the teacher faces while applying the LCI learning method in EFL classroom. This research was a descriptive qualitative. It took 2 types of data collection techniques, namely observation and interview. All data obtained from observation sheets were analyzed and described in the form of descriptions, as well as data obtained from interview. Based on the results of the analysis, the researcher concluded that the teacher's understanding of learner-centered instruction (LCI) was quite good. From the results of interviews and the way how the teacher applied one of the LCI-based learning models was in accordance with the LCI learning category. It could be seen from the results of the observation sheet syntax. Finally, the teacher's obstacles in applying the LCI learning method could be concluded that it happened because of 2 factors, linguistic and non-linguistic problems.

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CHAPTER I

INTRODUCTION

This chapter presents a background of the study, research questions, aims of study, significance of study, and terminology.

A. Background of the Study

Education is growing rapidly from time to time. This is due to the increasingly advanced era of globalization which results in education that must continue to be developed. In an effort to develop the quality of education, the curriculum must be developed in accordance with the times, such as the implementation of the 2013 Curriculum which is considered an improvement from the previous curricula and aims to answer the challenges in the life of the 21st century. The expected improvement to the new curriculum changing makes the Ministry of Education and Culture conducting a comprehensive evaluation. The results of the comprehensive evaluation have an impact on the implementation of the curriculum. One of the improvements in curriculum changing is learner-centered instruction or student-centered learning. A learner-centered instruction (LCI) as to teacher-centered instruction has been introduced and implemented in some parts of countries. Domino (1971 as cited in [Perry & Smart 1997](#)), study of two teaching styles, teacher-centered instruction is defined as homework assignments, class attendance, discipline, and a structured presentation of course content; student-centered instruction emphasized these features in favor of student discussion. Then, Dikti states that LCI is a learning

method that empowers students to become the center of attention during the learning process. Learning that is rigid instructional from educators turns into learning that provides opportunities for students to adjust to their abilities and behaves directly in their learning. Another definition according to [Brown \(2001\)](#) states that LCI includes: 1) techniques that focused on or account for learners' needs, styles, and goals; 2) techniques that give some control to the students; 3) curricula that include the consultation and input of students and that do not presuppose objectives in advance; 4) techniques that allow for students creativity and innovation, and 5) techniques that enhance a student's sense of competence and self-worth. In simple terms, LCI provides opportunities for students to play an active role in learning with the teacher as a facilitator who helps and guides students in achieving learning goals.

Some researchers had conducted studies on finding out learner-centered instruction's (LCI) effectiveness ([Fulcher, 2005](#); [Liyod, 2001](#); [Nagaraju, 2013](#); [Phungpol, Webber, & Sanacore, 2008](#)). First, the LCI teaching method brought about more effective learning results interdisciplinary-based institutions ([Fulcher, 2005](#)). Second, researcher observed that LCI had changed students' insights on the part of marketing research principles ([Liyod, 2001](#)). It was more effective to improve an educational quality and many countries welcomed the utilization of this instruction at educational institutions ([Phungpol, Webber, & Sanacore, 2008](#)). The other research stated by [Nagaraju \(2013\)](#), these activities brought some advantages to students such as when students were working together in English they talked more, shared their ideas, learned from each other, felt more secure and

less anxious, and used English in a meaningful way. Nevertheless, the other research showed that LCI's implementation did not result to significant outcomes ([Ahmad, 2016](#); [Marwan, 2017](#)). [Ahmad \(2016\)](#), the results of this study explained that the teachers did not know the concept of LCI and gave contradictory responses about the concept of LCI. Another research conducted by [Marwan \(2017\)](#), the results of this study suggested that the implementation of learning focusing on students could have a good impact on the continuity of learning where learning became more meaningful, interesting and democratic. However, this study also showed other results that were almost the same as the first previous study. For example, the teacher's understanding was not consistent in applying all aspects of LCI during the learning process.

The conditions for the application of the active learning method in the field as described by the researchers above might occur in other schools. For this reason, similar research was required to be carried out in other schools. Starting from this thought, the researcher conducted a study to analyze the teacher's implementation of LCI and to find out the difficulties experienced by the teacher while conducting teaching processes in the classroom at SMPN 7 Banda Aceh. Before deciding to observe and to interview the teachers at that school, the researcher conducted a preliminary study to the administration affair at the school to get the data. The results of the preliminary study were the teachers applied an active learning to the students, the students of SMPN 7 Banda Aceh did not speak English during the teaching and learning process, the location of SMPN 7 Banda Aceh was relatively strategic, the accreditation of SMPN 7 Banda Aceh was A

(Excellent), and the number of students at SMPN 7 Banda Aceh was large in quantity. So that the research data sources were adequate although the sampling technique was applied. The sampling technique was applied to grade 7 where the students' ages, 11 through adulthood, following the [Piaget's \(1953\)](#) theory of development from childhood to adulthood. [Piaget \(1953\)](#) four stages of development are the sensorimotor stage, which a child goes through from ages 0-2; preoperational stage 2-7; concrete operational stages 7-11, and formal operational stages 11 through adulthood. First, sensorimotor stage, children begin to discover the environment around them through their own senses and physical activity, then language, as they get older in this stage. Next, preoperational stage, they develop language skills but still unable to understand other peoples' thoughts. As Piaget explained in this stage there is a "symbolic function" where images and symbols begin to be distinguished by the children for different objects in their immediate environment and another sub-stage of "intuitive thinking" where all sorts of questions about everything are asked by the children. Third, concrete operational stage, an important growth point in the brain in logical development, children begin to replace intuitive thinking with their own logical reasoning. Last, formal operational stage, children and adults will begin to use higher-level thinking or abstract ideas to solve problems. So, from the explanation of Piaget's theory, formal operational stages, 11 through adulthood or students at grade 7 is more suitable to be chosen because at this stage they will begin to use higher-level thinking or abstract ideas to solve problems and will be suitable to apply one of the LCI methods, where the students require to be active in

concerning, identifying, and giving solution in learning activities. Therefore, the focuses of this study were to find out the implementation of the LCI teaching method, and problems encountered by the teacher.

B. Research Questions

This study intended to explore:

1. How was the implementation of learner-centered instruction in EFL classroom of SMPN 7 Banda Aceh?
2. What problems were encountered by the teacher in implementing the learner-centered instruction in EFL classroom of the school?

C. Aims of the Study

The aims of study were:

1. To identify how teacher implemented the learner-centered instruction teaching method by using English as the medium of instruction at SMPN 7 Banda Aceh.
2. To find out problems encountered by the teacher in implementing the learner-centered instruction by using English.

D. Significance of the Study

This study has several significances. First, the analysis of the observation data provided description of the learning-teaching process using the LCI teaching method. So that the description can improve the effectiveness of the method in the further implementation. Second, this study showed the problems encountered

when the teacher implements the LCI method. By knowing the root causes of the problems, the teacher will be able to solve the problems.

E. Terminology

1. Learner-Centered Instruction

Learner-centered instruction means that teaching method focuses on students engaging in hard work, reflecting on their learning process and learning independently or collaboratively. Being a learner-centered teacher means focusing attention squarely on the learning process: what the student is learning, how the student is learning, the conditions under which the student is learning whether the student is retaining and applying the learning and how current learning positions the student for future learning.

2. EFL Classroom

[Yuko \(2011\)](#) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). Based on this definition, EFL is the second language used by students to communicate using English in teaching. The EFL concept in this study is not the variable under study. It is only the complement to the description of the research title.

CHAPTER II

LITERATURE REVIEW

The discussion in chapter two is divided and clarified the title of “The Use of Learner-Centered Instruction in EFL Classroom” into several sessions. The first session explains the definition of learner-centered instruction (LCI). The second session describes the principles of LCI. The third session explains each of the types and steps in LCI learning. The fourth session explains the definition of English foreign language (EFL) Classroom. The fifth session presents the benefit, weakness, and challenge in using LCI. The sixth session explains the relevant studies. The last session presents the conclusion of the whole sections.

A. Definition of Learner-Centered Instruction

According to [Attart \(2001\)](#) learner-centered instruction (LCI) is based on the philosophy that the student-otherwise referred to below as the learner is at the heart of the learning process which means that the student is the focal point of the process, the role of the teacher remains paramount, particularly when one considers that students are not all the same. In other words, students become the center of all learning activities which are facilitated and monitored by the teacher in helping achieve learning objectives. Similar definition stated by [Cannon \(2000\)](#), the learning environment accommodates learner responsibility and activity at its heart, in contrast to the emphasis on teacher control and the coverage of academi content found in much conventional, didactic teaching. So, in the

implementation of active learning, students are accommodated to be responsible and active in learning, with conventional didactic content coverage.

B. Principles of Learner-Centered Instruction

There are eight principles in learner-centered instruction ([McCombs & Quiat, 2002](#)), including:

1. Responsibility

Students have responsibility for their lessons so that students are expected to make more effort and be more motivated in interpreting their lessons.

2. Participation

Students must play an active role in learning so that they can develop their potential to the maximum and encourage the growth of creativity and innovation.

3. Justice

All students have the same right to grow and develop by hoping that all students can work together to achieve the maximum goal.

4. Independent

All students must develop all their intelligence (intellectual, emotional, moral, etc.) because the teacher is only a facilitator and resource person.

5. Critical and Creative Thinking

Students must use all their intellectual and emotional intelligence in the form of creativity, innovation and analysis to overcome various challenges.

6. Communicative

Students must use their abilities to communicate both orally and written because students may see concepts in different ways as a result of their life experiences, so that effective media and means are needed to equalize perceptions.

7. Cooperation

Conditions where students can synergize with each other and support each other in achieving success or the goals set in learning.

8. Integrity

Students must show high moral behavior, and be confident in carrying out everything they believe in their learning activities.

C. Types and Steps of Learner-Centered Instruction

The learner-centered instruction method can be seen from three points of view ([Prasetya, 2018](#)), namely paradigm, pedagogy and strategy. Paradigm view points include:

1. Refers to constructivist learning theory

Students are directed in learning to use constructivist learning theory, which is to build their own understanding with the new material they are learning.

2. Students construct knowledge

Students construct knowledge so that they are able to synthesize and integrate information with the skills of inquiry, communication, creative thinking, problem solving and so on.

3. Students are actively involved in seeking and gathering information

There are some students' activities for seeking and gathering information, such as asking more clarification or information if the students do not understand that the problems they are facing, doing a group discussion by the teacher as a facilitator, taking a part in problem solving, etc.

4. Emphasis on the effectiveness of finding information

Emphasize the effectiveness of using and communicating knowledge to find important information and to describe problems in a real-life context.

5. Teachers and students carry out learning evaluations

At the end of teaching and learning teacher has to involve the students to evaluate the learning that has been conducted. The evaluation of learning can be done by asking to the students about the learning process, is it running well or not, and vice versa, the teacher asks students to evaluate how the teacher delivers learning, whether it is good or not. So that in the future the learning will get better and the things that can not be achieved will decrease.

6. Assessment is used in learning activities

Assessment is not only carried out at the end of the lesson, but can also be done during the learning process, such as assessing students from their activity, behavior, and socialization to their friends.

7. Good answers take precedence and wrong answers are used as learning

Emphasize better answers and learn in mistakes. Wrong answers are something that needs to be appreciated and directed.

8. Interest in learning is assessed directly

Learning interest is assessed directly by involving the assessment of report documents, projects, performance, portfolio, and attitudes.

9. Involves an interdisciplinary approach to investigation

Solving learning problems requires an integrated review that is relevant or appropriate.

10. Cooperative, collaborative, and supportive learning habits

a. Cooperative

According to [Johnson & Johnson \(2002\)](#), cooperative learning is an instructional method which has some characteristics such as the responsibility of each learner for his understanding as well as the understanding of the whole team. Also, reward should be a part of cooperative learning process so that each learner should maximize his efforts to understand and motivates the other team members to increase their understanding for the success of the team.

b. Collaborative

According to [Gokhale \(1995\)](#) "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal.

c. Supportive

Supports learning that builds students' confidence and freedom in understanding and in presenting learning material.

11. Teaching and assessing are carried out in an intertwined manner

Teaching without assessing is the same as the absence of learning objectives to be achieved. Therefore, teaching and assessing need to be carried out in an intertwined manner so that students' abilities can be measured by the teacher.

12. Students and teachers learn together

In order for the teacher to involve students in the learning process, there are several things the teacher must do before entering into learning, such as giving apperception, asking about an event that is currently being discussed, etc. After their attractiveness has been hooked, the teacher can follow up by associating the event with the lessons that will be learned. So, students and teachers in the teaching and learning process can be linked together.

13. Classroom is often rowdy and busy

Classes are accustomed implementing cooperative and collaborative learning, so students often make noise and are busy discussing, arguing, and so on. These things are considered normal as long as they are under the supervision of the teaching teacher.

Pedagogical viewpoints include:

1. Purpose of teaching

- a. How students learn to use subjects in real life
- b. How students integrate various kinds of subjects to solve complex problems

2. Organizing the curriculum

Program coherence by creating opportunities systematically to synthesize, practice and enhance the development of complex ideas, skills and values.

3. Subject structure

Target results in student mastery learning

4. How students learn

- a. Students construct knowledge by integrating new information
- b. Learning is seen as a cognitive and social act

5. Acquisition of Knowledge

Based on student engagement

6. Delivery of subject matter

- a. Active learning
- b. Assignments for formative purposes
- c. Collaborative learning
- d. Community service learning
- e. Online asynchronous, self-directed learning

7. The effectiveness of teaching

- a. Helping all students to master the learning outcome objectives
- b. Using classroom assessment to improve teaching
- c. Using program assessment to improve learning programs

8. Responsibility

- a. Students as class responsibility
- b. Partnerships are formed through community groups to enrich and expand student learning opportunities.

The strategy viewpoints include:

1. Cooperative Learning

a. Definition of Cooperative Learning

[Johnson & Johnson \(2002\)](#), cooperative learning is an instructional method which has some characteristics such as the responsibility of each learner for his understanding as well as the understanding of the whole team. Also, reward should be a part of cooperative learning process so that each learner should maximize his efforts to understand and motivates the other team members to increase their understanding for the success of the team.

b. Principles of Cooperative Learning

[Li & Lam \(2013\)](#) suggested five important principles that must be developed, namely: (1) positive interdependence; (2) individual accountability; (3) direct interaction; (4) appropriate use of social, interpersonal, collaborative and small group skills; and (5) cooperation in groups.

1) Positive Interdependence

Every student in the same group has the same contribution and is dependent on each other in achieving goals. This effort is very important in order to achieve success both individually and as a group.

2) Individual Accountability

Each student in a group must also be responsible for contributing to completing their assignments and mastering all the material to be studied for individuals and groups.

3) *Direct Interaction*

Although for certain things of a job can be done independently, there are also other things that must be done together, so that everyone in a certain group must interact with each other in order to achieve common goals.

4) *Appropriate Use of Social, Interpersonal, Collaborative and Small Group Skills*

Every student is encouraged and assisted to develop and practice the development of self confidence, leadership skills, decision making, communication and conflict management skills.

5) *Team Work in Groups*

Each member of the team must establish group goals, explain the actions of each member who is working and who is not, conduct an immediate and periodic assessment of what they are doing, and identify changes that have occurred so that in the future it is more effective and better functions.

c. Types of Learning Cooperative Learning Models

Cooperative learning model is divided into several groups, namely: (1) Team Game Tournament (TGT); (2) Student Team Achievement Division (STAD); (3) Jigsaw; (4) Group Investigation (GI).

1) *Team Game Tournament (TGT)*

The cooperative learning model type of team game tournament is a learning technique by combining study groups with team competition, and can be used to enhance the learning of various facts, concepts and skills ([Silberman, 2006](#)).

[Slavin, \(2009\)](#) suggested four main steps in learning with the TGT technique, namely:

- a. Teaching, at this stage the teacher delivers the subject matter.
- b. Team Learning, at this stage the students work on the activity sheet in their team to master the material.
- c. Tournament, students play academic games in homogeneous abilities, with a three-participant tournament table (competition with three participants).
- d. Team Recognition, the team score is calculated based on the tournament score of the team members, and the team will be recognized if they succeed in exceeding the predetermined criteria.

2) *Student Team Achievement Division (STAD)*

The application of this model asks the teacher to group students to interact and to discuss with each other to solve problems and to produce appropriate and efficient strategies. If there is a difficult question from one of the students that is not answered by another group, the teacher will help to find solutions to the problem. Teachers of this type are assigned as mediators and facilitators during the learning process. [Slavin, \(2009\)](#) stated that there are five steps that must be taken in implementing this type of STAD, namely preparation, presentation of material, group work, individual tests and awards.

a. Preparation

Before starting learning, the teacher must prepare all the things that are needed. Furthermore, when start learning, the teacher must convey what must be

learned and why the material is important to be studied so that student motivation in learning the material is expected to increase. Teachers must try their best so that student motivation in participating in learning increases. The essence of this stage is to mentally and physically prepare students to be ready for learning.

b. Presentation of Material

The next stage is that the teacher presents the material that must be studied by students. In developing this material, the teacher must emphasize certain aspects, namely (1) the development of learning materials must be adapted to what students must learn in each group; (2) emphasize that learning activities are activities of understanding, not just memorizing; (3) provide optimal feedback regarding student understanding so that there are no misconceptions; (4) provide an explanation of the answers given, whether right or wrong and why the answers are correct or wrong; and (5) if students already understand the material or are able to solve the problem then move on to the next material or problem.

c. Group Work Stage

At this stage, the teacher asks students to work in groups. In this group work students are given guidelines in the form of student worksheets (LKS). LKS that must be completed by students can be in the form of practical worksheets or non-practical worksheets, according to the characteristics of the material to be studied. In this group work each student must work together with each other to complete the assignment or question posed in the LKS. The role of the teacher in this learning is as a facilitator and mediator, so that learning takes place optimally.

d. Individual Test Stage

To determine the success of students in completing the assignment that the teacher has given, at the end of the lesson an individual test is carried out. The test can be done in oral or written form. The test questions given must be adjusted to the characteristics of the material and refer to the learning objectives that have been set. The test questions used can be in the form of multiple choice or in the form of a description. The test scores obtained by each student are then stored for consideration in determining group scores.

e. Awards Stage

To further increase student motivation in learning, at the end of this learning activity the teacher must give appreciation. Awards can be given to individuals or to groups. Individual awards are given to students who have the best score, while group awards are given to the best group. Awards to groups are based on several things, including the average value of each member of the group, cleanliness, cooperation of each group member, and so on. Thus, each individual will contribute to their respective groups.

3) *Jigsaw*

Jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw puzzle. The technique splits classes into mixed groups to work on small problems that the group collates into a final outcome ([Moscardo, Rodriguez & Llopis,](#)

[2014](#)). In short, this technique divides several groups, where each member of the group gets their own topic. Then, they spread out and discuss with other groups who have the same topic. After that, they return to the original group to explain again the results of the discussion. The steps for learning activities with the jigsaw cooperative model can be carried out through the following stages.

- a. The teacher divides the subject matter into several subtopics, for example into four topics.
- b. Before the subtopic is given to each group, the teacher first introduces the students to the topics to be discussed.
- c. The teacher divides students into groups, for example into 6 groups.
- d. Each topic is given to each group.
- e. Each group assigns a task to its group members to study certain subtopics.
- f. Then the teacher asks each group to learn it.
- g. Students who receive the same subtopic from each group gathers to discuss the sub topic.
- h. After each new group assigns to study a certain subtopic is finished, they return to discussing with their original group friends, to explain to the other friends.

4) *Group Investigation (GI)*

[Suastra \(2009\)](#) cooperative learning model of group investigation (GI) type is a learning model that adheres to a constructivism view where learning is a process of forming/ constructing knowledge carried out by students based on prior knowledge.

2. Problem Based Learning

a. Definition of Problem Based Learning

Problem based learning (PBL) is a learning model that makes problems the most important starting point in learning. In PBL, students use problems as triggers or scenarios to determine predetermined learning goals. Furthermore, they do studies that are independent of others, do it independently before entering the classroom to perfect the previously acquired knowledge, either through group discussions or classically. In other words, PBL is not about how to solve problems, but rather using appropriate problems to increase students' knowledge, understanding, and skills ([Wood, 2003](#)).

b. Principles of PBL Development

There are some important principles in developing the PBL learning model, namely:

1) The problem is the starting point of the learning process. This problem determines the direction of the learning process and emphasizes the formulation of a question ([Moutinho, Torres, Fernandes, & Vasconcelos, 2015](#)).

2) Problems are based on real-life (realistic) problems that are obtained to meet educational goals and criteria. This is to obtain meaningful learning in students ([Gorghiu, Draghices, Cristea, Petrescu, & Gorghiu, 2015](#)).

3) Activity-based learning that involves students in research activities and decision making. This can motivate and give students the opportunity to gain deeper learning. Teachers only facilitate problem-solving processes such as monitoring discussions and intervening as appropriate, asking questions that investigate accuracy, relevance, depth of information and analysis, raising new issues to consider, and encouraging student participation ([Mountinho, et al., 2015](#)).

4) Problem solving is both a goal and a learning method. It can be interpreted that determining the most feasible solution through problem-solving activities are hoped the learning that carried out aims to solve problems.

5). Group-based learning (collaborative). That is, PBL asks the students to collaborate in groups to identify what they need to learn to solve a problem solution.

6) Providing real experience. Real experiences are provided based on scenarios of various problem variables.

7) Problem situations give an important role to both groups and individuals of each student.

8) Methodology based on inquiry-based learning. PBL is a continuous thought process that involves investigative activities to encourage the development of critical and reflective thinking about the process itself, and involves emotional aspects such as curiosity. Students carry out activities to identify problems, formulate research questions, design and conduct research, communicate, debate, and support hypotheses, models, and explanations. ([Moutinho, et al., 2015](#)).

9) Emphasizes higher-order thinking and communication. PBL is not a learning model that helps teachers to provide as much information as possible to students, but to help students develop their thinking skills through the problem solving process they do. Because this learning is carried out in groups, of course students are required to communicate with their group members or with other group members, also of course with the teacher as a facilitator. ([Jaleniauskiene, 2016](#)).

c. PBL Steps in Learning

The PBL steps in learning implemented in English are divided into two processes, namely the process for students and the process for language teachers ([Mathews & Aydinli, 2007](#)).

1) PBL Process for Students

PBL learning begins with problem discovery and ends with considering consequences and solutions, choosing the most feasible solution ([Mathews & Aydinli, 2007](#)).

a) Problem Discovery. Learning begins by explaining the objectives, benefits, objectives, and PBL activities to be carried out. Thus, students understand the benefits and goals of PBL for language learning. In addition, students are invited to understand the importance of using English in their activities. At this stage, students encounter problems. Students are introduced to use video, text and vocabulary relate to the problem.

b) The Exploration of the Known and the Unknown. Students should be asked about previous personal experiences with the problem and can be given pre-reading exercises in them. During the exploration process of known and unknown, students must understand the problem, recognize that there is no single answer or solution, and identify the most appropriate solution and prepare to explain why the student chose it. It is also important at this stage, students must find information related to problem solving solutions by accessing various sources and discussing with groups who have different language backgrounds and levels of proficiency.

c) Produce the Possible. Based on the information they get at the exploration stage, students make and record possible solutions for problem solving.

d) Weigh the Consequences and Choose the Most Feasible Solution. The final stage, students consider the consequences of various solutions that have been produced and choose which solution is most appropriate to use in the abuse

of the related problem. At this stage, students are also given the opportunity to present and share the results of their work.

2) PBL Process for Language Teachers

The PBL process for language teachers is divided into five stages, pre-teach, introducing problems and vocabulary, group students and provide resources, observe and support, and follow up and assess progress ([Jaleniauskiene, 2016](#)).

a) Pre-teach. The teacher explains the goals, objectives, and benefits of learning to students. During the first stage, it is important for teachers to ensure that students understand the benefits and goals of PBL for language learning and emphasize the importance of using English in their activities.

b) Introducing problems and vocabulary. When students encounter problems, the teacher's role is to introduce students to the problem by using video, text, and vocabulary related to the problem. Students should be asked about previous personal experiences related to the problem and may be given pre-reading exercises in them.

c) Group students and provide resources. The teacher's role at this stage is to group students into groups of students with different language backgrounds and proficiency levels. The teacher must ensure that students understand the problem, emphasize that there is no single answer or solution, and that they need to identify the most appropriate solution and be prepared to explain why they chose it. Another thing students need to do is giving students access to a variety of sources.

d) Observe and support. This stage takes place when students come up with possible solutions, consider the consequences and choose the most appropriate solution. The teacher's role includes: observing students; providing support as needed without trying to direct their efforts to solve problems; observing, taking notes, and providing feedback on student participation and the language used during the activity.

e) Follow up and assess progress. The teacher's role at this stage includes: providing opportunities to present and share the results of their work; provision of follow-up activities based on teacher observations (for example, instruction that focuses on grammar, pronunciation, or pragmatic problems); and assessment of student participation and success in these activities.

3. Class Discussion

a. Definition of Class Discussion Learning

Class discussion is a sustained exchange between and among teachers and their students with the purpose of developing students' capabilities or skills and/or expanding students' understanding-both shared and individual-of a specific concept or instructional goal ([Shaughnessy & Forzani, 2012](#)). In short, class discussion is an activity where the teacher and other students exchange ideas about a topic that is being discussed. The goal is to expand students' skills and understanding.

b. Principles of Class Discussion Learning

There are four principles in classroom discussion learning ([Sutisna, 2013](#)), namely there must be a leader and members of the discussion, the topic must be clear and interesting, discussion participants can receive and give, and an atmosphere of discussion without pressure.

c. Steps for Class Discussion Learning

There are five steps or phases in applying the type of class discussion learning proposed by [Byrd & Lea \(2008\)](#):

1) Describing (without defining) the various aspects of the discussion topic from multiple perspectives. In this phase, the discussion focuses on developing the background for the topic of the discussion. This is an important time for idea generation separate from critical review. During this phase, students focus on asking what might be important considerations for their explorations of the subject matter. For example, if the students are exploring the subject of societal class structure, the step 1 discussions might explore various dimensions or components of class structure.

2) Developing these background explorations from step 1 into initial general questions that will guide the students' further investigation of the discussion topic. Typically these general questions are qualitative questions rather than quantitative questions. They are questions that don't have one determinate answer, but are open to a number of possible meaningful responses. In the example of societal class structure, students may develop questions such as:

- a) Why is class structure important?
- b) How does class structure change?

3) Developing preliminary possible answers to the qualitative questions described in step 2. These possible answers are not meant to be “solutions” but rather contrasting thoughts about what could be appropriate responses to the questions that were raised. Any one particular question might generate multiple contrasting responses.

4) Shaping the possible answers from step 3 into contrasting possibilities for addressing the overall discussion topic. During this phase, the students take their collection of preliminary responses to the questions and develop these into a small number (say, 4-10) of conceptual possibilities for addressing the discussion topic. This is a time for students to flesh out the preliminary responses from step 3 as much as appropriate. For example, one possibility for exploring class structure might focus primarily on responding to the ways that our economic system impacts class structure. Another possibility might focus on how education brings about change in class structure. Each of the conceptual possibilities is a developmental approach for dealing with the issues the students described in steps 1-3.

5) Exploring the consequences of the contrasting conceptual possibilities. In this phase, students think about the real-world implications of the conceptual possibilities developed through step 4. Students will essentially be envisioning alternative futures. They might explore the broad social effects of approaching the

subject matter in this way. They might ask how our society might respond to each of the conceptual possibilities. Consequences might be approached initially as questions rather than as “predictions”. This should help students to see the consequences from a number of contrasting perspectives without having to settle on any one perspective as definitive. For example, the students might start with a certain understanding of class structure developed through step 4, and ask, “What implications for social justice might emerge with this conceptual possibility for thinking about class structure?” Students might discuss their thoughts in response to their consequence questions, but there will be no effort to reach a definitive conclusion.

6) Selecting and excluding conceptual possibilities. In this phase, the students use their thinking about the consequences to select or exclude conceptual possibilities from further consideration. The exploration of consequences can help the students to see what a certain conceptual possibility really means, or what it would look like in practice. This may reveal areas that are problematic or unclear. During this phase, students might also decide to blend possibilities or otherwise modify them.

7) Describing the conceptual possibilities in a summary report. During this phase, students prepare a straightforward report of their discussions. The report is basically a summary of the conceptual possibilities developed by the students and the thinking associated with the possibility. Assuming that this work will be carried out in a spirit of open exploration, the report does not argue for (or against) any particular possibility. The students don't need to persuade the reader

of the “correct” or “best” answer. They would simply present the array of possibilities for the reader’s consideration.

4. Project Based Learning

a. Definition of Project Based Learning

Project based learning (PjBL) is a student-centered form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006). Thus, PjBL is based on constructivist principles, where students are required to think contextually, actively and capably to achieve learning goals through social interaction, sharing of knowledge and understanding.

b. Principles of the PjBL Model

There are five basic principles in the PjBL learning model proposed by Thomas in Wena, (2014):

1) Centrality

In PjBL learning, projects are a learning strategy; students experience and learn the core concepts of a discipline through projects.

2) Encouraging/Guiding Questions

"Questions or problems" are the focus of project work to encourage students to acquire concepts in a particular area.

3) *Constructive Investigation*

Constructive investigation includes the process of design, decision making, problem finding, problem solving, discovery, and modeling.

In these processes the teacher as a facilitator must be professional in determining the projects that will be given to students. If the investigation or project is not causing problems for the student, then the project is just an exercise.

4) *Autonomy*

Freedom in PjBL is in the form of being free to determine their own learning options, to work with a minimum of supervision and to be responsible for giving to students. The goal is for students to be independent in completing the project work they are carrying out.

5) *Realistic*

PjBL must provide realistic nuances, such as in the selection of topics, tasks and roles in the work context, work collaboration, products, customers, and product standards. The goal is to increase the motivation, creativity, and independence of students in learning.

c. Steps in PjBL Model

The stages of the project-based learning for language learning majorly consist of three main stages, namely planning, implementation and reporting (Stoller, 2006). Furthermore, the three main stages of project-based learning result in eight learning activities as follows.

1) Planning

Planning consists of five activities, which are choosing project topic, pre-communicative activities, asking essential questions, designing project plan and creating project timeline.

2) Implementation

The implementation comprises of one activity, namely finishing the project.

3) Reporting

There are two activities in this stage, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.

5. Inquiry

a. Definition of Inquiry Learning

Inquiry practice learning model is a learning model that involves students in investigating a real problem by confronting the investigation area. This can help them identify conceptual or methodological problems in the area of investigation, and ask them to design the problem ([Singh, 2010](#)). In short, this learning model asks students to investigate real problems in the form of conceptual and methodological by identifying their surrounding areas.

b. Principles of Inquiry Learning

There are seven important principles of the role of the teacher in inquiry training learning proposed by [Siddiqui \(2013\)](#). First, after asking a question, the teacher can ensure that the answer comes from the student is yes or no. Second, to direct students to construct or re-ask incorrect or invalid questions. Third, to

identify invalid points. Next, to utilize language appropriate to the investigation process. Fifth, to create a free intellectual environment. Sixth, to direct students to provide theoretical explanations regarding the generalizations they propose. The last, to motivate students to interact with their friends effectively and meaningfully.

c. Steps of Inquiry Learning

[Gillani \(2010\)](#), there are five steps in inquiry learning, namely:

- 1) Phase 1: Puzzle or intellectual confrontation. Done by presenting problems for students to create a state of imbalance or dissonance in their minds.
- 2) Phase 2: Hypothesis development. In this phase students will propose a hypothesis related to a confusing problem.
- 3) Phase 3: Students will review and see a suitable model for new information from the confusing problems earlier regarding hypotheses and problems of reality in everyday life. Then they isolate relevant information, eliminate irrelevant information, and organize new information.
- 4) Phase 4: Students explore various approaches and then test the hypotheses they have proposed to postulate possible answers to the original puzzle.

- 5) Phase 5: Students do an evaluation to confirm their understanding of the concept in a problem that is confusing to their intellectual abilities.

D. Definition of English Foreign Language Classroom

[Yuko \(2011\)](#) defined that English foreign language (EFL) refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). Based on this definition, EFL is the second language used by students to communicate using English in teaching. The EFL concept in this study is not the variable under study. It is only a complement to the description of the research title.

E. Benefit, Weakness, and Challenge in Using LCI

One of the benefits in using LCI is when the time of the class is spent in a deeper engaging of targeted theme content, consequently creating “learning connected communities” ([Garrison & Kanuka, 2004](#)). In other words, the use of LCI leads students to understand the topic more deeply, such as through problem solving, class discussion, communication and feedback, all of which are important for their learning skills.

One of the weaknesses in using LCI is that some students who are shy to participate are taken by other students who are active. This makes students who are shy will be anxious and stressed to do LCI-based learning.

One of the challenges in using LCI is that some teachers do not know the concept of LCI, as stated by [Ahmad \(2016\)](#), the results of this study explained that

the teachers did not know the concept of LCI and gave contradictory responses about the concept of LCI. Based on this incident, the teachers were challenged to change from traditional teaching methods to LCI-based learning methods.

F. Relevant Studies

Relevant studies shown by some researchers below:

First, the thesis written by Marwan with the title "*Implementing Learner-Centered Teaching in an English Foreign Language (EFL) Classroom*", explains that this research begins with widespread claims about the success of a learner-centered learning approach in all disciplines. It seeks to check whether such claims are true by applying a theoretical framework of learner-centred teaching in the EFL Classroom. A qualitative design involving an English teacher and a number of students from vocational higher education institutions was used. The findings of this study as a whole prove that the application of this learner-centered teaching framework can make a difference in student learning. Their learning becomes more meaningful, interesting and democratic. Despite these positive changes, it is known that teachers' understanding in implementing this framework is still limited, resulting in inconsistencies in the application of all aspects of the learner-centered learning approach.

Second, the thesis written by Kassem with the title "*The Impact of Student-Centered Instruction on EFL Learners' Affect and Achievement*", explaining the relative effect of student- and teacher-centered instruction on EFL freshmen's affect (anxiety, motivation, attitude, autonomy, self-efficacy and beliefs about

English and its learning) and achievement. Two classes of English department freshmen at Shaqra University, KSA participated in the study. Students in the two classes completed a questionnaire probing the target affective variables. An independent t-test proved that the two classes were homogeneous in affective variables before the treatment. The treatment class was taught according to student-centered instruction for an academic year. The control class was taught the same courses according to the conventional teacher-centered instruction. The students completed the questionnaire probing their affect. A composite mark of final exam marks of three courses was used as an index of achievement. Analyses of independent sample t-test proved that the treatment class outperformed the control class in all affective variables (except for instrumental motivation) and achievement.

Third, the thesis written by Baldauf and Moni with the title "*Learner-Centeredness in Teaching English as A Foreign Language*", reports research findings and discusses teachers' perceptions and implementation of the learner-centred approach to teaching English as a Foreign Language in Thai secondary school contexts. Case studies of five inservice EFL teachers from five contextually different public secondary schools in Udon Thani, Thailand were developed from interviews, classroom observations and teachers' self-reporting. The findings suggest that teachers were trying to implement the learner-centred approach, but that they were not confident about its underlying theory, and therefore the degree of the implementation dependent on how the teachers used

their understanding of that theory in their practice within the contextual constraints.

The difference between the research above and this research is that the research above focuses on the effectiveness or success in applying LCI-based learning methods, while this study focuses on LCI-based learning methods implemented by the teacher and the obstacles faced by the teacher in applying LCI-based learning methods.

G. Conclusion of Whole Sessions

Learner-centered instruction (LCI) has three points of view ([Prasetya, 2018](#)), such as paradigm, pedagogy, and strategy. From the three points of view leads to one conclusion. It is the LCI encourages students to be actively in learning process, whether individual or group work and teachers as facilitators for the students by applying one of the LCI types to support the materials and teaching activities.

The explanation that had been explained from the first to the last session could be concluded that several types of learning in the LCI would be randomly selected at the time of the research, adjusting to the teacher who would apply the learning model in the classroom. This was because the researcher did not conduct a survey to the teacher concerned. Therefore, all types of learning in the LCI were described one by one in this second chapter so that at the time of the research were not worried if the teacher in question randomly chosen the learning model to be applied.

CHAPTER III

METHODOLOGY

This chapter portrays the methodology of this skripsi, those are: research design, population and sample, data and sources of data, data collection techniques, instruments, and data analysis.

A. Research Design

According to [Nassaji \(2015\)](#), qualitative research is more holistic and often involves rich data sets from multiple sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. In other words, qualitative descriptive research is a type of research that describes the results of research systematically, factually and accurately about the facts or characteristics of a population. This research was designed based on descriptive qualitative research method, in which the data collected was in the form of words, pictures, not numbers. This research was done to identify how an English teacher implemented the learner-centered instruction (LCI) by using English as the medium of instruction at SMPN 7 Banda Aceh, and found out problems encountered by the teacher in implementing the LCI by using English.

B. Population and Sample

1. Population

Population is the whole individual who will be the research [subject \(Sukardi, 2011\)](#). The population of this study were an English teacher and students at grade 7 in SMPN 7 Banda Aceh.

2. Sample

Sample is a part of the population [\(Sugiono, 2016\)](#). The sample is part of the population that is the target participant in a study. The participants of the study were an English teacher and 13 students, 9 men and 4 women at grade 7.7. The technique that the researcher used to select the sample in this study was purposive sampling. The purpose was to adjust to special criteria so that the samples taken later were in accordance with the objectives of the research itself and could solve problems, then provided more representative values, so that the techniques taken could meet the objectives of this research. The special criteria from the English teacher and 13 students at grade 7.7 considering by the researcher were the teacher was already a permanent teacher at the school with sufficient teaching experience, the teacher was almost everyday at the school which made the researcher easy to meet and to interview the teacher and grade 7.7 was special criteria to be chosen by the researcher because the class was held or led by the teacher.

C. Data and Sources of Data

1. Data

The data needed by researcher in this case, namely:

1. The way teacher applied learner-centered instruction (LCI) in EFL classroom through observation
2. Difficulties faced by the teacher in implementing LCI in EFL classroom through interview.

2. Sources of Data

[Arikunto \(2006\)](#) states that sources of data are subject where the data come from. Therefore, the data subject can come from primary and secondary data. In research, there are different methods used to gather information, all of which fall into two categories, i.e. primary and secondary data ([Douglas, 2017](#)). As the name suggests, primary data is one which is collected for the first time by the researcher while secondary data is the data already collected or produced by others. The data sources in this study consisted of primary data source. The primary data source is in the form of observations from the teacher's implementation of LCI and the result of interviews from the teacher's obstacles while carrying out the learning process.

D. Data Collection Techniques

In this study, the researcher used two main techniques to collect the data, those were observation and interview.

1. Observation

[Marshall & Rossman \(1995\)](#) define observation as the systematic description of events, behaviors, and artifacts in the social setting chosen for study. Simply put, observation is a way of systematically observing an event both inside and outside a study. There are two forms of observation that are suggested by [DeWalt & DeWalt \(2002\)](#), namely participant observer and non-participant observer.

a. Participant Observer

The researcher actively joins in the activities of the people that the researcher observes. In such situation, the researcher may not take notes, for such may interrupt the normal flow of events. It is advisable to make notes or record the observation later.

b. Non-participant Observer

The researcher avoids interacting with the group unless approached. If this happens, then the researcher tries to keep the interaction to the least while retaining social etiquette. The aim of this kind of observation is to remain neutral, not to influence the behavior of those under observation. The role of non-participant observer is a passive one.

The types of observation that the researcher applied was the type of non-participant observer. Researcher used the non-participant observer because in the

research researcher did not take part in all kinds of activities that were observed. The purpose of using observation as a research method in this research included knowing how the teacher applied the LCI learning method. To get the specific comparison between teacher's implementation of LCI learning method and syntax of LCI learning method, the researcher took several references from other researchers, such as from [Eggen & Kauchak, \(1996\)](#), and [Kemendikbud, \(2013\)](#), then drew conclusion from these references to be used as syntax in observing the teacher while applying the inquiry/ discovery learning. The syntax of the researchers could be seen in the following table below:

Eggen & Kauchak	Kemendikbud 2013	Researcher
Orientation	Stimulation	Stimulation
Problem formulation	Problem statement	Investigation
The formulation of hypothesis	Data collection	Data collection
The data collecting	Data processing	Discussion
The testing hypothesis	Verification	Verification
Formulating the conclusion	Generalization	Conclusioin

From the syntax of the researcher above, it could be explained each part of the items from stimulation to the conclusion. First, stimulation consisted of giving a confusing example and asking questions to the students. Second, investigation

consisted of providing opportunities for students to identify as many problem agendas as possible that were relevant to teaching materials, then one of them was selected and formulated in the form of a hypothesis. Next, data collection. When the exploration took place, the teacher gave students the opportunity to collect as much relevant information as possible. At this stage, the function was to answer questions or to prove whether the hypothesis was true or not, thus students were given the opportunity to collect various relevant information, read literature, observed objects, interviewed with friends, conducted their own trials and so on. Fourth, discussion. After reading the literature, observing the objects, and conducting their own trials, they started to discuss with friends, whether their analysis was true or not. Fifth, verification. At this stage, students conducted a careful examination to prove whether it was true or not, which was set with alternative findings, linked to the results of data processing. The last, conclusion. The generalization stage is the process of drawing a conclusion that can be used as a general principle and applies to all events or the same problem, taking into account the results of the verification. Based on the verification results, the principles that underlie the generalization are formulated ([Kemendikbud, 2013](#)).

2. Interview

[Easwaramoorthy & Zarinpoush, \(2006\)](#) an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-

to-face or over the telephone. The internet is also emerging as a tool for interviewing.

[Stuckey, \(2013\)](#) divides three types of interview, namely structured, semi-structured, and unstructured interviews.

a. Structured Interview

Structured interviews are fully controlled by the interviewer (who possesses much power) and as such, gives the interviewee less room to be flexible and casual ([Stuckey, 2013](#)).

b. Semi-structured Interview

This type of interview is an outline of topics and questions prepared by the researcher ([Stuckey, 2013](#)). However, unlike the structured, semi-structured interviews have no rigid adherence. Their implementation is dependent on how the interviewee responds to the question or topics laid across by the researcher.

c. Unstructured Interview

[Easwaramoorthy & Zarinpoush \(2006\)](#), in an unstructured interview, the interviewer has no specific guidelines, restrictions, predetermined questions, or list of options.

This study used a structured interview type. Researcher made questions that had been arranged systematically and the interviewer could ask about the opinions of the interviewees regarding what obstacles the teacher faced while applying the LCI learning method. The subject used as respondent was an English teacher at grade 7.7 junior high school. The English teacher got several questions related to

this research. The questions were got from some researchers, like from [Elize, \(2020\)](#), [Tawalbeh, & Alasmari, \(2015\)](#), and [Tadesse, \(2020\)](#), combined and taken the conclusion of them by the researcher to be the interview lists while interviewing the respondent. The interview lists in general consisted of teacher's understanding of LCI, problem of large number of students in implementing LCI, and problem of lack appropriate media in implementing LCI and how to solve the difficulties that have been mentioned above.

In the interview, there were steps that the researcher would take to collect data, namely:

- 1) make guidelines for interview questions, so that the questions are given in accordance with the objectives of the interview
- 2) determine interview sources
- 3) determine the location and time of the interview
- 4) conduct the interview process
- 5) documentation
- 6) ensure that the interview results are in accordance with the information needed by the researcher
- 7) recap the results of the interview.

E. Data Validity

Triangulation is a method used to increase the credibility and validity of research findings ([Cohen, Manion, & Morrison, 2000](#)). Credibility refers to the trustworthiness and reliability of a study; Validity relates to the degree to which a study accurately reflects or evaluates the concepts or ideas under investigation

([Joppe, 2000](#)). Triangulation, by combining methods, theories, or observers in a research study, can reduce bias from the use of a single method. Four types of triangulation are proposed by [Denzin \(1970\)](#):

1. Data of triangulation

Data triangulation which includes matters such as periods of time, space and people.

2. Investigator of triangulation

Investigator triangulation which includes the use of several researchers in a study.

3. Methodology of triangulation

Methodological triangulation which promotes the use of several data collection methods such as interviews and observations.

4. Theory of triangulation

Theory triangulation which encourages several theoretical schemes to enable the interpretation of a phenomenon.

To get the valid data, the researcher used three techniques of triangulation, those were investigator, theory, and methodology triangulation. Using investigator was to make sure that the data had been valid by asking content expert. He was prof. Doctor Sugilar, lecturer of faculty of teacher training of Universitas Terbuka. There were some steps which done by the reasearcher to prof. Doctor Sugilar. First, asking his time to meet and to give his suggestion about my observation syntax and interview list. Second, after approving to meet and to give my

observation syntax and interview list, he started to check them. Third, after checking them, he suggested to remove three questions on the interview list because they were less appropriate. Last, he accepted that my observation syntax and interview list were valid to do the research. Using theory was to make sure that the data had been valid by comparing some theories and taking the most relevant for the research being studied. Using methodology was to make sure that the data had been valid by observing the phenomenon directly.

F. Instruments

According to [Arikunto \(2006\)](#), research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. Simply put, research instruments are used to facilitate data collection so that the data can be processed systematically.

The instruments used in this research are:

- a. observation sheet (contains the syntax of the model/ type of LCI learning)
- b. interview sheet (contains questions for the teacher).

G. Data Analysis

Data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon ([Bogdan & Biklen, 1982](#)).

In this research, the data were from observation, and interview. The data were grouped and classified based on the research problems. The researcher qualitatively analyzed the data to identify and to recognize the verbal instruction, then group them according to the topic ([Sellinger & Shobamy, 1989](#)).

The data from observation were analyzed by comparing syntax with the steps being performed by the teacher. After comparing them, the next step was done by calculating syntax that the teacher did not do. The last step was done by classifying on the basis of the characteristics of the items and the objectives of the study.

The data from interview were analyzed by verifying the obstacles faced by the teacher while implementing learner-centered instruction (LCI) method and classifying the obstacles to the basis of the characteristics of the items and the objectives of the study.

In this study, all data were descriptively analyzed and focused on describing all factors characterized LCI. Based on the research problems, this exposure was divided into two different topics which covered teacher's implementation of the LCI, and problems faced by the teacher in implementing LCI at SMPN 7 Banda Aceh.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings and discussion based on the data obtained from the observation and interview. The data taken from observation and interview according to the research questions in the first chapter, those are the way how teacher implements the learner-centered instruction in EFL classroom at SMPN 7 Banda Aceh, and problems encountered by the teacher while implementing learner-centered instruction in EFL classroom at SMPN 7 Banda Aceh.

A. Process of Data Collection

In this chapter, the researcher attempted to discuss the data and research results about the use of learner-centered instruction (LCI) in EFL classrom at SMPN 7 Banda Aceh. As stated at the previous chapter that the researcher collected the data through observation and interview. First, the observation was conducted to identify the characteristics of LCI performed by the English teacher at grade 7.7. There were 2 problems while taking the observation at the class 7.7. First problem was the suitable time to conduct the research at the class, and the second problem was the number of students who were observed. The first problem was hard to get the suitable time for doing the observation because of COVID-19, where the teaching and learning process always changed, whether it was online or offline learning. Besides, the researcher got the suit time to do the

observation at the class on Friday, October 1, 2021. The second problem was the total number of students that were observed. The researcher only observed 13 students or a half of the total 33 students at the class because of COVID-19. The total 33 students were separated to reduce the number of crowds into two classes. The first class was students' names from no. 1 to 14 in attendant list and the 15 until 33 was the second class. The first class studied to the school from Monday to Wednesday and the second class from Tuesday to Saturday. In the other hand, the researcher asked by the teacher to observe the second class.

Second, the interview was focused on the difficulties faced by the teacher while implementing LCI in EFL classroom. The interview was done on Saturday, August 14, 2021, and interviewed in English language by the rule that the teacher disagreed to record on mobile phone. Besides, the researcher asked the teacher to give the hard copy of her answers in the next day by the purpose was no doubt and misunderstandig while collecting and completing the data.

B. Findings

The data from the observation and interview sheet were analyzed and classified into 2 subheadings accordance with the research questions.

1. The Way How Teacher Implements the Learner-Centered Instruction in EFL Classroom

From the classroom observation on the part of implementing learner-centered instruction (LCI) can be seen on table 4.1 below.

Table 4.1

Observation Sheet of Learning English by Using Inquiry/ Discovery Learning at SMPN 7 Banda Aceh

No	Activities in the teaching process	Always	Often	Sometimes	Never
1	Stimulation Asking questions		●		
2	Investigation Identifying problem		●		
3	Data Collection Collecting information	●			
4	Discussion Discussing the analysis			●	
5	Verification Proving the analysis				
6	Conclusion Taking the conclusion of learning	●			

The findings showed that almost all of the items in the classroom observation sheet above done by the English teacher at grade 7.7. Each item was analyzed and calculated by the researcher where the items done and skipped by the teacher while implementing learner-centered instruction (LCI) method. There were 6 items from stimulation to the conclusion which analyzed and calculated by the researcher when the teacher implemented LCI method. No. 1 in the item was stimulation. The teacher often gave a stimulation by giving a short dialogue and asking questions about what expression that often used. The expression that taught was greeting. No. 2 in the item was investigation. The teacher let the students to identify what the correct expression for the dialogue that the teacher

read. No. 3 in the item was data collection. The teacher always asked the students to collect the data of the expression that being taught by reading the book or asking the friends' opinion. No. 4 in the item was discussion. The teacher sometimes asked the students to discuss about what the correct expression. The teacher did not make a group discussion for avoiding the crowd and keeping the social distancing. No. 5 in the item was verification. After the students collected the data, at this stage the students proved their analysis by performing it in front of the class and the teacher as a facilitator gave the clues to get the correct answer by asking other students to give their opinion. The last item was conclusion. For finishing the class, the teacher let the students to conclude the material that had been taught by sharing their opinion and taking lessons to be used as guidelines in everyday life. Conclusion of the whole items in classroom observation sheet was the teacher taught the students based on LCI method. It could be proved by calculating the number of items that used and ignored by the teacher. The items consisted of 6 points, 3 points often, 2 points always, and 1 point sometimes used.

Finally, the first research question and aim of the study in the first chapter had been identified by observing and clarifying to the teacher about the way how the teacher implemented LCI in EFL classroom.

2. Problems were Encountered by the Teacher in Implementing the Learner-Centered Instruction in EFL Classroom

The findings indicated that the English teacher at grade 7.7 still encountered some problems in implementing the learner-centered instruction (LCI) in EFL classroom. The five questions above at least represented the problems

faced by the teacher while implementing LCI in EFL classroom. The five questions had been answered by the teacher through hard copy of her answers and the hard copy of her answers were described by the researcher. The first question was replied by the teacher.

“One-way learning method during the learning process, namely the learning model by listening more to the material by lecturers in the classroom. Learner-centered focused on interaction (pupil-teacher and pupil-pupil. Teachers focused on facilitating critical thinking and further investigation, rather than communicating facts.”

Simple words, teaching and learning LCI-based was focused on interaction between students to teacher and students to students with the teacher who facilitated critical thinking and further investigation, rather than communicated the facts. The second question was answered by the teacher. “It could also be said that the number of students who studied in groups and individually to explore problems, be an active party in the learning process and not only be passive recipients of knowledge. Countermeasures:

1. Designing student-centered learning activities
2. Choosing the right cooperative learning strategy
3. Choosing the appropriate informative assessment method.”

No matter the number of students large or not, the matter was the students who were passive in teaching and learning process. To anticipate it, the teacher designed the active learning, chose the correct strategy of cooperative learning, and chose the suitable assessment method. The next question was replied by the teacher, “in the era of globalization as it was today, technology was very important as a means of supporting facilities in the teaching and learning process in schools. The success of a learning if the school could facilitate adequate

supporting facilities in order to be channeled learning materials well. Therefore, the lack of facilities could be an obstacle for teachers to distribute materials to the students they taught.

Countermeasures:

1. Having a creative attitude shown by the ability to see problems and to look for ideas so that with the limitations of infrastructure facilities in schools did not hinder learning and lessons could be accepted by the students
2. Transferring methods that could be applied without having technological support facilities
3. Providing an alternative way could be the application of traditional learning without using technology if the infrastructure factors in the schools were less supportive.”

Supporting facilities like technology took the important role in teaching and learning process, especially in the globalization era right now. The teacher's countermeasures such as having the creative attitude to look, and to search the problems so that those could be handled, doing the alternative method to change from the modern to traditional facilities for supporting the teaching and learning activities. The fourth question was argued by the teacher, “English because the assumption was wrong because English was not the official language in Indonesia. The teacher was not in control of the material. Teaching methods used by teachers were less creative and communicative. The delivery of teacher material was boring so that students were lazy to pay attention.

Countermeasures:

1. Approaching students who were lack confidence to speak English
2. Encouraging and motivating students that English was easy enough to learn
3. Using audiovisual technology to increase student's interest in learning English.”

Students got reluctant because of some factors, such as teachers were lack of creativity, and communication in teaching English lesson to the students. To

handle it, the teacher gave the countermeasures, like doing the approach to the passive students, giving the spirit and motivation, and also using audiovisual technology for increasing the students' stimulation in learning English lesson. The last question was replied by the teacher, "in general, the learner's media was concerned in conveying messages or lesson materials to their students, so that the message was easier to understand, more interesting, and more fun to students if the teacher could choose the right media in their application. But LCI-based teaching was a hurdle for teachers because they had to focused on their material thoroughly on their students. Therefore, finding suitable media could make it easier for teacher to apply the media taught to students even if they had to be LCI-based." In short, to find appropriate media was still difficult, especially teaching and learning LCI-based. The reason was teaching and learning LCI-based had to focused on the material to the students thoroughly.

Finally, the teacher's answers represented the five questions of problems encountered by the teacher while implementing the learner-centered instruction in EFL classroom. By knowing and clarifying the teacher's answers, automatically the second research question and the aim of study in the first chapter had been completed.

C. Discussion

In this part, the data analysis elaboration of the observation sheet was spelled out. The data analysis of the observation sheet consisted of 6 items, such as stimulation, investigation, data collection, discussion, verification, and conclusion. First item was stimulation. The stimulation item showed that the

English teacher at grade 7.7 often used. The way how the teacher gave the stimulation like [Eggen & Kauchaks' way \(1996\)](#), the teacher gave the opportunity to the students to ask questions before entering the material, which meant sign of one-way thinking in doing the stimulation. Second item was investigation. The investigation item pointed that the teacher often used. The teacher's way in doing the investigation was the same as [Kemendikbud's step \(2013\)](#) in investigating process. The teacher gave students the opportunity to identify as many problem agendas as possible that was relevant to teaching materials, then one of them was selected and formulated in the form of a hypothesis (Kemendikbud, 2013). Next item was data collection. The data collection presented that the teacher always had the data collection. The teacher's instruction of data collection for students followed one of the experts' theories, like from [Kemendikbud's step \(2013\)](#). Students were given the opportunity to collect various relevant information by reading literature, observing objects, interviewing resource persons, conducting their own trials and so on ([Kemendikbud, 2013](#)). Fourth item was discussion. The discussion item revealed that the teacher sometimes did the discussion. Not without reason, the teacher did it for following health protocols, where it was not allowed to gather together during the COVID-19 pandemic, because discussion shared their ideas by gathering together to be more composed and focused. Even so, it was not in line with the theory put forward by one of the experts, like from [O'Brien \(2009\)](#).

Discussion was used as a generic term to include any private or public meeting in which two or more individuals express themselves concerning the

nature of a problem at hand, its solution, or both ([O'Brien, 2009](#)). Next item was verification. The verification item indicated that the teacher often had the students to do the verification. The teacher followed one of the experts' theories, like from [Kemendikbud \(2013\)](#). At this stage, students conducted a careful examination to prove whether the hypothesis was true or not with alternative findings, linked to the results of the discussion ([Kemendikbud, 2013](#)). Last item was conclusion. The conclusion item added that the teacher always did the conclusion. Like stated by [Eggen & Kauchak \(1996\)](#), the teacher guided students in making conclusions ([Eggen & Kauchak, 1996](#)).

In conclusion, comparing between the observation sheet and the teacher's implementation was almost entirely taught based on LCI method. It could be proven from the result of observation sheet and the number of items carried out based on experts' theories.

The data analysis elaboration of the teacher's answers spelled out in this part. There were 5 questions that were discussed. First question was about the teacher's understanding of LCI. In general, the answer was the same as [Brown \(2001\)](#), about the definition of LCI. [Brown \(2001\)](#) stated that an LCI provided opportunities for students to play an active role in learning with the teacher as a facilitator who helped and guided students in achieving learning goals. Second question was about problem of large number of students while implementing LCI. The teacher at least represented the Tadesse's statement. [Tadesse, \(2020\)](#) stated that there for possible to said that large class size was among factors that affected the practical implementation of student centered-approach. Different delivery but

referring to one purpose, the number of students affected LCI-based learning. The next question was about lack of facilities problem while implementing LCI. Fourth question was about reluctant students to speak English became problem while implementing LCI. The teacher's answers could be represented the Ohata's statement. [Ohata \(2005\)](#) reported that for Japanese learners, anxiety was related to negative evaluation by others, leading to a sense of loss of face in oral presentation situations. Various other studies showed that reticence to speak should not necessarily be interpreted as a lack of motivation; rather, it might reflect deep-seated beliefs and fears when having to perform in class in front of peers ([Tsui, 1996](#)). In general, the LCI-based teaching and learning process in the EFL classroom was hampered by the reluctance of students to speak English. This happened because English was still a foreign language to be used by 7th grade students at SMPN 7 Banda Aceh. The last question was about difficulties to find appropriate media. The same thinking like Tadesse's point of view. There for possible to say that shortage of instructional materials were among factors affecting practical implementation of student centered approach ([Tadesse, 2020](#)). In general, the teacher stated that finding the appropriate media was still hard, only projector was the most appropriate media to support the teaching and learning process.

The result of the observation sheet and the teacher's answers had been analyzed before. It took a conclusion that the English teacher at grade 7.7 applied and knew in general the method of learner-centered instruction (LCI). It could be proven by the result of teacher's performances and knowledge of LCI-based

teaching and learning which were juxtaposed with the theory of the experts. Finally, by finishing to analyze the result of the observation sheet and the teacher's answers, the first and second research question, also the first and second aim of study had been answered.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion are presented by the researcher following the findings of the research.

This study was conducted to answer the research questions and aims of the study, which were whether the way how teacher implemented the learner-centered instruction (LCI) in EFL classroom, and the obstacles faced by the teacher while implementing LCI in EFL classroom at SMPN 7 Banda Aceh. To answer the questions, observation and interview were taken. Then, data from the observation and interview were analyzed by [Sellinger & Shobamys' steps \(1989\)](#). The result of the observation and interview were described in the conclusion and suggestion below.

A. Conclusion

From the research that had been conducted about the use of learner-centered instruction (LCI) in EFL classroom, the researcher concluded that:

1. The English teacher at grade 7.7 had implemented the LCI in EFL classroom that could be compared between the result of the syntax classroom observation sheet and the teacher's performance while implementing the LCI-base.
2. Most of the students at grade 7.7 actively involved in the teaching and learning activities which could be proved by the result of syntax classroom observation sheet, no. 2, 3, 5, and 6.

3. The final students' scores from learning based on LCI was satisfactory that could be shown in the recapitulation of students' scores.

4. The problems encountered by the teacher while implementing LCI in EFL classroom could be categorized into linguistic and non-linguistic problems. Linguistics problems were poor understanding of LCI-based learning of the teacher, and lack of students' motivation to speak English. Non-linguistic problems were large number of students, and lack of appropriate media. To get over both the linguistic and non-linguistic problems, the teacher did self-learning to improve the correct understanding of LCI-based learning, and provided an alternative way that could be the application of traditional learning without using technology if the infrastructure factors in the schools were less supportive.

B. Suggestion

Based on the conclusion presented above, the researcher gives some suggestions referring to the use of learner-centered instruction (LCI) in EFL classroom.

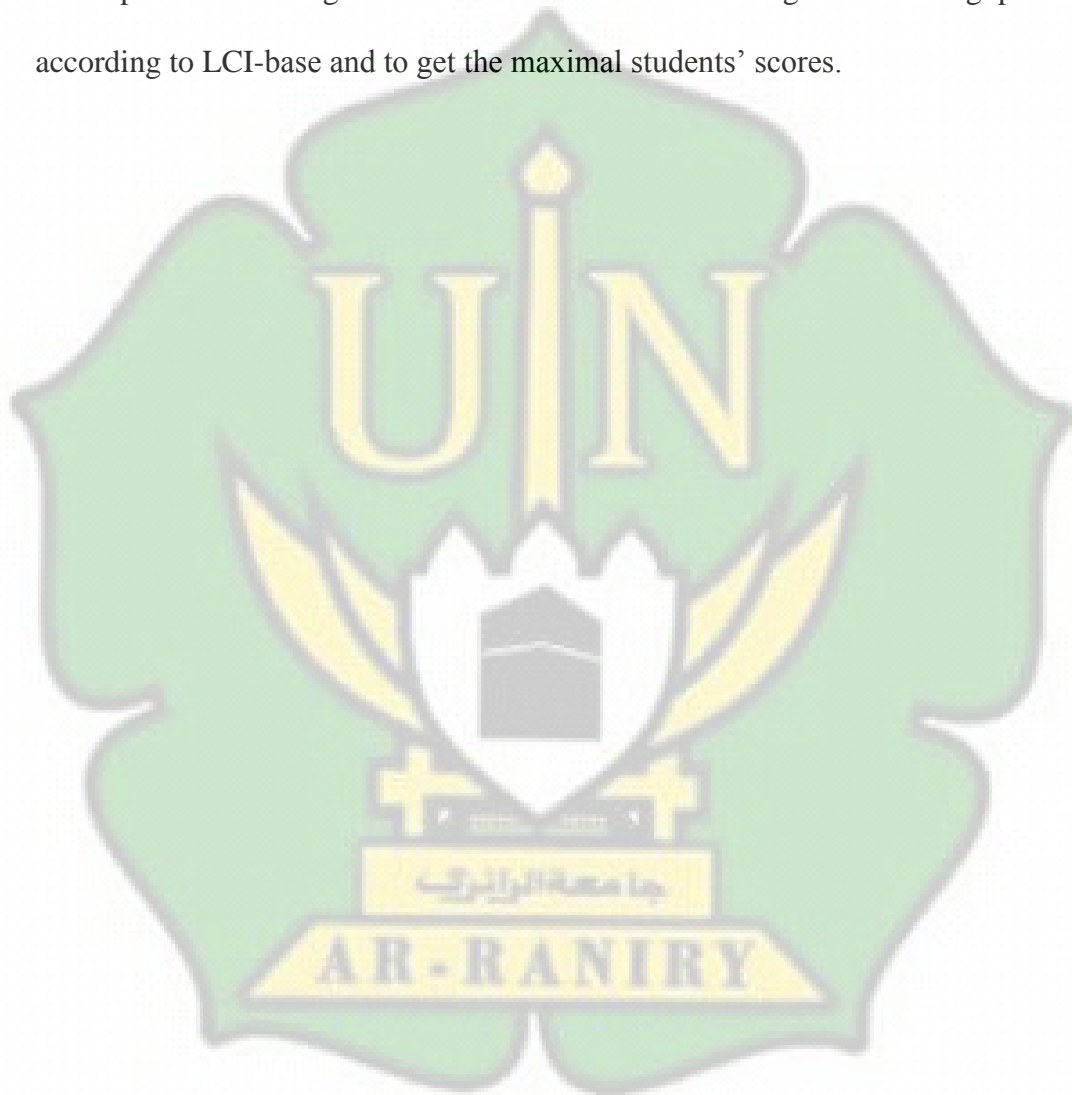
1. For the teacher

To overcome the poor teacher's understanding of LCI-based learning, the teacher should be more understand the concept of LCI-based learning by reading curriculum K-13 carefully or sharing the concept of LCI-based learning with her fellows.

2. For other researchers

Other researchers who are interested in investigating related to the use of learner-centered instruction (LCI) in EFL classroom, this research is expected to

be guidelines. The other researchers are hoped taking the same investigation, by the purpose are to get new findings and to reach new solutions to solve the problems while implementing the LCI in EFL classroom. The purpose like them are expected to strengthen the effectiveness of teaching and learning process according to LCI-base and to get the maximal students' scores.



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