THE IMPLEMENTATION OF LEARNER-CENTERED TEACHING IN ENGLISH CLASSROOMS AT SMA MUHAMMADIYAH 2 SURABAYA

THESIS

Submitted in partial fullfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

By :

Shofi Agustin Hidayah

NIM D05214023

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2019**

PERNYATAAN KEASLIAN TULISAN

Dengan ini saya:

    Nama   : Shofi Agustin Hidayah
    NIM   : D05214023
    Prodi/ Jurusan   : Pendidikan Bahasa Inggris

Fakultas Tarbiyah dan Keguruan Universitas Negeri Sunan Ampel Surabaya menyatakan dengan sesungguhnya bahwa tugas akhir (skripsi) yang berjudul

THE IMPLEMENTATION OF LEARNER-CENTERED TEACHING IN ENGLISH CLASSROOMS AT SMA MUHAMMADIYAH 2 SURABAYA.

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana pendidikan ini benar-benar merupakan karya saya, yang saya hasilkan melalui penelitian, pembimbingan, diskusi, dan pemaparan. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang biasa dilakukan dalam penulisan karya ilmiah. Dengan demikian, meski pembimbing dan tim penguji skripsi ini membutuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Demikian, harap pernyataan ini dapat digunakan seperlunya.

Surabaya, 10 Juli 2019
Yang membuat pernyataan

METERAI
TEMPEL
TGL   20
3GD3AAFF896652633

6000
ENAM RIBU RUPIAH

Shofi Agustin Hidayah

ADVISOR APPROVAL SHEET

This thesis by Shofi Agustin Hidayah entitled "*The Implementation of Learner-Centered Teaching in English Classrooms at SMA Muhammadiyah 2 Surabaya*" has been approved by thesis advisors for further approval by the board of examiners.

Surabaya, July 10th 2019

Advisor I,

Dr. Irma Soraya, M.Pd
NIP.196709301993032004

Advisor II,

Rakhmawati, M.Pd
NIP.197803172009122002

EXAMINER APPROVAL SHEET

This thesis by Shofi Agustin Hidayah entitled *"The Implementation of Learner-Centered Teaching in English Classrooms at SMA Muhammadiyah 2 Surabaya"* has been examined on July, 16th 2019 by the board of examiners.

Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
NIP. 196301231993031002

Examiner I,

H. Mokhamad Syaifudin, M.Ed, Ph.D
NIP. 197310131997031002

Examiner II,

Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner III,

Dr. Irma Soraya, M.Pd
NIP. 196709301993032004

Examiner IV,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

SURAT PERNYATAAN PUBLIKASI

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN
Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : SHOFI AGUSTIN HIDAYAH
NIM : D05214023
Fakultas/Jurusan : TARBIYAH DAN KEJURUAN / PENDIDIKAN BAHASA INGGRIS
E-mail address : shofiagustin88@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
☑ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (................................)
yang berjudul :

THE IMPLEMENTATION OF LEARNER-CENTERED TEACHING IN ENGLISH

CLASSROOMS AT SMA MUHAMMADIYAH 2 SURABAYA

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,

Penulis

(Shofi Agustin Hidayah)
nama terang dan tanda tangan

v

ABSTRACT

Hidayah, Shofi Agustin. (2019). *The Implementation of Learner-Centered Teaching in English Classrooms at SMA Muhammdiyah 2 Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisors: Dr. Irma Soraya, M.Pd and Rakhmawati, M.Pd.

Keywords: *Learner-centered teaching, role of teacher, teacher's barrier in implementing LCT*.

This study discusses the implementation of learner-centered teacher, especially in the aspect role of teacher. Based on the government regulation of Indonesia, the teacher should implement learner-centered teaching. While in the reality in Indonesia, the teacher tends to explain everything and limit the content of learning. This qualitative descriptive study aims to describe the implementation of learner-centered teaching by the English teacher in the classroom and the English teacher's barriers to implement learner-centered teaching in the classroom. In particular 2 teachers in different 2 classes were analyzed by doing classroom observation. The researcher interviewed them to support the data in order to describe teachers' barriers in implementing learner-centered teaching. Based on the findings and the discussion, the teachers used group discussion, problem solving and product based task as the main activities to implement learner-centered teaching. The teachers asked the students to make and answer question, make pamphlet, and analyze the other's pamphlet. Meanwhile, in giving the feedback the teacher did not let the students to convey the information by themselves. It indicates that the teachers are not always implement learner-centered teaching in every aspects. There are several barriers that found by the researcher, which are lack of knowledge about learner-centered teaching, the situation in reality is not as same as lesson plan, how to handle the difference students' personalities and capabilities. From this study, it is expected that the other teacher who did not implement LCT yet will be guided in enhancing their knowledge in designing the teaching activity. So, they can implement K13 optimally.

ABSTRAK

Hidayah, Shofi Agustin. (2019). *The Implementation of Learner-Centered Teaching in English Classrooms at SMA Muhammmdiyah 2 Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisors: Dr. Irma Soraya, M.Pd and Rakhmawati, M.Pd.

Kata Kunci: *pengajaran berbasis pada siswa, peran guru, halangan guru dalam menerapkan pengajaran berbasis pada siswa.*

Tesis ini membahas penerapan pengajaran berbasis pada siswa, khususnya pada aspek peran guru. Sesuai dengan peraturan pemerintah Indonesia, guru harus menerapkan pengajaran yang berbasis pada siswa. Sedangkan, di Indonesia kenyataannya, guru cenderung menjelaskan segalanya dan membatasi konten pembelajaran. Tesis deskriptif kualitatif ini bertujuan untuk menjelaskan penerapan pengajaran yang berbasis pada siswa oleh guru Bahasa Inggris di kelas dan halangan yang dihadapi guru Bahasa Inggris dalam menerapkan pengajaran berbasis pada siswa. Khususnya, 2 guru dalam 2 kelas yang berbeda telah di analisis dengan melakukan observasi kelas. Peneliti juga melakukan interview untuk mendeskripsikan halangan guru dalam menerapkan pengajaran berbasis pada siswa. Temuan menunjukkan bahwa kedua guru menggunakan diskusi kelompok dan penyelesaian masalah sebagai aktifitas utama di kelas. Guru meminta siswa untuk membuat dan menjawab pertanyaan dari kelompok lain sesuai dengan teks yang diberikan, guru juga meminta siswa untuk membuat pamphlet dan menganalisis pamphlet dari kelompok lain. Namun, dalam memberikan materi guru tidak membiarkan siswa untuk menyampaikan materi sendiri. Hal ini menunjukkan bahwa guru tidak selalu menimplementasikan pengajaran berbasis pada siswa pada setiap aspek. Ada beberapa halangan yang ditemukan oleh peneliti, yaitu kurangnya pengetahuan tentang pengajaran berbasis pada siswa, situasi di kenyataan yang berbeda dengan RPP, bagaimana menangani siswa yang memiliki kemampuan dan kepribadian yang berbeda-beda. Dari penelitian ini, diharapkan guru lain yang belum menerapkan pengajaran berbasis pada siswa dapat tertuntun dalam meningkatkan pengetahuan dalam mendesain aktifitas pengajaran. Jadi, mereka dapat menerapkan K13 dengan optimal.
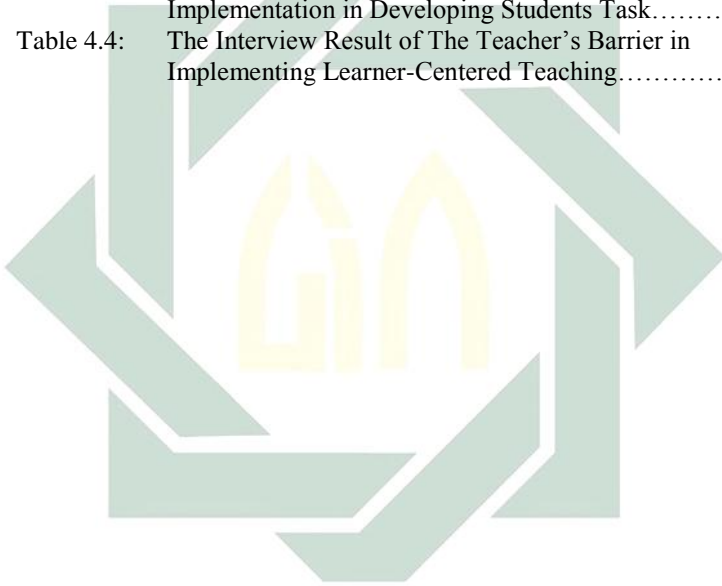
TABLE OF CONTENT

ix

LIST OF TABLE

x

LIST OF ABBREVIATION

SMA	Sekolah Menengah Atas
LCT	Learner-Centered Teaching
K13	Kurikulum 2013
EFL	English Foreign Language
ELT	English Language Teaching
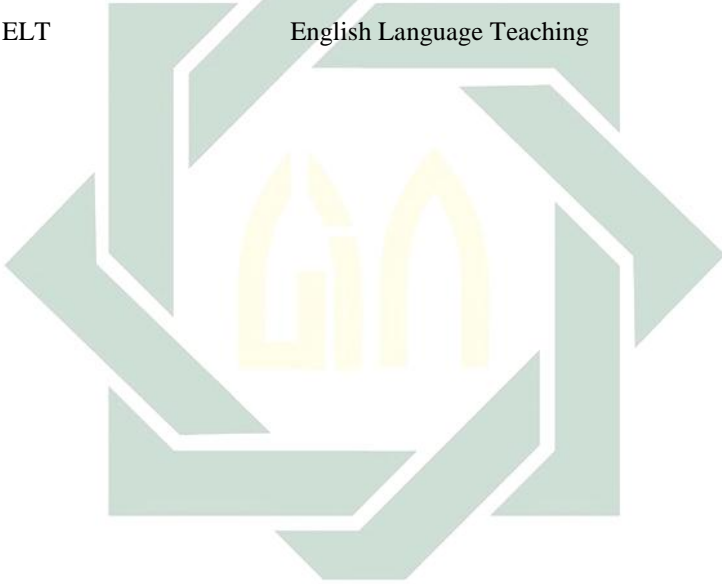
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research question, the objectives of the study, the scope and limitation and the definition of key term.

A. Background of Study

The world of education including English Language Teaching (ELT) has shifted the teaching approach from teacher-centered teaching into learner-centered teaching.[1] In the 21st century, learner-centered teaching must be applied in classroom because learning has become a lifelong process. Students must constantly learn what they need to know.[2] Since students are expected to have life and career skills, learning and innovation and information and communication technology skills. Therefore, in 21st-century learning is not only about understanding the theory, but also the usage in real-life, and the knowledge itself must be broad. Here, the students have to expand their knowledge by themselves. Students are no longer only depend on the teacher. As Alvin Toffler said, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.[3]

In English foreign language education itself, 21st-century learning is no longer focus on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe.[4] Hence, students must directly be involved in teaching and learning process, which means students to be the one whom active in the class. Students no longer only listen to the teacher, memorize and do the worksheet, but also know how to use the language in the real-

---

[1] Ardi Marwan. "Implementing Learner-centered in an English as a Foreign Language Classroom" *Journal of Culture, English Language and Literature.* Vol. 17 No. 1. July 2017 45-59.

[2] McCain, T. & Jukes, I. *Windows on the future: Education in the age of technology.* (Thousand Oaks, CA: Corwin Press, 2001) 54

[3] Alvin Toffler. *Future Shock.* (New York: Random House, 1990) 414

[4] Eaton, S.E. *Global Trends in Language Learning in the Twenty-first Century.* (Calgary: Onate Press, 2010) 5

1

life. The teacher needs to use the appropriate approach which can provide active learning. Therefore, learner-centered teaching can be the one which deals with this.

Based on MacHemer in a learner-centered teaching, the student is the one who is actively learning and decide what they learn, how they learn it, and when they learn it.[5] It means that the students take the responsibility for their own learning. Besides, the teacher recognizes students' abilities to understand, produce and use language in a variety of forms, for a variety of purposes.[6] Learner-centered teaching is based on active learning and ongoing reflection, cooperation between students and instructors, higher-order thinking skills, students' choices and control over their learning, students' different experiences and background knowledge, and students' diversity.[7] Learner-centered teaching focuses on what material which the students needed and developing real-life skills, such as critical thinking, collaboration, problem-solving, communication. According to Weimer, learner-centered teaching has five aspects, are balance power, teacher's role, the responsibility of students, the function of content, and assessment.[8]

Based on the government regulation of Indonesia, the teacher should implement learner-centered teaching.[9] Since the government of Indonesia keeps trying to develop the quality of education in Indonesia. Unfortunately, only a few teachers have implemented learner-centered teaching in their class. One of the teacher's issues toward learner-centered teaching is the teacher's role.[10] Based on Hamzah and Kurnia Ningsih's journal, entitled Praktek Kekuasaan dan Dominasi Guru di Dalam Kelas Ditinjau dari Struktur Wacana

---

[5] MacHemer, and Crawford "Student Perceptions of Active Learning in a Large Cross-Disciplinary Classroom" *Active Learning in Higher Education*. 2007. 11

[6] Eaton, S.E. *Global Trends in Language Learning in the Twenty-first Century*. (Calgary: Onate Press, 2010). 12

[7] Salma Al-Humaidi. "Student-Centered Learning at Sultan Qaboos University: EFL Students' Perceptions" *International Journal of Education*. Vol. 7 No. 3. June 2015. 195.

[8] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

[9] Republik Indonesia. *Peraturan Menteri Pendidikan dan Kebudayaan nomor 81A tentang Implementasi Kurikulum*. (Jakarta: 2013), 3.

[10] Agus Mutohar. "Teacher's Day: Questioning Role of Teacher in Indonesia" (https://www.thejakartapost.com/academia/2016/11/25/teachers-day-questioning-role-of-teachers-in-indonesia.html accessed on 10/01/2019)

Pedagogik Pembelajaran Bahasa Inggris found that English teacher still exercised strong power and domination in the classroom. Most exchanges were initiated by the teacher (93%), and the students involvements were limited to providing responses in accordance with the information initiated by their teacher.[11] Teacher should be the facillitator only in learner-centered teaching. While in Indonesia, the teacher tends to explain everything and limit the content of learning. So, the students can not explore themselves and hard to have critical thinking. Ironically, this phenomenon becomes common case in Indonesia's education even until now.[12] However, education is about giving students the opportunities about what they need to discover, their true passions and to empower them to achieve those passions. So, the teacher needs to be able to teach in creative and innovative ways.

Meanwhile, one of private senior high school in Surabaya named SMA Muhammadiyah 2 Surabaya has already implemented learner-centered teaching. SMA Muhammadiyah 2 Surabaya implements an international and national curriculum (K13). SMA Muhammadiyah 2 Surabaya included in five referral schools in Surabaya based on Kemdikbud.[13] These five schools appointed as referral school based on the assessment of the quality of national exam score, have good integrity and have implemented K13 optimally. The school which has implemented K13 optimally and being the referral school surely also implemented learner-centered teaching, because learner-centered teaching is one of the aspects of learning and teaching process in K13.

Even though the teachers have been already implementing it, the teacher surely faced some possible barriers in implementing learner-centered teaching. Based on Jo An and Reigeluth, here are some possible barriers to implement learner-centered teaching; lack of time, assessment, lack of knowledge about learner-centered

---

[11] Hamzah, et al. "Praktek Kekuasaan dan Dominasi Guru di Dalam Kelas Ditinjau dari Struktur Wacana Pedagogik Pembelajaran Bahasa Inggris" *Lingua Didaktika*. Vol. 9 No. 1. December, 2015. 19

[12] Laraswati Ariadne Anwar. "Kemampuan Guru Belum Maksimal" (https://kompas.id/baca/utama/2018/09/12/kemampuan-guru-belum-maksimal/ accessed on 15/11/2018)

[13] Kemdikbud. *Daftar SMA Rujukan*. (https://www.psma.kemdikbud.go.id accessed on 05/02/2019)

teaching. They also maintained that lack of funding, limited resources, institutional barriers, subject culture, teacher's attitude toward learner-centered teaching student behavior, class size, inclusion of severe-needs students, and parents who complain about challenging activities can be seen as other barriers to implementing learner-centered teaching.[14]

From these phenomenon and explanation, the researcher wants to know how does the teacher implement learner-centered teaching at SMA Muhammadiyah 2 Surabaya. Furthermore, here are some reasons of why the researcher choose SMA Muhammadiyah 2 Surabaya as locus for this study: the first is SMA Muhammadiyah 2 Surabaya has been implementing learner-centered teaching. The second is SMA Muhammadiyah 2 Surabaya included on referral school among five schools (SMAN 2 Surabaya, SMAN 5 Surabaya, SMA Muhammadiyah 2 Surabaya, SMA Al – Hikmah, SMA Khadijah) so, it is proven by *kemdikbud* that these school can be used as an example for the other school. The third is SMA Muhammadiyah 2 Surabaya is one of islamic school among those five referral schools, since the researcher wants this study can be useful especially for islamic school teachers. The fourth is among those five referral schools only SMA Muhammadiyah 2 Surabaya which provides language department since the researcher wants to observe the difference implementation between big size class in science class and small size class in language class.

Some studies related to this study. One of them is by Kittiporn et.al under the title "Student Centeredness in Teaching English as Foreign Language".[15] This study focused on the teacher's perception of learner-centered teaching. This study found that among five teachers who participated in this study agreed with the policy of applying learner-centered in EFL classes. The teachers understood that through learner-centered, they needed to allow their students to take more responsibility for their own learning. However, they believed that it was not possible for their students to learn everything

---

[14] Yun Jo An, et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 55

[15] Kittiporn, et.al, "Learner-centeredness in Teaching English as a Foreign Language", *Paper of Thai TESOL International Conference*. January 2006. 4.

by themselves and that teachers still played a major role in preparing the lessons, presenting the content, and creating the activities for students. Meanwhile, the differences of this previous study above with this study is, this study focused on observing the teacher's way in implementating learner-centered teaching at SMA Muhammadiyah 2 Surabaya where the school is included on five referral schools in Surabaya.

Another study was by Ardi Marwan entitled "Implementing Learner-centered Teaching in an English as Foreign Language Classroom".[16] This study analyzes what are the characteristics of learner-centered in language classroom. The researcher was following the framework of learner-centered teaching as cited in Schiller. This study only focused on speaking activity and the outcomes of student. The participants of this study were the students from IT major and the teacher who handle this class. The findings of this study overall proved that the implementation of learner-centered teaching framework could make a difference in students' learning. Their learning became more meaningful, interesting and democratic. Apart from this positive change, it was identified that the teacher's understanding of implementing this framework was still limited. Meanwhile, the differences of this previous study above with this study are, first, the participant is senior high school teacher. Second, the researcher does not examine the outcomes of learner-centered teaching but only focus on the teachers' way of implementing learner-centered teaching.

One more previous study related to teacher's role is by Rafael Ja entitled "English Teacher's Role in Promoting Learners' Learning Autonomy in EFL Class of Public Senior High Schools of ENDE Regency".[17] This study investigated the English teachers' roles in promoting the learners' learning autonomy in EFL class. The aims of this study are to describe the teachers' roles in prmoting the learners' learning autonomy and describe the students' responses toward the roles played by the EFL teachers in their class. From this

---

[16] Ardi Marwan. "Implementing Learner-centered in an English as a Foreign Language Classroom" *Journal of Culture, English Language and Literature.* Vol. 17 No. 1. July 2017 45-59.

[17] Rafael Ja. "English Teacher's Role in Promoting Learners' Learning Autonomy in EFL Class of Public Senior High Schools of ENDE Regency" *Journal of Education and Human Development.* Vol. 6 No. 2 June 2016. 105-112

study found that there are six roles played by the English teachers are, facilitator manager, assesor, resources, participant and counselor. Besides, there are eleven kinds of learners' responses are, attentive, taking note, execution order, probing, asking question, curiosity, submissive, feeling happy, getting bored and open minded. Meanwhile, the differences between this previous study with this study are this study investigated the teachers' role in the aspect of learner-centered teaching and also this study did not take any students' responses related to teachers' role.

From those previous studies, it can be seen that the implementation of learner-centered teaching is important. Additionally, learner-centered teaching is a must because it based on government regulation in K13. Therefore, the researcher conducts this study. It becomes more important when notice that teacher-centered teaching is still dominant in Indonesia.[18] So, this study expected to guide the teachers and student teachers to implement K13 optimally.

B. Research Questions

Based on the background that has explained above, the researcher defines some research questions:

1. How does the English teacher implement learner-centered teaching in the classrooms at SMA Muhammadiyah 2 Surabaya?
2. What are the English teachers' barriers to implement learner-centered teaching in the classrooms at SMA Muhammadiyah 2 Surabaya?

C. Objectives of Study

In line with the research questions so the aim of the researcher does this research are:

1. to describe the implementation of learner-centered teaching by the English teacher in the classrooms at SMA Muhammadiyah 2 Surabaya.
2. to describe the English teachers' barriers to implement learner-centered teaching in the classroom at SMA Muhammadiyah 2 Surabaya.

---

[18] Jejen Musfah. *Analisis Kebijakan Pendidikan*. (Jakarta: Prenadamedia, 2016) 149

D. Significance of Study

The result of this study is expected to give contribution for:

1. Teachers

   This study can be useful as an input about how to implement learner-centered teaching. This study also provides guidelines based on Weimer. After knowing it, teachers can be guided by this study in enhancing the knowledge and their ability in designing the teaching activity. So that, teachers can implement K13 optimally. Also, this study can be useful as input for the barrier. So, the teachers know what are the barriers and what solutions must be prepared.

2. The other researcher

   This study can become a reference dealing with implementing learner-centered teacher in EFL. This study also shows the difference implementation of learner-centered teaching in big size class and small size class. So, the other researcher can conduct some studies dealing with this.

E. Scope and Limitation

The scope of this study is the implementation of learner-centered teaching by English teachers at SMA Muhammadiyah 2 Surabaya, among five aspects based on Weimer are, the role of teacher, balance of power, the responsibility of learning, the function of content, assessment the researcher focused on the role of teacher only. The scope of teacher's barrier covers the classroom management (dealing with time, role of teacher, and activities), teacher's knowledge about learner-centered teaching, and assessment. The data is taken from observation of teacher's teaching and learning process.

The limitation of this study is the English classrooms of grade X and XI. The researcher takes one class for each grade for the observation, so for the total the researcher took two classes (X Science and XI Language). Since different grade has different way to implement learner-centered teaching, including the teachers' barrier.

F. Definition of Key Terms

1. Teacher Implementation of Learner-centered Teaching

Learner-centered teaching has been defined the most simply as an approach in which students choose not only what to study but also how and why that topic might be of interest. Also, there are five aspects of it, teacher's role, balance power, the responsibility of learning, the function of content, and assessment.[19]

In this study, learner-centered teaching means the learner-centered teaching that implemented in English classroom in SMA Muhammadiyah 2 Surabaya. Among those five aspects (teacher's role, balance power, the function of content, and assessment), the researcher only focused on the teacher's role.

2. Teacher's Role

According to Archana, there are five roles of the teacher in teaching English Foreign Language, teacher as learner, teacher as facilitator, teacher as assessor, teacher as manager, and teacher as evaluator.[20] Teacher's roles can be different in some approaches such as, teacher-centered, transitional and learner-centered teaching.

In this study, the teacher's role means the role of the teacher that implemented in learner-centered teaching. There are three aspects of it, including teacher as resource person, teacher as facilitator, and developing students' task.

3. Learner-centered Teaching Barrier

Teaching barrier is refer to the difficulties that faced by the teacher in teaching and learning process. According to Jo An and Reigeluth, there are several barriers; lack of time, assessment, lack of knowledge about learner-centered teaching.[21]

In this study, barrier means the barrier that faced by teachers in implementing learner-centered teaching in English classroom.

---

[19] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

[20] Archana. "Roles of Teacher in English Language Teaching" *International Journal of Educational Science and Research*. Vol. 7 No. 1. February 2017. 1-4

[21] Yun Jo An, et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 55

9

It covers the classroom management (dealing with the time of teaching and learning process, role of teacher, and the activities), teacher's knowledge about learner-centered teaching, and assessment.
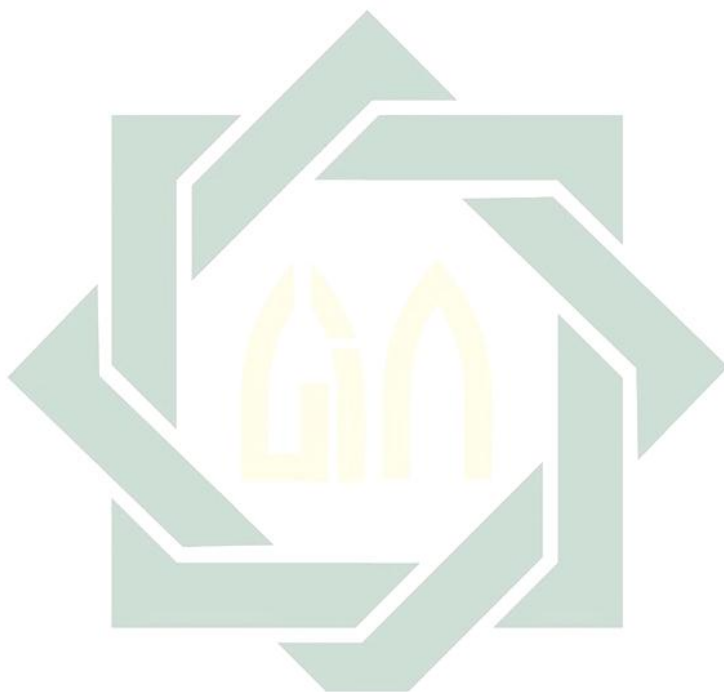
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to learner-centered teaching in English classroom. This chapter is divided into two parts, those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

A. Learner-centered Teaching

Most students often feel anxiety, nervous, not confident, stress and lack of responsibility. Teachers give too many rules like "do not talk in the class, keep quiet" "read before the class starts" etc. Actually, those rules are not wrong at all but it makes the students feel uncomfortable. Whereas, if the students have high responsibility, they will obey the rules even the teacher did not give that rules. Besides, student discomfort will affect students' confidence. As has happened these days, students will not speak up without the teacher points them. Students did not have confidence to speak up because of their discomfort. Moreover, in language class there are not many students who have confidence to show their ability.

Students often have a hard time in case of confident in English class. This is because their first language is Indonesia or even local language. Moreover, if students make a mistake their friends will laugh at them. Here is also the beginning of students' discomfort and anxiety. Students' discomfort will affect their learning process becomes not optimally. Students only come, sit, listen and write without understanding what they write. Whereas, students have to understand and practice the language at once.

Teaching style that used by teacher these days is traditional teaching style which is teacher-centered teaching. The explanation above is the impact of teacher-centered teaching. Students tend to be passive and there is no motivation towards the lesson. Therefore, teacher should implement learner-centered teaching where students tend to be active. In a learner-centered class, students do not depend on their teacher all the time, waiting for instructions, words of approval, correction, advice or praise. Students value each other's contributions. The emphasis is on working together in pairs, groups, and as a whole class.

10

According to Rogers, learner-centered teaching has been defined the most simply as an approach in which students choose not only what to study but also how and why that topic might be of interest.[22] In the learner-centered teaching, the teacher is a facilitator who guides students in their language acquisition.[23] So, here the teachers do not take lead of the class. They just need to provide, guide and monitor the students. Even the question and answer should be done by the students itself, yet in teacher's guidance. The role of the student is to perform, describe, and relate. The role of the teacher is to guide, facilitate, assist, and evaluate. Based on Maryellen Weimer, there are five aspects of learner-centered teaching.[24]

1. **The Role of Teacher**

The role of teacher becomes main topic because several issues such as developing interest in active, cooperative and collaborative learning and other inquiry-based approaches have raised. Indeed, the effectiveness of learner-centered methods depends on teacher who must be being able to step aside and let students take the lead.

This role works is simple and obvious when the focus is less on teaching and more on learning, the reason is learning is not assumed to happen automatically. Teacher turns out to be considerably more aware of how teaching influences learning. What students do and do not learn starts driving the instructional decision-making process. Students "learn" content and develop as students much less effectively and efficiently if they are never given the opportunity to "do" the learning tasks that facilitate acquisition of content. Most do not learn how to summarize by listening to our summaries or reading those in the textbook.

Here, teacher guides and facilitates learning, not forcing the learning by sometimes stepping aside from the center of classroom activities and empowering students to discover

---

[22] Rogers, C. *As a teacher, can I be myself? In Freedom to learn for the 80s*. (Ohio: Charles E. Merrill Publishing Company, 1983).

[23] Brown, K.L. *From teacher-centered to student centered curriculum: Improving learning in diverse classrooms.* (*Education, 2003). 49.*

[24] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

knowledge and learn from each other in an encouraging but controlled learning environment.

There are seven principles regarding what teachers do in learner-centered class and when instruction is learner-centered. The first principle is teachers do learning tasks less. Teachers must stop always doing the learning tasks of organizing the content, generating the examples, answering the questions, summarizing the discussion, solving problems, and others.

Second principle is teachers do less telling, students do more discovering. Recently, teachers tell students everything. Teachers tell students what they are going to do, what happened, how they should study. Furthermore, teachers also tell students to do the reading and what parts of it are important. Teachers should quit telling everything to the students. Students need to know about the course and begin to make it their responsibility to discover what they have to know.

Next, third principle is teachers do more design work. The instructional design aspects of the teacher's role are more important in learner-centered environments. The most effective ones aim to accomplish one or more of the following four goals. First, teacher takes students from their current knowledge and skill level and move them to new competence. Second, the assignment and learning activities need to motivate students involvement and participation. Third, the assignment and activities need to get students doing the authentic work. Fourth, the assignment and activities of the learner-centered classroom explicitly develop content knowledge and learning skills and awareness.

The fourth principle is teacher do more modeling. The best way to do this is by doing some legitimate learning in the class, but with an entry-level course that teacher has taught. Then, fifth principle is let students learn from and with each other. Learning with friends will make the students feel more comfortable. Besides, students could learn something new from each other. Sixth principle is teacher works to create climate learning. Learner-centered teaching environments have climates known to affect learning outcomes positively. Teachers are more involved in designing and implementing activities that first create and then maintain conditions

conducive to learn. The last principle is teachers do more with feedback. Evaluations are used in ways that maximize learner-centered teaching potential in learning process. More time, energy and creativity are devoted to finding and using mechanisms that allow the constructive delivery of feedback to students.

2. **The Balance Power**

Balance power means power is shared by teacher and students. The teacher does not make all decision for students without student input. Power is usually redistributed to students in amounts proportional to their ability to handle it. Balance power makes students participate in learning process, not only become listener of the teacher.

Students will feel comfortable and more appreciated if they get the chance in learning process. Indeed language will be easy to understand if students feel comfortable. Begin to give up some of control in the interest of creating motivated, confident and responsible students. Students decide which assignments they will complete in the course, but the teacher still set the parameters of those assignments.

Sharing power has advantage for students, teacher and learning environment. The biggest and most crucial beneficiary of the power transfer is students and their learning. The effect on students and their learning is so interconnected. If students are engaged, involved and connected with a course, they are stimulated to work harder in that course. Furthermore, how much students learn, how well they learn it is important. Students learn no longer just about how communication works from a conceptual and theoretical basis, they come to understand themselves as communicators and all at once see communication taking place all around them. Power sharing also benefits for teacher. The teacher no longer struggles with passive, uninterested, disconnect students. Their energy motivates to prepare more, risk more and be rewarded more through the sheer satisfaction of teaching.

There are four areas of potential decision making for students in case of power sharing.[25] First, activities and assignment decision. Students can be involved in decision making about course activities and assignments in a number of ways and levels of decision making. Next, classroom policy decision. Students can be involved in decision making about classroom policies. It can make students more interesting in the course. Then, making course content. Course content offers an especially challenging arena in which to involve students in decision making. The last one is making evaluation activities. Evaluation is another difficulty for involving students in making decision. Some activities like self-assessment, peer-assessment and group work can increase students' awareness in evaluation.

The amount of decision making takes to motivate students must be considered against their intellectual maturity and ability to operate in conditions that give more freedom, at the same time they also require more responsibility. The teacher surely does not let all the power to the students. It depends on the condition of the class, students' motivation and the students' need.

3. **The Function of Content**

Some teachers think about content has long been dominated by one assumption which is more is better. That assumption should be challenged not with content-free courses but with new thinking about the function of content. Recently, teachers think content orientation is reflected in covering it. The more content there is and the more complicated that content is, the more accurate and therefore the better that course and its teachers are.

Content plays a dual function in learner-centered teaching. Establishing a knowledge base and promoting learning. The teacher should develop course content not to

---

[25] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 32.

cover everything, but to develop learning skills and student awareness.

Students must be able to continue learning after their formal educational experience ends because it is impossible to teach students everything they need to know about anything while so much knowledge exists these days. Learning will be a lifelong occupation for students. As students face a lifetime of learning, they will not only learn new information but also relearn old information. Knowledge is growing highly, but old understandings are constantly being replaced by new ones. So what students have learned, it needs to relearn.

In learner-centered classroom, content and learning are thought of as mutually reinforcing.[26] Using content to develop a knowledge base and process as a learner makes for more complex and connected relationship between content and learning.

4. **The Responsibility of Learning**

The teacher should aim to create environments with fewer rules and requirements, which are conducive to learn, encourage students to learn effectively and to support the learning efforts of other. Students are motivated to build autonomy and responsibility in learning and receive timely feedback from the teacher.

Students must accept the responsibility for learning. This involves developing the intellectual maturity, learning skills and awareness necessary to function as independent students. However, many students lack confidence in themselves as students and they do not make responsible learning decisions.

When teaching is learner-centered, the classroom situation changes in ways that accomplish two objectives. First, creating conducive situation to learn, it means that teacher work to establish an environment that positively affects how much and how well students learn. There are seven subscales that can be thought of as the concrete components of classroom situation including personalization, involvement, students

---

[26] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 52.

cohesiveness, satisfaction,task orientation, innovation, individualization.

Second, creating environments where without rules and requirements, students do what they need to learn effectively, develop themselves further as students, act in ways that support the learning efforts of others. There are three principles that teacher need to know in creating this kind of classroom. The first one is, it is about who is responsible for when in the teaching-learning process. Learner-centered teaching deals with student immaturity and irresponsibility convey contradictory messages about who is responsible for what. The decision to learn is exclusively a student decides that teacher should influence. The second is it is about logical consequences, not discipline. Teacher needs to dispense with some rules and let students start experiencing the consequences of the decisions they make. Students will start assuming more responsibility for their learning once the teacher makes them accountable for their actions. The third is it is about consistency in word and deed. The essence of this principle is simple and straightforward and can be summed up in a well-known adage: actions speak louder than words.

This aspect means students need to assume a role in creating and maintaining the kind of classroom conducive situation to their own and fellow students' learning. Students come to understand that a causal relationship exists between actions they take and the learning that results. Students also start wanting to develop their skills as students and ultimately come to resist when prevented from making decisions that legitimately belong to them.

5. **The Process and Purposes of Evaluation**

Currently, the teacher considers the evaluation, what typically comes to mind first is grade. In fact, students, parents, and society regularly focus on grades more than learning. The learning assumed, it occurs automatically. It makes student only focused on the result, not the process. Meanwhile, both process or result of learning is important.

Learner-centered teaching deploys a variety of assessment items. Instead of using a single grade as the sole

evaluation tool, the teacher should use evaluation tool, the teacher should use evaluations to enhance students' potential to promote learning and to give them opportunities to develop self and peer assessment skills. Evaluations and assessment should be less stressful and motivate students to reinforce their knowledge.

In learner-centered teaching, teacher still evaluates and grade students' work, but evaluation activities develop skills that independent, self-regulating students need. So that they can know why they got that score, why their answer is wrong or correct. Unfortunately, current educational practice does little to develop these skills and lots to focus on grades. Some people still assume that grades measure learning precisely. However, measuring learning turns out to be a complicated process.

Classroom setting becomes an important role in ESL learning. Students feel actively engaged and motivated in brain-friendly classroom. In traditional classroom, students are rarely to use their language skills in the real world. Their opportunity to use the language is limited. Teacher-centered view sees learning a language as essentially the mastering of a body of knowledge. On the other hand, learner-centered view tends to view language acquisition as a process of acquiring skills rather than a body of knowledge.[27] However, a good language student is their ability to find opportunities to activate their language outside classroom. Learner-centered is based on the idea that students can learn better when they are aware of their own goals. Thus, the teachers and students should negotiate about what to learn, how to learn and when to learn.[28]

Students become independent learners by accelerating language learning process in learner-centered classroom. A learner-centered classroom is communicative and authentic. It trains students to work in small groups or pairs and to negotiate to mean in a broad context. A learner-centered classroom

---

[27] David Nunan. *Learner-centered English Language Education*. (New York: Routledge Press, 2013). 16
[28] David Nunan. *Learner-centered English Language Education*. (New York: Routledge Press, 2013). 93.

becomes a solution to student and teacher differences by providing the learner with more autonomy and control.

Introducing a learner-centered environment requires more than one single adaptation of a traditional classroom. The moving from explicit to implicit instruction and from controlled to free language production would require several changes. The techniques chosen would have to support the development of a learner-centered environment while maintaining classroom control and providing students with a rationale for the changes.

B. Teacher's Barriers to Implement Learner-centered Teaching

Recently, many teachers do not implement learner-centered teaching, they prefer to traditional teaching style. Whereas, the goal of learner-centered learning is to create students who are active learners, as opposed to traditional teaching style where the teacher assumes the primary active role and students assume passive receptive roles. Surely, it has been noticed that in implementing learner-centered teaching, teacher must be had some barriers. Because considering the big difference between learner-centered teaching and traditional teaching style.

Jo-An and Reigeluth discussed several barriers to implement learner-centered teaching are the following.[29]

1. Lack of time

    Managing time is the important thing in teaching and learning process. The teacher should manage the time well so the teaching and learning process could run smoothly. In implementing learner-centered teaching need the right time management, because learner-centered teaching will consume more time than the usual teaching style. Almost all students were worried about the stress of time. They emphasized that the courses were overloaded, that they were working under time pressure, that the use of learner-centered teaching increased the required amount of time, and sometimes (especially in theoretical lessons) explaining the material was

---

[29] Yun Jo An, et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 58

an easier and more 101 efficient means of transmitting information. While the teacher cannot manage the time as well.

2. Assessment

Learner-centered teaching deploys a variety of assessment items. The assessment should be less stressful and motivate students to reinforce their knowledge. However, many teachers do not know how to design the good assessment for learner-centered teaching.

3. Lack of knowledge about learner-centered teaching

There are still many teachers do not what is exactly learner-centered teaching, how to deal with this, what the aspect that needs to fulfill in learner-centered teaching. The teacher needs a training on this issue.

They also maintained that lack of funding, limited resources, institutional barriers, subject culture, teacher's attitude toward learner-centered teaching student behavior, class size, inclusion of severe-needs students, and parents who complain about challenging activities can be seen as other barriers to implementing learner-centered teaching.

C. Previous Studies

Related to this study, several previous studies are already conducted. The first is by Mamohaneng Amelia Matsau under the title *Investigating The Learner-centered Approach in Language Teaching in Lesotho*.[30] Here, the study investigates the use of learner-centered approach in teaching English. The purpose of this study is to gain deeply in understanding the existing learner-centered strategies currently used in language classrooms and to identify other learner-centered methods that might be used in the future. This study not only focused on the teacher but also the students as well. Further, the researcher used multiple intelligences to analyze the data. The findings indicate that certain learner-centered strategies suggested in the syllabus as well as other methods are used, and certain skills and content knowledge are acquired from each learner-centered strategy simultaneously. Past experience is crucial in assisting learners to form and build new knowledge. Moreover, it is apparent that learners and

---

[30] Mamohaneng Amelia Matsau. Thesis: "*Investigating The Learner-centered Approach in Language Teaching in Lesotho*" (Melbourne: Victoria University, 2007)

teachers consider working alone to be imortant in building confidence and independence skills. Meanwhile, this study focused on how the teacher implement learner-centered teaching and the researcher used different theorist which is Weimer's theory.

The next study comes by Bibi Sabina Allybokus with the title *The Implementation of Learner-centered Teaching in Mauritian State Secondary Schools: Examining Teacher's Beliefs and Classroom Practice*.[31] This study examines the teachers in understanding and how they implement learner-centered teaching. The researcher used the combination theory from Blumberg, McCombs and Whistler and Weimer to do the class observation. The findings point towards two perspectives of LCT, the first perspective is a cognitive perspective which is more achievement oriented and the second one is an emancipatory perspective which focuses on re-engaging learners with their studies. This study also shows that their work contexts, their beliefs and the pressure of an exams-oriented system shape teacher's nderstanding of LCT and in its actual form LCT in Mauritian schools is only partially learnercentered with a mix of LCT and TCT.

Then, the study is by Ardi Marwan under the title *Implementing Learner-centered in an English as a Foreign Language Classroom*.[32] This study investigates the improvement of students in studying English using learner-centered teaching. Besides, this study also investigates the teacher's challenge in implementing learner-centered teaching. Furthermore, this study only focused on speaking skill. The findings of this study overall proved that the implementation of learner-centered teaching framework could make a difference in students' learning. Their learning became more meaningful, interesting and democratic. Apart from this positive change, it was identified that the teacher's understanding of implementing this framework was still limited.

Another study is by Yun Jo An and Charles Reigeluth entitled *Creating Technology-Enhanced, Leaner-Centered Classroom: K-12*

---

[31] Bibi Sabina Allybokus. Thesis: "*Learner-centered Teaching in Mauritian State Secondary Schools: Examining Teacher's Beliefs and Classroom Practice*" (London: University College London, 2013)

[32] Ardi Marwan. "Implementing Learner-centered in an English as a Foreign Language Classroom" *Journal of Culture, English Language and Literature.* Vol. 17 No. 1. July 2017 45-59.

Teachers' Beliefs, Perceptions, Barriers and Support Needs.[33] This study aims to explore K-12 teachers' beliefs, perceptions, barriers, and support needs of technology-enhanced and learner-centered classrooms. This study focused on how teacher implements learner-centered using technology.

Then, this study is by Tha'er Issa Tawalbeh & Abdul Rahman Awad Al-Asmari entitled *Instructors' Perceptions and Barriers of Learner-centered Instruction in English at The University Level*.[34] This study aims to examine the instructors' perceptions of learner-centered instruction and possible barriers to implementing this instructional method in teaching English as a Foreign Language (EFL) at the university level in the Saudi Arabian context. This study used the theory of McCombs and Whistler to analyze the data. This study only focused on preparatory year program only. Preparatory year program is a one-year study program where students should pass fundamental courses in order to specialize in their second year at university. The result of the first question indicated that instructors have a positive attitude toward learner-centered instruction. They believe it is an effective way to enhance students' learning. The second question reveals that instructors agree with all the barriers that hinder the implementation of this instructional method except one item related to their attitudes which have been demonstrated as positive in their responses to the first question. The third and fourth questions reavealed no significant differences in instructors' perceptions due to qualification and years of experience which could be due to the institutional and educational context that have not supported instructors qualification and years of experience.

The differences between previous studies above and this study are the previous studies above used different theorist which are combination theorist from Blumberg, McCombs and Whistler and Weimer, multiple intelligences theory. Meanwhile, this study only focused to use one theory from Weimer. Then, those previous studies have different focus with this study such as focus on speaking skill,

---

[33] Yun Jo An, et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 54

[34] Tha'er Issa Tawalbeh. "Instructors' Perceptions and Barriers of Learner-centered Instruction in English at The University Level" *Journal of Higher Education Studies*. Vol. 5 No. 2. 2015. 38

learner-centered using technology. However, this study only focused on reading skill. Furthermore, the aims and level are also different, many previous studies above conducted to know the teacher's perception and understanding on college level. Meanwhile, this study conducts to know how the teacher implement learner-centered teaching on junior high school level.
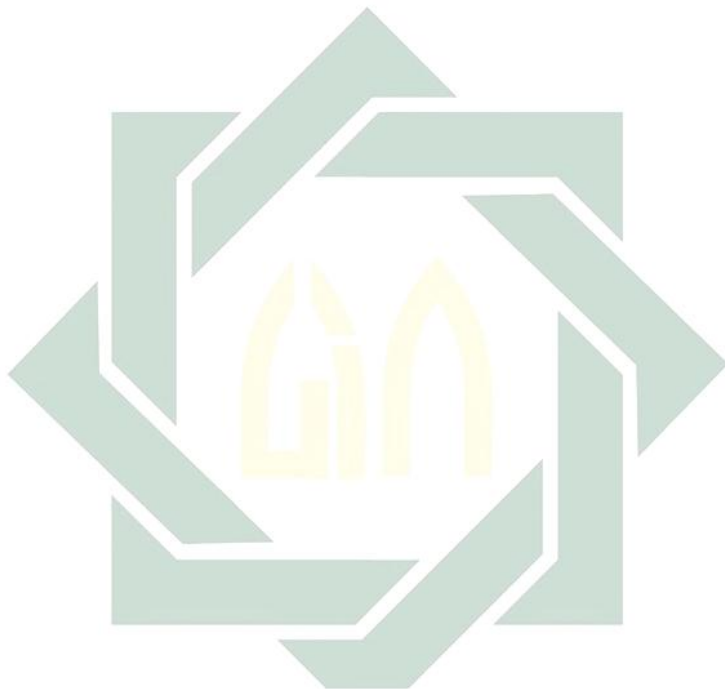
CHAPTER III

RESEARCH METHOD

This chapter deals with procedure to conduct the study. It consists of research design, research location, data and source of data, data collection technique, research instrument, data analysis technique, checking validity of the finding and research stages

A. Research Design and Approach

This research is qualitative descriptive. Furthermore, this study is case study. Newman and Benz stated that qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality.[35] A descriptive research is to describe and to get information about the current condition of certain objects.[36] This research is categorized as qualitative descriptive because, the data is collected through observing the real current condition in the classroom, this research expected to know and describe how the teacher implemented learner-centered teaching in English classrooms. Besides, a guided interview is a commonly used method of data collection in qualitative research. It is because it assumes that individuals have unique and important knowledge about social world that is ascertainable and able to be shared through verbal communication.[37] So that is why, there is an interview to gain more about what are the possible barriers which the teacher faces in implementing learner-centered teaching. Further, the data described and analyzed as the deeper analysis. Therefore, it used instruments such as observation checklists to gather the information or data from individuals. Then, qualitative descriptive matches well with this research since it is used to describe how the teacher implemented learner-centered teaching.

---

[35] Isadore Newman and Carolyn R. Benz, *Qualitative-quantitative Research Methodology : Exploring the Interactive Continuum* (the United States of America: Southern Illinois University Press, 1998), 3

[36] Donald Ary, Lucy C. Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Belmont, CA: Wadsworth, 2009), 28.

[37] Sharlene Nagy Hesse-Biber. *The Practice of Qualitative Research: Engaging Students in the Research Process.* (the United States of America: SAGE Publications, 2016), 29.

B. Research Setting

According to Ranjit Kumar research setting consists of description of the place or organization in which the researcher plan to conduct the study.[38] This study took place at SMA Muhammadiyah 2 Surabaya. This school placed at Jl. Pucang Anom No. 91, Kertajaya, Gubeng, Surabaya. This school is one of private school in Surabaya which included on five referral school based on *Kemdikbud*. There are two research subjects of this study, the English teacher from X Science 8 and XI Language 1. The researcher chose those classes because the researcher wants to know the difference implementation in big size class in X Science 8 and small size class in XI Language 1. Furthermore, this research done by the researcher started from February 2019 – March 2019.

C. Data and Source of the Data
   1. Data

The researcher needs the data to answer the researcher questions related to learner-centered teaching. Then, the researcher uses qualitative data. Qualitative data generally takes the form of words, it can be descriptions, observations, impressions and recordings.[39] The data that use in this study to answer the first question which is how does the English teacher implement learner-centered in the classroom is the implementation of learner-centered teaching by the teacher. The implementation is analyzed through direct observation by using Weimer theory. While the data that use to answer the second question which is what are the English teacher's possible barriers to implement learner-centered in classroom is the teacher's response from the interview by using Jo An and Reigeluth's theory.

---

[38] Ranjit Kumar. *Research Methodology: A Step By Step Guide for Beginners*. (Los Angeles: SAGE Publication Inc. 2011) 238
[39] Donald Ary, et.al., *Introduction to research in education*(Canada: wadsworth,2010),32

2. Source of Data

The source of data is the subject from which the data of a study is obtained.[40] Dealing with the teaching design that needed for this research, the researcher took one class from each different grade, so the total of the classes that taken by the researcher are two classes. Since different grade has different way to implement learner-centered teaching.

D. Instruments

1. Observation Checklist

Observation is not only a fundamental activity associated with action research but also a requisite tool for scientific requiry.[41] There are two types of observation, participant observation and non-participant observation.[42]

In this study, the researcher did participant observation, where the role of researcher was observer as participant and directly observed the teaching and learning process in the classroom. Then, the researcher used Weimer's theory checklist as guidance to answer the first research question. (*see appendix 1*) The checklist contains the aspect of the role of teacher, then there are some criteria to classify which approach that the teacher has done in the classroom.

2. Interview Guideline

The interview is needed to answer the second research question about the barrier of learner-centeredness. Interview is defined as specialized form of communication between people for specific purpose associated with some agreed matters.[43] There are three types of interview, structured interview, semi-structured interview, and unstructured interview.[44]

---

[40] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1996) 114

[41] James McKernan. *Curriculum Action Research: a Handbook of Methods and Resources for The Reflective Practitioner*. (New York: Routledge Falmer. 1996) 59

[42] James McKernan. *Curriculum Action Research: a Handbook of Methods and Resources for The Reflective Practitioner*. (New York: Routledge Falmer. 1996) 59

[43] Garry Anderson, *Fundamentals of Educational Research* (New York: Routledge Falmer. 2002) 190

[44] Alan Bryman. *Research Methods and Organization Studies* (New York: Routledge Falmer. 2003) 26

In this study, the researcher uses semi-structured interview which is the researcher asked the questions based on the guideline based on Jo An and Reigeluth and asked another questions based on the teacher's answer to gain more information. (*see appendix 2)*

E. **Data Collection Technique**

Creswell stated that various ways of collecting data are included into qualitative method, those are: researcher can collect information through unstructured or semi-structured observations, interviews, documents, and audiovisual recorded information. [45] This study does not use all the technique that mentioned above. It only uses classroom observation and interview technique. For further explanation, it can be seen on the table below.

Table 3.1: The Technique for Collecting the Data

Research Question	Instrument	Guidance Theory	Type of Data
1. How does the English teacher implement learner-centered teaching in the classroom?	Classroom Observation Checklist	Weimer	Fieldnotes and recording
2. What are the English teachers' possible barriers to implement learner-centered teaching in the classroom?	Interview Guide	Jo An and Reigeluth	Transcription of open-ended questions

---

[45] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition* (Los Angeles: SAGE Publications Inc., 2009), 145

F. Data Analysis Technique

Qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known.[46] Therefore, after collecting the data, they must be managed and organized. The data must be described, classified, and interpreted. Thus, the researcher represents the data for others. In this case, there are three stages in analysis of qualitative data.

1. Familiarizing and organizing

   In this stage, the researcher must understand well the data. In this study, the researcher did observation for the first research question. The researcher took field notes and video recording from classroom observation to know the implementation of learner-centered teaching by the teachers. The researcher used observation checklist by Weimer's theory to get the data. The researcher wrote notes or memo to save the information from the data. It helps the researcher being familiar with the data. After that, for second research question researcher took the data by interview. In addition, the researcher collected all of the data she got. The researcher collected the result of preliminary research, field note, interaction with the subject.

2. Coding and reducing

   This is the process to generate categories and themes the data that gotten in writing form (script). In this study, after getting the observation result and the interview data, the researcher changed the result of documentation into script analysis of document. After that, the researcher analyzed the result of the document. Thus, the next step is giving code for the statement. Giving code is to show the identity and explain the subject. In this study the researcher gave star symbol (*) and note to the important data, such as when teacher A did not implement learner-centered teaching. Thus, the researcher analyzed the result of documentation with the checklists.

---

[46] Donald Ary. *Introduction to Research in Education*, (Canada: Nelson Education, 2010), 481

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. In interpreting qualitative data, the researcher confirmed what the researcher has already known is supported by the data. Then, representation involves how the data are presented. In this study, the researcher used table to present the data and descriptive to interpret the data.

F. Checking Validity and Findings

The research findings are needed to be validated. Based on Creswell, there are three techniques to validate the research findings, checking, triangulation and auditing.[47] In this study, the researcher used triangulation to validate the research findings. There are four types of triangulation, data triangulation, multiple researchers, theory triangulation, and methodological triangulation. Here, the researcher used methodological triangulation. So, the researcher not only did the observation but also the interview. The researcher also took the lesson plan as document to compare the data with the observation result.

G. Research Stage

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research, research activity, and intensive analysis.[48] The researcher also writes the research report as the last stage.[49] In this study, the research uses some stages, they are the following.

1. Preliminary research

In this stage, the researcher collects the information to write research proposal, decide research instruments, organize preliminary research, construct research instruments, and prepare for research activity. The researcher did interview with English teacher at SMA Muhammadiyah 2 Surabaya and showed that this school

---

[47] John W. Creswell, *Educational Research* (New Jersey: Pearson Education, 2008), 262.
[48] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2004), 84
[49] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2004), 84

implemented learner-centered teaching, whereas teacher-centered still dominated in Indonesia's education. Therefore, the researcher wants to know how SMA Muhammadiyah 2 Surabaya's teacher implement learner-centered teaching.

2. Research design

In this stage, the researcher formulated research title and research questions, examined related literature, choose the research location based on the suitability of the research question, determine research subjects, and choose to collect data instruments.

3. Research activity

In this study, the researchers do some activities dealing with the description of research activity in the field which are, first the researcher collected the data through direct observation, here the researcher also record the teaching and learning process. Then, after getting some datas from observation, the researcher did interview with the the English teacher associated with teacher's barrier in implementing learner-centered teaching. Next, the researcher analyzed the data by using Weimer theory. The last, the researcher interpreted and presented the result of data.

4. Writing the research report

In the study, the researcher considers some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the report.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward the implementation of learner—centered teaching at SMA Muhammadiyah 2 Surabaya, and also the teachers' barrier in implementing learner-centered teaching. The data was found from observation and interview.

A. Research Findings

Research findings provide the information that is discovered by the researcher through research instruments. There are two research questions in this study, so this chapter requires two main points of research findings and also two main points of research discussion. This data had been collected from 2 classes from 2 different grades, which is X Science 8 and XI Language. This data have been collected in teacher's implementation in learner-centered teaching in english classroom. The researcher wants to know the different implementation (specifically on the the the role of the teacher aspect) from those different grades. All classes of grade X have been taught by same teacher (teacher A), as well as grade XI (teacher B). So, the researcher used random sampling and chose X Science 8 and XI Language. Furthermore, the number of the students of X Science 8 and XI Language are quite different. Grade X Science 8 has about 25 students and XI Language has 15 students. Explaining the instruments of this research, the researcher mention the research question of this study as follows: (1) How does the English teacher implement learner-centered teaching in the classroom? (2) What are the English teachers' possible barriers to implement learner-centered teaching in the classroom?

1. Teacher's Implementation on Learner-Centered Teaching

In this study, classroom observation checklist was used to know the teacher's implementation in learner-centered teaching. The data was present in table to help the reader in interpreting the data easily. Moreover, the teacher's implementation in learner-centered teaching were analyzed based on the observation rubric which had been validated by the expert lecturer from English Teacher Education Department. The three

30

aspects that the researcher observed related to the role of teacher in learner-centered teaching are, teacher as resource person, teacher as facilitator, developing students task. In every aspect there are some criterias that shows the approach that has been done by the teacher in the teaching and learning process. Here, the researcher only shows the criteria that the teacher has done in the classroom. The other criteria would be more explained on appendix. The data are explained below.

a. Teacher as resource person

Here, the teacher must act as resource person based on the criteria according to the theorist. The result can be seen in the table below.

Table 4.1: The Observation Result of The Teacher's Implementation as Resource Person

Teacher	Teacher's Activity	Criteria	Approach
A (X Science 8)	- The teacher divide the students into 5 groups - The teacher gave some texts related to the material (recount text) to each group - The students read and find some important information from the text - The teacher conveyed the material	Occasionally during the class session, the teacher acts as a resource person, working to support and enhance students investigations.	Transitional Teaching
B (XI Language)	- The teacher gave text related to the	For the majority of the class session (minimum 3	Learner-centered Teaching

		material, in this class is about pamphlet - The students sought and conveyed the information that they got from the text.	class sessions), the teacher acts as a resource person (giving constructive feedback, eliciting different approaches, encouraging repeated attempts, providing materials), working to support and enhance student investigations.	

Based on the of observation result on the aspect of teacher acts as a resource person, both of the teachers have already acted as a resource person. In the teacher A class, the teacher gave constructive feedback and provided some texts related to the material, it shows that the teacher acted as resource person. Furthermore, the teacher also enhanced students' investigation by letting the students to read and also find some important information from the text. However, in giving the feedback there is mix of the teacher's lecture and also students' engagement. The teacher did not give the student chance to deliver their understanding about the material by theirselves first but directly explain the material after the students analyzed the text. Hence, the approach that used in the classroom is categorized as transitional teaching. While, in teacher B classroom the teacher did not simply convey the information. The students are given an example related to the material by the teacher, then they have to convey the information that they get from the example. The teacher only try to give them a trigger and feedback.

b. Teacher as facilitator

There are two characteristics in teacher as facilitator aspect. It can be seen on the table below.

Table 4.2: The Observation Result of The Teacher's Implementation as Facilitator

Teacher	Teacher's Activity	Criteria	Approach
Teacher A (X Science 8)	- The teacher asked the students to read and look for information on the text in a group. - After that, the group is asked to make some questions based on the text and the other group answered the question by discussing with their group.	The teacher expects students to generate examples, review material, solve problems, lead discussions, critically analyze information	Learner-centered teaching
	- The student asked to the teacher about the material, the teacher gave the other student to answer it. The teacher gave reward (bonus score) for those who	Questions are welcomed by the teacher, and the teacher makes an effort to redirect to the rest of the class so that other students answer questions	

	answer the question correctly.	rather than the teacher.	
Teacher B (XI Language)	- The teacher asked the students to analyze and review the information from the example in a group. - After that, the teacher asked them to generate the example by making their own pamphlet in group. - The last, each group should discuss with their group about the other's group pamphlet, whether it is correct based on the criteria or not.	The teacher expects students to generate examples, review material, solve problems, lead discussions, critically analyze information.	Learner-centered teaching
	- The student asked to the teacher about the material, the teacher gave the other student to answer it. The	Questions are welcomed by the teacher, and the teacher makes an effort to redirect to the rest of the	

	teacher would give reward (bonus score) for those who answer the question correctly.	class so that other students answer questions rather than the teacher.	

Based on the observation result on the aspect of teacher as facilitator. Both of the teachers have already acted as facilitator. In A class the teacher divide the class into some groups and asked them to read and look for information on the text. After that, the group is asked to make some questions based on the text and the other group answer the question. In B class the teacher also divided the students into some groups and gave them text which is the example of pamphlet. Then, the teacher asked them to analyze and review the information from the example. After that, the teacher asked them to generate the example by making their own pamphlet in group. The last, each group should discuss with their group about the other's group pamphlet, whether it is correct based on the criteria or not. The discussion in every classes ran well. The teacher let the students to lead discussion, solve problems, review material and analyze the information. The activities from teacher A and B are similar. Both of them also let the students to answer the question from the other student. Here, the teachers only acted as facilitator.

c. Developing students task

In order to make the class is learner-centered teaching, the teacher have to develop and ensure that the students' tasks are challenging. Challenging here means the students can gain more knowledge from this task. It can be seen on the table below.

Table 4.3: The Observation Result of The Teacher's Implementation in Developing Students Task

Teacher	Teacher's Activity	Criteria	Approach
Teacher A (X Science 8)	- The teacher divide the students in a group and asked the group to discuss the information, answer also the question	The teacher ensures that the tasks students do in class are challenging (the task or activity that can make the students develop their knowledge, such as group discussion and practice).	Learner-centered teaching
Teacher B (XI Language)	- The teacher decided to give the students a task to make a pamphlet, which is a product based on the material.	The teacher ensures that the tasks students do in class are challenging (the task or activity that can make the students develop their knowledge, such as group discussion and practice).	Learner-centered teaching

Based on the table, the two teachers have developed the challeging tasks for their students. However, there is difference kind of task that given by the teachers. Teacher A had group discussion for her class, because it suited with the grade level. Meanwhile, teacher B decided to give the students a task to make a pamphlet, which is a product based on the material. It is more challenging than teacher A's class. Teacher B decided to give such task, because she taught grade XI which is a year higher than previous class (grade X).

2. Teachers' barrier in implementing learner-centered teaching

The teacher surely had barrier in the teaching and learning process, as well as in implementing learner-centered teaching. According to Jo An and Reigeluth here are the possible barriers that faced by the teacher in learner-centered teaching classroom, lack of time, lack of knowledge about learner-centered teaching, and teacher's role. To know the barrier that found by the teacher in English classroom in SMA Muhammadiyah 2 Surabaya, the researcher used semi-structrual interview. So, the researcher asked some questions by using interview guideline that compiled based on theorist. Then, the researcher also asked question that did not include in interview guideline yet still relate with teacher's answer, to gain more information.

The interview questions contain question about barrier in teacher's view and theorists' view. The barriers from theorists' view are lack of time, lack of knowledge about learner-centered teaching and teacher's role. The reseracher asked whether the teacher agree or disagree with the barrier that mentioned by theorist, as well as the teacher's opinion about it. Besides, the researcher asked about the barrier in designing challenging task, since challenging task included in one of the aspect of teacher's role in learner-centered teaching. The data is presented on the table below to make the reader easy to read.

Table 4.4: The Interview Result of The Teacher's Barrier in Implementing Learner-Centered Teaching

Barriers	Teacher A	Teacher B
Lack of time	No	No
Lack of knowledge about learner-centered teaching	No	Yes
Teacher's role	Yes	Yes
Other barrier based on the teacher	the situation that occured in the reality is not the same as lesson plan	1) how to handle the class as well because the students' personalities and capabilities are different,

		(2) the situation that occured in the reality is not the same as lesson plan, (3) deciding the technique
Other barrier in designing the assessment for learner-centered teaching	There is no barrier	Students capability

According to data on the table, barrier that mentioned by teacher A is, the situation that occured in the reality is not the same as lesson plan. The researcher also mentioned the barriers based on theorist are lack of time, lack of knowledge about learner-centered teaching, the teacher's role. Among these barriers the teacher only agreed that the teacher's role can be the barrier (*see appendix 4)*. Then, related to lack of time and lack of knowledge about learner-centered teaching will not be the barrier. The teacher also did not find any barrier in designing challenging task for students.

Some barriers that mentioned by teacher B are, (1) how to handle the class as well because the students' personalities and capabilities are different, (2) the situation that occured in the reality is not the same as lesson plan, (3) deciding the technique (*see appendix 4)*. Same as before, the researcher also mentioned the barriers based on theorist are lack of time, lack of knowledge about learner-centered teaching, the teacher's role. Among these barriers the teacher agreed that lack of knowledge about learner-centered teaching and the teacher's role can be the barrier. While, in connection with lack of time the teacher thinks that it does not matter, it will not be the barrier for the teacher. Furthermore, in designing the assessment, the teacher thinks the main barrier is the students capability.

B. **Discussion**

Here, in discussion of study explains the correlation between the findings and the theory that has been explained in chapter two. After conducting, analyzing and presenting the data, the researcher would like to conclude the result of the study as follow:

1. **Teacher's Implementation in Learner-centered Teaching**

Based on Weimer, there are seven principles regarding what teachers do in learner-centered teaching, teachers do learning tasks less, teachers do less telling and students more discovering, teachers do more design work, teachers do more modeling, let students learn from and with each other, teacher works to create climate learning, teachers do more feedback.[50] To sum up those seven principles, the teacher's role in implementing learner-centered teaching has three main aspects are, teacher as resource person, teacher as facilitator and developing students' task.

In the aspect of teacher as resource person, the teacher should give students opportunity to understand and deliver the information about the material by theirselves. The students should be the one who lead the class not the teacher. The teacher only provides the text or example related to the material. However, there is difference between teacher A and teacher B. Teacher A did not give the students chance to deliver the information that they got after analyzing the text. Teacher A directly explained the material using powerpoint as media. While, teacher B only gave the students a trigger questions like "what kind of the text is that?, what information do you get from the text?, what are the element/structure of the text?" automatically students could understand and deliver the information by theirselves. Furthermore, according to seven principles what teachers do in learner-centered teaching by Weimer one of them is teachers do less telling and students do more

---

[50] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

discovering.[51] Beside, teacher should stop telling what should they do, teacher also stop telling all the information or material before students discover first.

In the aspect of teacher as facilitator, both teachers did the similar activity. The teachers used problem-solving activity. Students were given the texts, then they analyzed it. In teacher A classroom, the teacher divided students in group and gave each group one text. After that, students were asked to read and make some questions. Then, the questions should be answered by the other group who got different text. Meanwhile, in teacher B classroom, the teacher also divided in group and asked the students to make a product (pamphlet or brochure). Then, they exchanged the product to another group and analyzed it based on the criteria that have been prepared by the teacher. Lastly, students presented their analysis result in a group. In line with seven principles by Weimer, this kind of activity related to the first principle which is teachers do learning task less.[52] Both classes used discussion and problem-solving, however the teacher did not take many learning tasks. All the activities were done by the students, from discussing, making and answering the questions, summarizing the discussion. Here, the teachers stop doing all of the activities, they only acted as facilitator. Beside, it showed in third principle which is teachers do more design work.[53] Based on this principle, the activities should motivate students involvement and participation and the teachers took the students from current knowledge to new competence. As in the teacher A classroom where the students were asked to make and answer question after understanding the text, as well as in the teacher B classroom the teacher asked to make brochure or pamphlet after understanding what brochure or pamphlet is. Furthermore,

---

[51] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

[52] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

[53] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

in fifth principle which is let students learn from and with each other.[54] Learning from friend can be more comfortable than only from the teacher. Students can freely discuss and ask a question if they do not understand. Since sometimes in the classroom students feel nervous or afraid to ask to the teacher. Students also can get new thing from their friends who have already understood the material. Both teachers did the same which is learning in a group, so the students can learn from or with their friends. In line with the study from Mamohaneng Amelia Matsau entitled *Investigating The Learner-centered Approach in Language Teaching in Lesotho*, in the finding stated that both learner and teachers believed that working together in group or pair work enabled learners to assist each other in building understanding.[55]

In the aspect of developing challenging task, the teacher ensures that the tasks students do in class are challenging. The challenging task or activity means that task can make the students develop their knowledge, such as group discussion and practice. To recall it, teacher A asked students to discuss in a group to make and answer some questions from the other group. While, teacher B asked students to make a brochure or pamphlet, analyze the other group's brochure or pamphlet and present it in a group. Based on third principle that teachers do more design work.[56] The assignment or learning activities need to motivate students participation. As the researcher have explained on previous aspect, the activities from both teachers have already got students participation. Furthermore, by doing such activities, students could develop their knowledge. Because teachers put students into new competence. Furthermore, the teachers divided the group randomly not based on the capability level. The smart

---

[54] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

[55] Mamohaneng Amelia Matsau. Thesis: "*Investigating The Learner-centered Approach in Language Teaching in Lesotho*" (Melbourne: Victoria University, 2007) 63

[56] Maryellen Weimer. *Student Centered Teaching: Five Key Changes to Practice*. (San Fransisco: Jossey Bass, 2013) 33.

students could be grouped with other less smart ones. It is supported with study by Ardi Marwan entitled *Implementing Learner-centered in an English as a Foreign Language Classroom*, such activity could engage the students in active learning.[57] The less smart students would be able to be active students with the help of the smart students.

To sum up, both teachers which are teacher A and B have already implemented learner-centered teaching well in accordance with Weimer's theory. However, in the first aspect teacher A's teaching and learning process is categorized in transitional teaching (the transition from teacher-centered to learner-centered teaching) because the teacher still directly did lecturer without involving the students in explaining the material.

2. Teacher's Barrier in Implementing Learner-centered Teaching

According to Jo An and Reigeluth, lack of time, lack of knowledge about learner-centered teaching and teacher's role are the barriers that faced by the teacher.[58] However it is different with Jo An and Reigeluth theory, teacher A did not find lack of time as barrier in learner-centered teaching. Because, the teacher must prepare the activity and lesson plan in accordance with the time. The teacher only need to design the suitable activities that fit with the time, whether it is long or short it does not matter as long as it suits with the activity. As well as lack of knowledge about learner-centered teaching, teacher A did not find it as barrier. Teacher A thinks that learner-centered teaching is not new thing in our education. Also, the information about learner-centered teaching is avaliable on the internet, the teacher can browse it freely. Nevertheless, it can be the barrier if the

---

[57] Ardi Marwan. "Implementing Learner-centered in an English as a Foreign Language Classroom" *Journal of Culture, English Language and Literature*. Vol. 17 No. 1 July 2017. 54

[58] Yun Jo An, et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 58

teacher does not know the students' ability and the suitable activity for the students. Since, the activity in learner-centered teaching must hone students' critical thinking and problem solving. Furthermore, teacher A thinks that teacher's role can be the barrier. To recall the teacher's role in learner-centered teaching and teacher-centered teaching is different. Teacher should not take power in the classroom. Sometimes, the teacher still confuse how to deal with it. Even though the activity has already challenged, the teacher still confuse how to balance the power. Meanwhile, the barrier in teacher A's view is the activity in the reality is not the same as lesson plan. Well, actually this barrier not only occured particularly in learner-centered teaching, but also in other approches. So, teacher A only thinks that teacher's role is the barrier that faced by teacher A.

Similar as teacher A, teacher B thinks that lack of time also was not barrier in learner-centered teaching. The curriculum has already given the time to the teacher, related to this the teacher obviously has already designed the lesson plan. If the teacher can manage the time well based on the lesson plan and also the condition of the class is conducive, time is not a problem. Meanwhile, teacher B agreed with the rest two barriers according to theorist. For the first one is the lack of knowledge about learner-centered teaching, in teacher B opinion it can be the barrier. According to teacher B, teachers should upgrade their knowledge on teaching. Even though they have been teaching in several years, teacher still need learning about how is the method, approach and also activities. So that, teachers will not find any difficulties in the teaching and learning process. In line with the study by Tha'er Issa Tawalbeh & Abdul Rahman Awad Al-Asmari entitled *Instructors' Perceptions and Barriers of Learner-centered Instruction in English at The University Level,* in the finding stated that 68.1% percent teachers agree lack of knowledge about learner-centered

teaching could be the barrier.[59] Furthermore, here are the barrier based on teacher's view, 1) how to handle the class as well because the students' personalities and capabilities are different, (2) the situation that occured in the reality is not the same as lesson plan, (3) deciding the technique. While in designing the assessment, teacher B thinks students' capability can be the barrier.

---
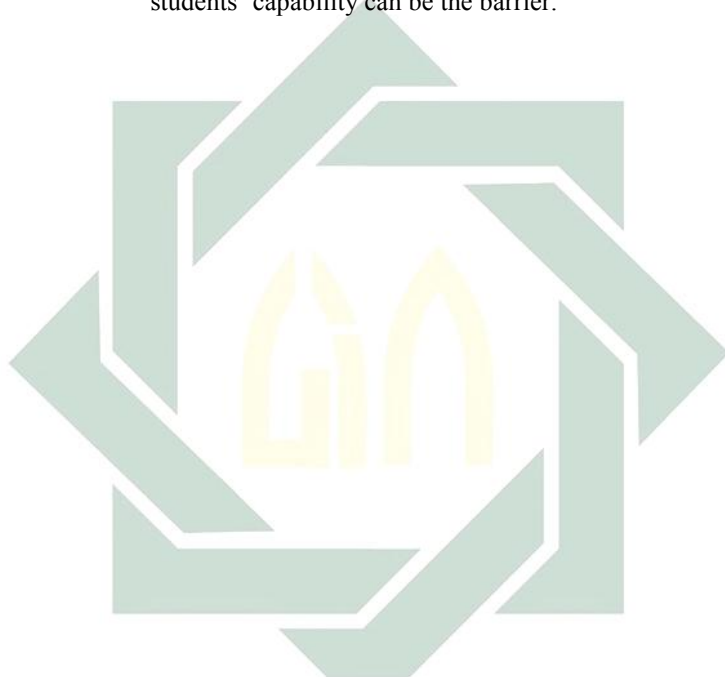
[59] Tha'er Issa Tawalbeh. "Instructors' Perceptions and Barriers of Learner-centered Instruction in English at The University Level" *Journal of Higher Education Studies*. Vol. 5 No. 2, 2015. 38

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and suggestion for the future research related with this topic. The result of the finding and discussion can be concluded and as the following representation.

A. Conclusion

Based on the data in research findings that were presented in the previous chapter, here are several points that can be concluded as follows:

In research question one, how does the teacher implement learner-centered teaching in the classroom. The teachers used group discussion, problem solving and product based task as the main activities to implement learner-centered teaching. The teachers asked the students to make and answer question, make pamphlet, and analyze the other's pamphlet. Meanwhile, in giving the feedback not all the teacher let the students to convey the information by themselves. It indicates that the teachers are not always implement learner-centered teaching in every aspects.

In research question two, what are the English teachers' possible barriers to implement learner-centered teaching in the classroom. Here, are the barriers according to the teachers, lack of knowledge about learner-centered teaching, the situation in reality is not as same as lesson plan, how to handle the difference students' personalities and capabilities.

B. Suggestion

Based on the conclusion of the study above, here are several suggestions which given to the teachers and future researchers who will have desire to do the same field research.
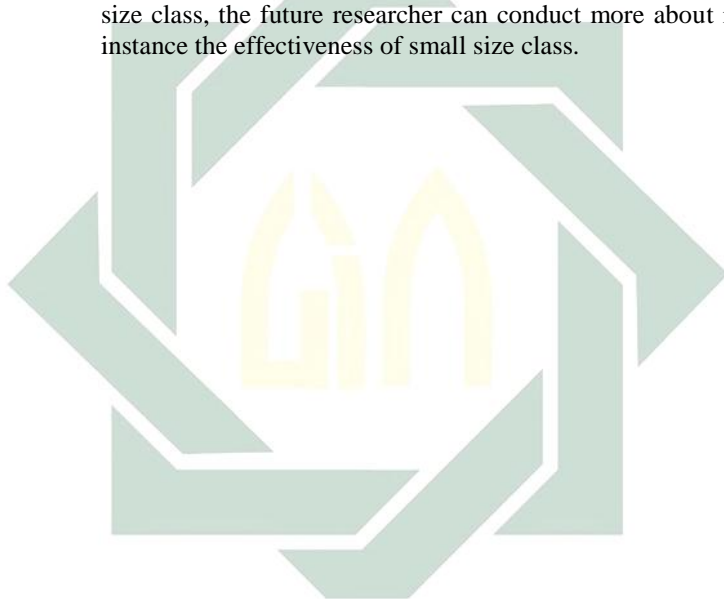
a. Teachers

The researcher suggests to the teachers to explore the method, activity and media related to learner-centered teaching. There are many ways to do learner-centered teaching that provided in the internet. The teachers also should suit the activity with the students' personalities and capabilities so that the students can follow the learning process as well.

44

b.   Future Researchers

The researcher has figured out about the role of teacher in learner-centered teaching. The researcher suggests for future researchers in conducting a next research which is still related to this research, 1) there are four aspects (balance power, the function of content, the responsibility of learning and the process or purpose of evaluation) that the researcher has not figured out because in this study only focused on one aspect, 2) this study shows the difference implementation in big size class and small size class, the future researcher can conduct more about it, for instance the effectiveness of small size class.

REFERENCES

Allybokus, Bibi Sabina. 2013. Thesis: "*Learner-centered Teaching in Mauritian State Secondary Schools: Examining Teacher's Beliefs and Classroom Practice*" London: University College London.

Al-Humaidi, Salma. "Student-Centered Learning at Sultan Qaboos University: EFL Students' Perceptions" *International Journal of Education*. Vol. 7 No. 3. June 2015. 195-199.

An,Yun Jo et al. "Creating Technology Enhanced, Leaner-Centered Classroom: K-12 Teachers' Beliefs, Perceptions, Barriers and Support Needs" *Journal of Digital Learning in Teacher Education*. Vol. 28 No. 2. December, 2011. 55.

Anderson, Garry. 2002. *Fundamentals of Educational Research*. New York: Routledge Falmer.

Anwar, Laraswati Ariadne. "Kemampuan Guru Belum Maksimal" (https://kompas.id/baca/utama/2018/09/12/kemampuan-guru-belum-maksimal/ accessed on 15/11/2018)

Archana. "Roles of Teacher in English Language Teaching" *International Journal of Educational Science and Research*. Vol. 7 No. 1. February 2017. 1-4

Ary, Donald et.al. 2009. *Introduction to Research in Education* Belmont, CA: Wadsworth.

Ary, Donald. 2010. *Introduction to Research in Education*, Canada: Nelson Education.

Arikunto, Suharsimi. 1996. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT Rineka Cipta.

Brown, K.L. 2003. *From teacher-centered to student centered curriculum: Improving learning in diverse classrooms.* (*Education).*

Bryman, Alan. 2003. *Research Methods and Organization Studies*. New York: Routledge Falmer.

Creswell, John W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition* Los Angeles: SAGE Publications Inc.

E, Eaton S. 2010. *Global Trends in Language Learning in the Twenty-first Century*. Calgary: Onate Press.

Hamzah, et al. "Praktek Kekuasaan dan Dominasi Guru di Dalam Kelas Ditinjau dari Struktur Wacana Pedagogik Pembelajaran

Bahasa Inggris" *Lingua Didaktika*. Vol. 9 No. 1. December, 2015.

Haryati, Mila Septian. "Solusi Praktis Bagi Guru dalam Menerapkan Pembelajaran yang Kreatif dan Inovatif" (https://www.kompasiana.com/milaseptian/solusi-praktis-bagi-guru-dalam menerapkan-pembelajaran-yang-kreatif-dan-inovatif_58e5729fc223bdb923c941f8 accessed on 07/07/18)

Hemer, Mac and Crawford. 2007. "Student Perceptions of Active Learning in a Large Cross-Disciplinary Classroom" *Active Learning in Higher Education*.

Hesse-Biber, Sharlene Nagy. 2016. *The Practice of Qualitative Research: Engaging Students in the Research Process*. United States of America: SAGE Publications.

Ja, Rafael. "English Teacher's Role in Promoting Learners' Learning Autonomy in EFL Class of Public Senior High Schools of ENDE Regency" *Journal of Education and Human Development*. Vol. 6 No. 2 June 2016. p. 105-112

Kemdikbud. *Daftar SMA Rujukan*. (https://www.psma.kemdikbud.go.id accessed on 05/02/2019)

Kittiporn, et.al, "Learner-centeredness in Teaching English as a Foreign Language", *Paper of Thai TESOL International Conference*. January 2006. 4-9

Kurman, Ranjit. 2011. *Research Methodology: A Step By Step Guide for Beginners*. Los Angeles: SAGE Publication Inc.

Marwan, Ardi. "Implementing Learner-centered in an English as a Foreign Language Classroom" *Journal of Culture, English Language and Literature.* Vol. 17 No. 1. July 2017 p.45-59.

Matsau, Mamohaneng Amelia. 2007. Thesis: "*Investigating The Learner-centered Approach in Language Teaching in Lesotho"* Melbourne: Victoria University.

McKernan, James. 1996. *Curriculum Action Research: a Handbook of Methods and Resources for The Reflective Practitioner*. New York: Routledge Falmer.

Moleong, Lexy J. 2004. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Musfah, Jejen. 2016. *Analisis Kebijakan Pendidikan.* Jakarta: Prenadamedia.

Mutohar, Agus. "Teacher's Day: Questioning Role of Teacher in Indonesia" (https://www.thejakartapost.com/academia/2016/11/25/teachers-day-questioning-role-of-teachers-in-indonesia.html accessed on 10/01/2019)

Newman, Isadore and Carolyn R. Benz. 1998. *Qualitative-quantitative Research Methodology : Exploring the Interactive Continuum*. United States of America: Southern Illinois University Press.

Nunan, David. 2013. *Learner-centered English Language Education*. New York: Routledge Press.

Republik Indonesia. *Peraturan Menteri Pendidikan dan Kebudayaan nomor 81A tentang Implementasi Kurikulum*. (Jakarta: 2013)

Rogers, C. 1983. *As a teacher, can I be myself? In Freedom to learn for the 80s*. (Ohio: Charles E. Merrill Publishing Company).

T, McCain. & Jukes, I. 2001. *Windows on the future: Education in the age of technology*. Thousand Oaks, CA: Corwin Press.

Tawalbeh, Tha'er Issa. "Instructors' Perceptions and Barriers of Learner-centered Instruction in English at The University Level" *Journal of Higher Education Studies.* Vol. 5 No. 2. 2015. 38

Toffler, Alvin. 1990. *Future Shock*. New York: Random House.

Weimer, Maryellen. 2013. *Student Centered Teaching: Five Key Changes to Practice*. San Fransisco: Jossey Bass.