

**THE IMPLEMENTATION OF STUDENT-CENTERED LEARNING TO
FACILITATE SLOW LEARNERS IN ENGLISH TEACHING**

THESIS

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Pendidikan (S. Pd) in Teaching English



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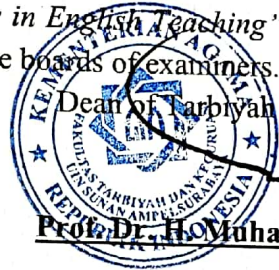


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ABSTRACT

Nabila. 2022. *The implementation of Student-Centered Learning to Facilitate Slow Learners in English Teaching*. A Thesis. English Language Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sunan Ampel Surabaya. Advisor I: Fitriah, PhD. Advisor II: Dr. Mohamad Salik. M. Ag.

Key Words: *Student-Centered Learning, Slow Learners, English Teaching*

Student-Centered Learning, as nowadays approach in education, especially English education successfully applied in many education in Indonesia. Therefore, SCL are used in almost all of study particularly in higher education as the common and beneficial approach in learning process. This study investigated the implementation of SCL to facilitate students, particularly slow learners as the main focus on this research, in English Teaching. The subject of the study is I class students of English Intensive Class in the second semester of Tarbiyah Faculty. This research used qualitative method and the data was conducted through interview and observation. The finding shows that there are seven ways teacher used in facilitating SCL for slow learners, namely: creating pair/group discussion, repeating the explanation, asking them to learn English by what they like, giving interesting topics, creating an activity based on the majority level, asking student's misunderstanding, and giving some motivations. In applying SCL for slow learners, some challenges were found in the learning process, they are: difficulties in asking students to share/express their opinion, strengthening students' mindset, asking students to also work individually, balancing the different students' level, making them understand, and building their motivation to learn.

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ABSTRAK

Nabila. 2022. *Pengimplementasian Pembelajaran Berpusat pada Siswa untuk Memfasilitasi Siswa Lamban Belajar dalam Pembelajaran Bahasa Inggris*. Skripsi. Prodi Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: Fitriah, Ph.D. Pembimbing II: Dr. Mohamad Salik. M. Ag.

Key Words: Pembelajaran Berpusat pada Siswa, Siswa Lamban Belajar, Pengajaran Bahasa Inggris

Student-Centered Learning, sebagai pendekatan dalam pendidikan saat ini, khususnya pendidikan bahasa inggris berhasil diterapkan di banyak pendidikan di Indonesia. Oleh karena itu, SCL digunakan di hampir semua pendidikan khususnya di perguruan tinggi sebagai pendekatan yang umum dan berguna dalam proses pembelajaran. Penelitian ini menyelidiki pengimplementasian SCL untuk memfasilitasi para siswa, khususnya anak-anak lamban belajar sebagai fokus utama di penelitian ini, dalam pengajaran bahasa inggris. Subjek dalam penelitian ini adalah siswa-siswa dari kelas I di kelas Intensif Bahasa Inggris pada semester kedua di Fakultas Tarbiyah. Penelitian ini menggunakan metode kualitatif dan data yang dikumpulkan melalui interview dan observasi. Hasil penelitian mengungkapkan bahwa terdapat tujuh cara yang guru gunakan untuk memfasilitasi SCL pada anak-anak lamban belajar, yaitu: menciptakan diskusi secara berpasangan/berkelompok, mengulangi penjelasan, meminta mereka untuk belajar melalui apa yang mereka suka, memberikan topik-topik menarik, menciptakan aktivitas berdasarkan level mayoritas siswa, menanyakan ketidakpahaman siswa, dan memberikan motivasi. Dalam menerapkan SCL pada anak-anak lamban belajar, beberapa tantangan juga di temukan dalam proses pembelajaran, yaitu: kesulitan saat meminta siswa untuk berbagi/mengungkapkan pendapat mereka, memperkuat pola pikir siswa, meminta siswa untuk bekerja secara individual juga, menyeimbangkan level siswa yang berbeda, membuat siswa paham, dan membangun motivasi mereka untuk belajar.

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LIST OF ABBREVIATION

| | |
|-----|---------------------------|
| SCL | Student-Centered Learning |
| TCL | Teacher-centered Learning |



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CHAPTER 1

INTRODUCTION

This chapter introduces some sections that are relevant to introductory information of this research. Those sections are the study's background, research questions, research aims, significance, scope and limitation, and the definition of key terminology are all included.

A. Background of the Study

Student-centered learning (SCL) has been highly recommended as a teaching approach in English language teaching compared to a more traditional teacher centered learning (TCL). Students must be at the center of all learning activities in order for student-centered learning to take place. Student-Centered Learning is learning in which students play an important role both individually and with their peers in design, implementation, and evaluation of their learning.¹ They have to be active, independent and autonomous. Students need to be aware of their own learning and think about the reason for the importance of learning. Students are required to think critically to finally create a good result of learning. Student's performance will be better when they are pushed to think rather than act for the thinking.² For building a better performance, students need to stimulate their minds to think

¹ George M Jacobs and Willy A Renandya. *Student Centered Cooperative Learning: Linking Concepts in Education to Promote Student Learning*. (Singapore: Springer, 2019), 3

²Hassan M. Kassem. "The impact of Student-Centered Instruction on Efl Learners' Affect and Achievement". *Canadian Center of Science and Education: English Language Teaching*. Vol. 12 No. 1, 2018. 134

critically of the issue given by teachers. Students' knowledge should be actively built on their own by using what they have been known to finally understand what they have learned and develop their recent knowledge and understanding.³ By applying the Student-Centered Learning approach, it gives a chance to the students to be autonomous. Being autonomous means students become less dependent on teachers and try to be lifelong learners by finding their own motivation in learning individually or in groups.⁴ These motivations will be obtained from some guidance coming from teachers' strategies in a student-centered learning approach. It is in line with the theory of SCL that this approach offers strategies for enhancing students' motivation.⁵

Student-centered learning, as the revolution of teacher-centered, has some elements. Learner autonomy, a focus on purpose, diversity, critical thinking skills and motivation are some of the elements.⁶ Those elements, exactly, will move the way of students' thinking of teacher-centered to student-centered. This movement could change the way they learn, socialize with others and boost themselves to enjoy learning. In order for powerful student-centered classrooms to exist, students must be able to confront and correct each other in a safe intellectual environment and make mistakes of each other to make them learn deeply.⁷ SCL creates students to have a pleasant emotional climate

³George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), xv

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Sabin Hoidn. *Student-centered Learning Environment in Higher Education Classrooms*. (Switzerland: Palgrave Macmillan, 2017), 367

characterized by mutual regard, trust, and a sense of belonging.⁸ Besides thinking critically and correcting one another, SCL creates students to respect others' comments and corrections. So, it could build their positive emotional climate. Nonetheless, it does not mean teachers will not have a big role in the classroom. In student-centered learning, teachers should prepare many things before coming to the class. They should prepare a way to cover up all of the students' level of thinking and diversity to finally create a class with a successful learning process.

In applying the student-centered learning, teachers may find that the students will have a different level of understanding of the materials given. Commonly, students are categorized as the slow learner, average or gifted.⁹ Generally, when teachers share the information or give some instructions, some students can understand quickly, but some of them understand normally and even slower than others. Slow learners are one of the significant topics to be investigated. Many studies have talked about slow learners. Majority of them indicate that slow learners become complicated to be analyzed by teachers in the public school. Marheni¹⁰ and Amelia¹¹ assert that slow learners almost have the same physical and social skills as the normal students or average students. Sometimes, students are difficult to detect if teachers do not

⁸Ibid

⁹Kirk in A Vasudevan. "Slow learners – Causes, problems and educational programmes". *International Journal of Applied Research* Vol. 3 No. 12, 2017, 308

¹⁰Krisna Indah Marheni. "Art therapy bagi anak slow learner". *Prosiding Temu Ilmiah Nasional X Ikatan Psikologi Perkembangan Indonesia*. Vol. 1, 2017, 154-162

¹¹Wachyu Amelia. "Characteristics and type of learning difficulties of student with slow learner". *Jurnal Ilmu Kesehatan Aisyah*. Vol. 1 No. 2, 2016, 53-58

really pay much attention to this type of student. But, in the other hands, Mutmainnah¹², Vasudevan¹³, Hartini¹⁴ inform that there are some prominent characteristics of slow learners particularly related to their IQ level. Slow learners are categorized as them in a border line. They are categorized between average students and mental retardation or learner at a slower than average rate¹⁵. The students categorized as the slow learner are capable of learning and catching the information given, but they need more time to catch it well than the average students.¹⁶ There are some factors which could make the students become slow learners. Cultural issues, poverty, family inadequacies, parental discord, and, in some cases, terrible educational environment and school absenteeism are all contributing factors.¹⁷

In teaching English for students, particularly by SCL for all types of students including slow learners, although students are a center of learning, teachers have a vital role in the classroom. They play a significant role in the successful learning process as well as the achievement of students, particularly slow learners. To overcome some challenges faced by teachers, considering some students' needs and the aims of learning will be the first step that needs to be prepared. Then, teachers could think about some strategies they could

¹²Mutmainnah. "Motivasi belajar siswa slow learner (studi kasus di sekolah dasar negeri 4 buana sakti lampung)". *Jurnal Bimbingan dan Konseling Ar-Rahman* Vol. 3 No. 1, 2017, 6-11

¹³A Vasudevan. . "Slow learners – Causes, problems and educational programmes". *International Journal of Applied Research..* Vol. 3 No. 12, 2017, 309

¹⁴Ayu Hartini, et al. "Learning strategies for slow learners using the project based learning model in primary school". *Jurnal Pendidikan Inklusi.* Vol. 1 No. 1, 2017, 029-039

¹⁵Ibid

¹⁶Ibid.

¹⁷Ibid. 308

use in the classroom, particularly the special treatment they could do for some students who have problems in learning. There are some strategies which teachers could use for solving the slow learners problems in learning such as compensatory teaching and remedial teaching. The other strategies such as project based learning¹⁸ and MENTOR¹⁹ are becoming the other approach that could be used. Some psychological approach for slow learners such as positive response teaching²⁰, increasing the confidence of slow learners by providing extra attention and practice, and empowering oral expression instead of written reports²¹ could be some other approaches that could be applied in the classroom. Teachers could use such strategies to solve problems of slow learners.

The findings of applying SCL and some strategies for slow learners, however, do not clearly illustrate the result of the successful approach using student-centered learning focus on facilitating the slow learners in higher education/university. Most of them focus on the implementation of SCL and the strategies for slow learners in elementary, junior and senior school, but not at the university level. Many studies reveal that slow learners are easily found in primary and secondary school, rather than in higher education. However, in reality, slow learners in higher education also need special attention to be

¹⁸Ayu Hartini, et al. "Learning strategies for slow learners using the project based learning model in primary school". *Jurnal Pendidikan Inklusi*. Vol. 1 No. 1, 2017, 029-039

¹⁹Chean Fuh (2017). "MENTOR as a Learning Method for Slow Learners". *International Journal of Soft Computing and Engineering*. Vol. 7 No. 1, March 2017, 53-61

²⁰Seemapandey. "An Effective way to deal with Slow Learners: Positive Response Teaching". *Journal of Research and Method in Education*. Vol. 6 No. 6, 2016, 20

²¹-----". "Role of Teacher's: Helping Slow Learners to Bring out Hidden Skills". *International Journal of Scientific Research*. Vol. 6 No. 6, 2016, 24

investigated. Studies by Astrid²², Marheni²³, Chean Fuh²⁴, and Hartini²⁵ in elementary school, or by Amelia²⁶ in junior high school, it proves that the various methods of SCL they use could increase the students' ability particularly for the slow learners. Or some studies by Kassem²⁷, Osman²⁸, Ardian²⁹, Kurniawan³⁰, and Emaliana³¹ about Student-Centered in University, the majority of them have tended to focus on the use of SCL generally (do not for specific types of students, such as slow, normal or fast learner).

Based on the studies above, the investigation about teachers' strategies to facilitate slow learners in English teaching particularly in higher education or university are needed to get further research. Although the strategies of SCL for slow learners are successfully applied in primary and secondary school, it cannot be ensured that SCL is successfully applied to slow learners in higher

²²Astrid. "Speaking Activities to Foster Students' Oral Performance at a Public School". *Canadian Center of Science and Education: English language Teaching*. Vol. 11 No. 8, 2018, 65-72

²³Krisna Indah Marheni. "Art therapy bagi anak slow learner". *Prosiding Temu Ilmiah Nasional X Ikatan Psikologi Perkembangan Indonesia* Vol. 1. 2017, 154-162

²⁴Chean Fuh. "MENTOR as a Learning Method for Slow Learners". *International Journal of Soft Computing and Engineering*. Vol. 7 No. 1, March 2017, 53-61

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²⁶Wachyu Amelia. "Characteristics and type of learning difficulties of student with slow learner". *Jurnal Ilmu Kesehatan Aisyah*. Vol. 1 No. 2, 2016, 53-58

²⁷Hassan M. Kassem. "The impact of Student-Centered Instruction on Efl Learners' Affect and Achievement". *Canadian Center of Science and Education: English Language Teaching*. Vol. 12 No.1, 2019, 134-153

²⁸Osman, et al. "Student Centered Learning At USM: What Lecturer and Students Think Of This New Approach?". *Journal of Education and Practice*. Vol.6, No.19, 2015, 264-277

²⁹Ardian, et al. "Pengaruh strategi pembelajaran student-centered learning dan kemampuan spasial terhadap kreativitas mahasiswa". *Journal of Technological and Vocational Education*. Vol. 22 No. 4, Oktober 2015, 454-466

³⁰Arif Kurniawan et al. "Pembelajaran Berbasis Student-Centered Learning di Perguruan Tinggi: Suatu Tinjauan di UIN Sunan Kalijaga Yogyakarta". *Lentera Pendidikan*. Vol. 21 No. 1, 2018, 01-011

³¹Emaliana (2017). "Teacher-centered or Student-centered Learning Approach to Promote Learning". *Jurnal Sosial Humaniora*. Vol.10 No 2. 59-70

education. So, that has become the other reason why this research needs to be investigated. The objective of this investigation is to investigate the implementation of SCL method to facilitate the slow learners in English Teaching.

B. Research Questions

The following research questions were generated based on the study's background description::

1. How do teachers apply SCL to facilitate slow learners in English learning?
2. What challenges do the teachers experience during the implementation of SCL to facilitate slow learners?

C. Research Objectives

This study is aimed as well as comprehending the implementation of Student-Centered Learning to facilitate slow learners in English Teaching. In addition, the study is significance for following objectives:

1. To find out the strategies used by teachers to facilitate slow learners when the teachers apply SCL
2. To explore the challenges faced by teachers when applying SCL in facilitating slow learners in English Teaching

D. Significance of the Study

The following are the significance or advantages of performing this research:

1. For Students

This research is expected to provide data on Student-Centered Learning, the activities in SCL and the characteristics of slow learners' participation as part of SCL. Students could learn and practice independently based on the strategies used in SCL, be aware of being a slow learner type in their English language learning and find a solution for their problems in learning.

2. For Lecturers and Other Researchers

This study could be one of the references of lecturers. It could give them an overview about SCL and the strategies they could use in implementing SCL. In addition, they could be aware of the types of learners, particularly slow learners' participation, and the challenges they faced in teaching slow learners in higher education. Lecturers could use this study as reference for preparing the solution of the problems such as some approaches of SCL they could use for teaching to facilitate the slow learners.

Other scholars could utilize the findings of this study to do research on the same or related topics as the references in different types of learners in implementing SCL and different approaches that could be used for facilitating slow learners.

E. Scope and Limitation of the Study

1. Scope of the study

As stated in the study's introduction, the scope focused on implementation of Student-Centered Learning dealing with the ways used by teachers and the challenges to facilitate slow learners in English teaching.

The data is from interviewed to teachers, observation and documentation about the implementation of SCL to facilitate slow learners in english learning. A slow learner students which usually found in elementary or primary school, such as a study by Hartini³² in elementary school and Amelia³³ in junior high school, and Student Centered Learning in University, such as a study by Kassem³⁴ and Osman³⁵, will be interested to be investigated when applying SCL for facilitate slow learners in University are investigated.

2. Limitation of the study

This research investigated how SCL can be used to help slow learners in English Teaching in UIN Sunan Ampel Surabaya. There was one class of English Intensive students used to observe the implementation of SCL and interviewed one teacher. The class was I class students of A group

³²Ayu Hartini, et al. "Learning strategies for slow learners using the project based learning model in primary school". *Jurnal Pendidikan Inklusi*. Vol. 1 No. 1, 2017, 029-039

³³Wachyu Amelia. "Characteristics and type of learning difficulties of student with slow learner". *Jurnal Ilmu Kesehatan Aisyah*. Vol. 1 No. 2, 2016, 53-58

³⁴Hassan M. Kassem. "The impact of Student-Centered Instruction on Efl Learners' Affect and Achievement". *Canadian Center of Science and Education: English Language Teaching*. Vol. 12 No.1, 2019, 134-153

³⁵Osman, et al. "Student Centered Learning At USM: What Lecturer and Students Think Of This New Approach?". *Journal of Education and Practice*. Vol.6, No.19, 2015, 264-277

from purposefully selected by teacher who implemented SCL in the classroom and have a special treatment for the slow learners. The main focus of the students are those who are categorized as the slow learners.

F. Definition of Key Terms

These terms have been redefined to minimize misinterpretation of the study:

1. Student-Centered Learning

Student-centered instruction includes activities such as allowing students to take the lead in classroom activities, engage actively in conversations, create their own educational projects, research fascinating themes, and contribute to the creation of their own educational program.³⁶ In this research, SCL refers to the approach the teacher used for promoting independent learning.

In SCL, students' participant also have an important role inside. Level on how learners could interact or interest themselves in the learning process, etc, is referred to as student participation.³⁷ In this research, level of student participation refers to students' involvement in classroom activities. This is being one of the way teacher assess the students.

2. Slow Learners

³⁶Nellie Mae Education Foundation. *Student-Centered Learning*. (<https://www.edglossary.org/student-centered-learning/>, accessed on 28 february 2020)

³⁷

Definition of Student Participation. (<https://www.collinsdictionary.com/dictionary/english/student-participation/>, accessed on 28 february 2020)

Slow learners are defined as the students who have difficulty when they must work at the same manner and pace as the students who are more intelligent.³⁸ In this research, slow learners refers to one type of learner that has a lack of comprehension on a given topic or issue given, they could learn such others but they need more time to understand and process the knowledge they got.

4. Facilitate Slow Learners

The words facilitate means to make an action or a process possible or easier.³⁹ It means that if we facilitate something, we try to make it easier to be done. In this research, the word facilitate means that teacher could make the students, particularly slow learners, being easier to learn by giving some ways of SCL as the approach to make students being much more understand in learning.

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³⁸Anna M. Engel. *The challenge of the Slow Learning Child*. 1953. 151

³⁹Oxford Learner's Dictionary: Facilitate verb (<https://www.oxfordlearnersdictionary.com>, accessed on 11 July 2022)

CHAPTER II

REVIEW OF RELATED LITERATURE

This session covers the ideas and prior research on student-centered learning (SCL), the role of teachers and students in SCL, problems in implementing SCL, and slow learners. All of the main points will be discussed below.

A. Theoretical Background

1. Student Centered Learning

Nowadays, many schools have applied Student-Centered Learning as an effective approach. This approach could bring students to learn and contribute to the learning process. As the name suggests, students must be at the center of the learning process in order for it to be student-centered. Being a center of learning means that the students should be active in many aspects in the learning process. This activeness could include being active in every task given by teachers whether it is in individual or in groups tasks. However, before the students are involved in every aspect of the learning process, they must first be engaged. Teachers need to ensure that their students understand the task and the learning activities.⁴⁰ Because when students do not understand the task given, the teacher might not continue the learning process smoothly. If teachers and students ensure that they do apply SCL in the classroom, SCL creates students not only actively learn and participate in learning, but also could build up their minds to increase their qualities of learning.

Student Centered Learning being the best learning for students because the students are required to be autonomous learning. They have to be active and finally understand the material deeply. If students feel confused, they will look for the

⁴⁰Sabin Hoidn. *Student-centered Learning Environment in Higher Education Classrooms*. (Switzerland: Palgrave Macmillan, 2017), 284

solution by looking for some sources, whether from book, the internet, their friends and others before asking the teacher. SCL has many potential benefits for both students and teachers, according to Attard, Di Iorio, Geven, and Santa, including: Students can participate in academic communities, improve their desire to study, encourage pupils to be self-reliant and responsible in their studies, and think about their learning requirements.⁴¹ So, SCL gives a more positive impact particularly for the students themselves.

Learner Participation

Teachers have an important role in creating successful learning activities. For this reason, teachers should create activities which could boost learners to actively participate in the classroom. Learner participation itself means that every action in the classroom should involve the students. They must be engaged in sharing their opinions, giving answers, and the other activities given and finally becoming a center of learning which is in keeping with the student-centered learning approach's goal.

Liu states that in the classroom, there are four different types of student participation. They are: *full integration, participation in the circumstances, marginal interaction, and silence observation*. In participation in the circumstances, he states that it will happen if Sociocultural, cognitive, affective, linguistic, and environmental factors all have an impact on students which reduced

⁴¹Attard, Di Iorio, Geven, & Santa in Osman, et al "Student Centered Learning At USM: What Lecturer and Students Think Of This New Approach?", *Journal of Education and Practice*, Vol. 6 No. 19,2015, 264-274

student participation and interaction with other students and teachers, as well as speaking only when absolutely necessary, are common outcomes..⁴²

Advantages of student centered learning

Student-Centered learning, as a teacher-centered revolution, will change many aspects of students and teachers' work in the classroom. Exactly, these changes could bring many advantages for both teachers and students as the main part of education. For teachers, SCL gives advantages such as they do not need to explain everything in detail like in teacher centered, they only need to be facilitator and guide in the class. This approach required students to be more active rather than teacher, so students really get good outcomes at the end of the learning. For students, Student-Centered Learning could enhance student engagement. D'Souza and Hallinger demonstrate how correctly planned SCL in the classroom has the potential to appeal to a wide range of learners and possibly promote peer participation as part of an academic community.⁴³ Another investigation by Enfield & State and Mcgee & Reis on SCL shows the other benefits of using SCL is students are being responsible and independent in their own learning.⁴⁴

A study by Carolina and Astrid showed that students who taught using SCL, all of them are contribute in the classroom, being comfortable to speak up in the activities and help them exchange ideas in class⁴⁵. The other study by Osman,

⁴²Liu (2001) in Abdullah, Abu Bakar and Mahbob (2012). "Student's participation in classroom: What motivates them to speak up?", *Procedia-Social and Behavioural Science*, Volume 51, 2012, 516-522

⁴³D'Souza and Hallinger (2013) in Osman, et al "Student Centered Learning At USM: What Lecturer And Students Think Of This New Approach?", *Journal of Education and Practice*, Vol. 6 No. 19, 2015, 264-274

⁴⁴Ibid.

⁴⁵Astrid. "Speaking Activities to Foster Students' Oral Performance at a Public School". *Canadian Center of Science and Education: English language Teaching*. Vol. 11 No. 8, 2018, 65-72

Jamaluddin and Iranmanesh states that The student is more engaged and accountable in their studies.⁴⁶

SCL is vital in a flipped classroom for in-class active learning activities, according to Long, Logan, and Waugh.⁴⁷ Bishop, Verleger and Melissa states that there would be no such thing as a flipped classroom if it didn't exist without the usage of SCL philosophy, because the theories offer foundation for in-class activities which necessitate human contact between learner demands and the lecturer function of addressing real-world issues.⁴⁸ The study shows that the use of SCL is significant for getting active learning in the classroom.

Characteristics of student centered learning

One of the most effective techniques is SCL which is used by teachers in nowadays educational fields and has many principles which shows the characteristics of SCL indirectly. This principles are revealed by Krista Kaput⁴⁹ in his book. He states that Student-Centered Learning is based on seven principles, which are detailed in the table below:

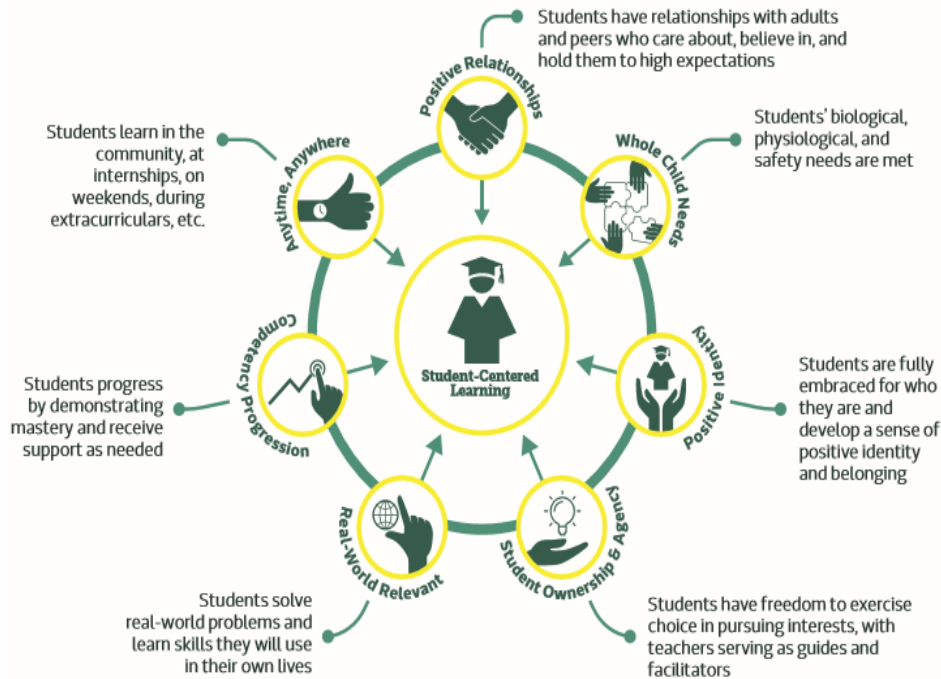
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S U R A B A Y A

⁴⁶Long, Logan, & Waugh in Osman, et al “Student Centered Learning At USM: What Lecturer And Students Think Of This New Approach?”, *Journal of Education and Practice*, Vol. 6 No. 19,2015, 264-274

⁴⁷Osman, et al. “Student Centered Learning At USM: What Lecturer And Students Think Of This New Approach?” *Journal of Education and Practice*. Vol. 6 No. 19, 2015, 264-277

⁴⁸Ibid.

⁴⁹Krista Kaput. “*Evidence for Student-Centered Learning*”. (American: Education Evolving, January, 2018), 8



Picture 1.1 Seven Principles of Student-Centered Learning

The table shows that from the principles of student-centered learning, students will be more independent for doing many activities. The result of using the approach is for creating the students to have a great outcome in which they are required to have a good skill/product at the end of the learning process.

Different events and tactics characterize a student-centered classroom environment. It focuses on students' needs and interests, adopts a participatory teaching style, and shifts the teacher and student roles in the teaching-learning process.⁵⁰ This study emphasizes that the needs and interest of students, teaching strategy, challenges and the change of student and teacher roles being the main factors in Student Centered learning.

⁵⁰Samson Maekele Tsegay, "Students' Experience in Student-Centered Learning at Higher Education Institutions in China: A Case Study" *International Journal for Educational Studies*, Vol. 7 No. 2, 2015, 135-146

2. Role of teacher and learner in SCL

Nowadays, SCL is becoming one of the successful approaches to be applied in the educational field particularly in the school. There many studies assert that this approach succeeds increating students to contribute in the classroom. This approach could give positive outcomes for students.

In SCL, to create a successful learning process, teachers and students should play their own roles to create a successful learning process. Teachers, besides being the guide and facilitator in the class, they need to create an interesting and enjoyable atmosphere in class so students could be excited to learn. One of teachers' roles is that they need to create an atmosphere in which there should be such co-learners. Teachers who are co-learners recognize that they do not claim to know everything and look forward to learning alongside pupils. So, students could actively learn and explore their knowledge without being afraid of feeling and giving a wrong opinion about an issue given. There will be a situation in which students and teachers will freely share their knowledge together and freely give responses/corrections to each other.

The table below will show the ten elements of Student-Centered learning⁵¹ which indirectly shares about the role of teachers and students in SCL.

⁵¹George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), *xiv*

Ten elements of student centered learning

| Elements of student-centered learning | Brief explanation |
|---------------------------------------|---|
| Students and teachers as co-learners | Teachers gladly acknowledge that they do not know everything and look forward to learning along with students. |
| Student–student interaction | Teachers encourage students to share with their peers; this can bring both cognitive and affective advantages. |
| Learner autonomy | Students become less dependent on teachers and build the skills and attitudes needed for lifelong learning. |
| Focus on meaning | The best learning takes place when students fully understand what they are studying. |
| Curricular integration | Students see how the various topics and subjects they study are linked to each other and to the wider world. |
| Diversity | Learning activities strive to meet the needs of all students and to help students appreciate the differences among them. |
| Thinking skills | Students go beyond the information given to them, as they perform such mental acrobatics as giving examples, disagreeing, and explaining. |
| Alternative assessment | Assessment broadens to include nontraditional forms and encourages students to join teachers as assessors at many points in the learning process. |
| Learning climate | Teachers seek to create an atmosphere conducive to robust participation by all class members. |
| Motivation | Teachers promote intrinsic motivation and encourage students to motivate themselves, peers, and teachers to learn and to enjoy learning. |

Table 2.1 ten elements of student-centered learning

In table 2.1, it demonstrates that student-centered learning has ten components which create teachers and students should be involved in it. It is mentioned that teachers and students have a vital role for succeeding a learning process. Teachers as facilitators, participation between students, autonomous learning for students, attention to aim, integrating curricula, students' variety, a power of thought critically, another possibility of appraisal to be choose, the atmosphere of students in learning process, and encouragement are the 10 elements. Those are the elements which almost cover up all aspects of learning, particularly to create students to be active, independent and autonomous whether individually or in peers/groups.

Ang, Gonzalez, Liwag, Santos, & Vistro-Yuand assert that the teacher's role remains that of a facilitator, mentor, and formator. Meece states that teachers' role is as "a guide" whereas students' involvement as engaged learners and co-creators of knowledge is crucial to the entire process.⁵² So, whether the learning is SCL necessitates active participation from students., many roles of teacher played in the process. If the teachers are able to fulfill all these roles properly, the learning process will be successful.

Another study by Schiller, about the role of teacher, noted that the role of teacher is as the instructor and facilitator in learning, by taking a break from the classroom's main emphasis on a regular basis and allowing students to explore information and learn from one another in a safe, but supervised atmosphere, students are not forced to learn.⁵³ This study emphasizes the controlled learning environment which is the same as what the previous study stated. If the teacher is able to fulfill all of the roles, it means that the teacher could control the learning environment well and finally could create a good learning process.

3. Challenges in applying SCL

Basically, all teaching approaches will find their own challenges. These challenges could come from the ability of teachers in preparing lessons, the uniqueness/different types of students and even from different traditions and local culture of students. In applying SCL, teachers may handle different types and levels of students in the classroom. They will find some problems/challenges when

⁵²Qutoshi & Poudel. "Student Centered Approach to Teaching: What Does it Mean for the Stakeholders of a Community School in Karachi, Pakistan?" *Journal of Education and Research*. Vol. 4, No. 1, 19-33

⁵³Marwan, A. "Implementing Learner-Centered Teaching in an English as a Foreign Language (EFL) Classroom" *A Journal of Culture, English language, Teaching and Literature*. Vol. 17 No. 1, 2017, 44-59

teaching using SCL. Paulo Freire states, In student-centered learning, students' freedom has its limits. Teachers must guarantee that students are not distracted from the teaching-learning process by engaging in activities that divert their attention away from it.⁵⁴ But, this is not as complicated as the teachers' perception if the teachers have so many fun activities for students which could make the students focus back on the lesson.

Students' diverse perspectives provide problems for group work and idea sharing, according to A. Lizzio and K. Wilson. Personal and cultural variations influence how students act in the process of teaching and learning.⁵⁵ It is the challenges which the teachers or students will face in the classroom. In this situation, the teacher should play their role in solving the problems of diversity. The students' education about appreciating diversity should be learned from young as the prior knowledge of students.

To motivate students to participate actively in learning, more resources are required for SCL than for teacher-centered learning. Shih, Gammon and Bhutto state that a class with a large class size and minimum of teaching materials avoid the smooth learning process in SCL.⁵⁶ So, this is really important for teachers to try as long as they can to create a small class size in the classroom. But, If it could not, that is the teacher's obligation to consider how you can make student-centered learning a reality in the classroom..

4. Slow Learners

⁵⁴A. Lizzio & K. Wilson in Samson Maekele Tsegay, "Students' Experience in Student-Centered Learning at Higher Education Institutions in China: A Case Study" *International Journal for Educational Studies*, Vol. 7 No. 2, 2015, 135-146

⁵⁵Ibid.

⁵⁶Ibid.

Teacher find different levels of students' understanding in every classroom she/he entered. There are those who are categorized as slow learners, average or gifted.⁵⁷ Slow learners are one of the hot issues in educational research. Many researchers discuss this topic. One of the reasons is because slow learners need to have a great attention from teachers because usually these learners are entered in the regular classroom, not in a special class. So, teachers need to think how to handle these types of learners. Slow learners refers to students who have a lower level of understanding materials rather than the average students. In the learning process, they work slower than the students normally. Khan states that due to a variety of factors in the educational process, slow learners have limited abilities. A word used to characterize persons who are "behind" or "mentally retarded" is slow learner, as well as those who are "educationally subnormal" (E.S.N.).⁵⁸ These kinds of students need support and help whether from special classes or teacher special's approach/treatment. Suryani states that "Border line" is a call for slow learners, they are in a level of intelligence between average intelligence and mental retardation.⁵⁹ Teachers should have their strategies in dealing with slow learners because they have different kinds of treatment in learning rather than the others.

Characteristics of Slow Learners

Students who are categorized as the slow learner will have different ways of learning and joining the activities in the classroom rather than the average students

⁵⁷Kirk in A Vasudevan. "Slow learners – Causes, problems and educational programmes". *International Journal of Applied Research* Vol. 3 No. 12, 2017, 308

⁵⁸Sultan Muhammad Khan. "Education of Slow Learner". India in Hasyim et al. *Strengthening Language Ability And Soft Skill As Slow Learner Empowering Effort: Case Study On State Polytechnic Of Jakarta*. 2012

⁵⁹Mutmainnah. "The motivation to study for Slow Learner (A case study in SDN 4 Buana Sakti Lampung)". *Jurnal Bimbingan dan Konseling Ar-Rahman*. Vol. 3 No. 1, 2017, 6-11

because they will work slower than others. A study by Amelia investigates that there are some types of difficulties of slow learners. The highest proportion is from those who have a low comprehension rather than from the difficulties in doing a task, their achievements, and the number of students who could finish their study at every stage or level. ⁶⁰ Slow learners students will have significant characteristics when joining learning activities in the classroom. The table below will show you the other slow learners' qualities ⁶¹:

| | |
|---|---|
| Char acteri stics of Slow Lear ners | Immature enough in their relations with others |
| | Emotional, sensitive, and innocent |
| | have short attention span and poor concentration skills |
| | prefer to work at their own pace |
| | Do not easily master skills |
| | Do not show interest in having long time goals |
| | Unable to learn on their own |
| | Lose track of time |
| | work very slowly |

Table 4.1 Characteristic of Slow Learners

Table 4.1 shows that there are many characteristics of slow learners. These characteristics are shared by Salomi and Sundaram in one of their research papers. In their study, they inform that those are the characteristics of slow learners. They

⁶⁰Wachyu Amelia. "Characteristics and type of learning difficulties of student with slow learner". *Jurnal Ilmu Kesehatan Aisyah*. Vol. 1 No. 2, 2016, 53-58

⁶¹Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

assert that slow learners could have some or all of the characteristics mentioned. It means that students could be categorized as the slow learner if the students have some behaviors/ characteristics of the slow learner itself. They do not need to have all of the characteristics mentioned to be categorized as slow learners, although there will be students who will have all of the characteristics.

Teachers' Ways To Facilitate Slow Learners

Teachers, as a guide and facilitator in the classroom, are required to handle the classroom well. In applying SCL, to create a good classroom atmosphere, teachers will have different strategies to handle different levels of students, particularly for the students who are slow learner students. Sheemapandey⁶² declare some ways the teacher could use to facilitate the slow learner. First, developing confidence among slow learners. The teacher needs to build the students' confidence until the students feel that they can speak independently and speak freely without being afraid to make mistakes. If the students feel confident, the teacher could give some activities such as group discussion or pair discussion between the students. Second, connect with slow learners more frequently and provide more attention and practice. When the teacher gives some explanation or clarification of the lesson which has been discussed by the students, do it twice or three times to ensure that the slow learners comprehend the subject. Some explanation out of the class will be the other approach the teacher could apply for the slow learner. Additional classes for slow learners are another approach the teacher could try.

⁶²Seemapandey "Role of Teacher's: Helping Slow Learners to Bring out Hidden Skills". *International Journal of Scientific Research*. Vol. 6 No. 6, 2016, 23-26

One of other ways teacher could use to facilitate SCL for slow learner such as the use of cooperative learning⁶³. Cooperative learning involves students learning from each other in groups. Dealing with slow learner students which can not learn on their owns⁶⁴, teacher needs to create a class in a pair/group work. This way could build student's confidence to speak up. They finally could ask their friends in the group about what they were confused about. This approach also push students to build their social skills to finally make them work together in an effective way⁶⁵. Students need to learn how to study and how to teach each other. This activity pushes the students to not only learn something new, but how they could share their knowledge to their friends. In group discussion, not only sharing knowledge, but it is also for sharing feedback for each of the students. Feedback in SCL is widely defined to encompass any information provided to the student that aids in the resolution of misunderstandings, enhances or broadens knowledge, or specifies what the student should do next, according to Glowa and Goodell's hypothesis.⁶⁶ It means that feedback also has a positive role in student-centered learning because it could make them do a self-introspection to finally improve their skills. An instructor, tutor, peers, or software could all provide feedback.⁶⁷ So, feedback does not only come from teacher or tutor, but also from your partner in learning, whether in pair or group discussion.

⁶³Larsen-Freeman "Techniques and Principles in Language Teaching". Oxford University Press. United Kingdom. 2010. p. 164

⁶⁴Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

⁶⁵Larsen-Freeman "Techniques and Principles in Language Teaching". Oxford University Press. United Kingdom. 2010. p. 164

⁶⁶Glowa. Lizz & Goodell. Jim. *Student-centered learning: Functional Requirements for Integrated Systems to Optimize Learning*. (Vienna. iNACOL. 2016) p. 39

⁶⁷Ibid

Teacher could also try one of other ways, communicative language teaching⁶⁸. In this approach, there is also a group discussion. But, the difference from cooperative learning is focusing more on learning the language communicatively. For example, in Diane's book, the teacher asked students to play a language game. In this case, students need to do a role play in which they need to use a different word to describe something. This is so useful and attractive because it pushes students to speak up and describe something in any other words.

Another way of SCL to facilitate slow learners is by giving repetition. Slow learners could not catch material in only one explanation. They seldom get a misunderstanding. This is a time for the teacher to create any other activities as a way to repeat the explanation. Seemapandey states that teacher need to give extra care and practice⁶⁹. Some other practice could be given to students, such as watching films, giving video illustrations, listening to attractive recordings, or giving stories as illustrations. This is in keeping with the student-centered learning paradigm which provide a way in which teacher provide an activities based on the student's need and interest⁷⁰. When students think that the activities in the classroom include their needs and interests, they will be excited to learn. Teachers should make sure that before coming to the class, the lesson plan covers students' needs and interests. If the lesson plan has covered it, the activities will be interesting for students. They will enjoy joining the learning process.

⁶⁸Larsen-Freeman "Techniques and Principles in Language Teaching". Oxford University Press. United Kingdom. 2010. p. 121

⁶⁹Seemapandey "Role of Teacher's: Helping Slow Learners to Bring out Hidden Skills". *International Journal of Scientific Research*. Vol. 6 No. 6, 2016, 23-26

⁷⁰Glowa. Lizz & Goodell. Jim. *Student-centered learning: Functional Requirements for Integrated Systems to Optimize Learning*. (Vienna. iNACOL. 2016) p.16

In the classroom, teachers could combine those ways mentioned above. As an example, In a group/pair discussion, the teacher asks students to watch a movie. After watching the movie, students need to answer some questions given in a pair of work. They could share with their partner about the film they watched. Then, discuss the answer of the questions given by the teacher. Slow learners usually are often too confused to answer the questions. This is a chance for them to ask their partner about what the questions mean and how to answer the questions. This also builds a slow learner's self-confidence to speak up and share their opinion/misunderstanding. The skills in socializing with others are also improved.

Interesting topic is a student's first impression of learning, especially slow learners. If the teacher covers the materials with the interesting topic, students will be excited to start their learning. Starting to give an interesting topic by adopting more flexible educational presentations, you can include a visual depiction of content (films, pictures, illustrations) could increase students' interest to learn.⁷¹

Giving motivation. Some motivational words or gestures could increase students' excitement to learn. Giving some appreciation to the small things students do could increase their willingness to learn. When students could finish/understand the topic, even though it is an easy topic, teacher's appreciation makes them think that what they do is appreciated.

B. Review of Previous Studies

⁷¹*Strategies for Slow Learners*(psych.hsd.ca/STRATEGIES FOR SLOW LEARNERS.pdf. accesses on 29 mei 2022)

Many previous studies suggest SCL as the effective approach to produce a successful learning. A study by Astrid⁷² indicate that speaking exercises centered on a children's cartoon in the fourth grades Colombia's public school are successful to be applied as one of SCL techniques. Finally, the data show that students in EFL classes with poor oral English language proficiency can maximize their opportunities to talk in the classroom. They feel at ease speaking up in the speaking activities session since they are used to viewing cartoons.

Astrid in her study proves that SCL are effective to apply in the class. This result are supported by the other study from Kassem⁷³. He studies the effects of student-centered versus teacher-centered instruction on effect and achievement of EFL freshmen. A feeling of discomfort, encouragement, manner, independent learning, self-confident, and perspectives on English and learning were among the factors that contributed to the freshmen effect. This study included freshmen from two classes of English department from the University of Shaqra in Saudi Arabia. Experimental class is taught by SCL and the control class is taught by teacher centered. The results reveal that Independent sample t-tests demonstrate that the group outperforms control group on every affective measures (without the practical inspiration) and accomplishment. It shows that SCL could bring a positive effect for the students. SCL could lead the students to a better effect and achievement in learning.

Studies by Astrid and Kassem are also supported by a study from Osman⁷⁴ about SCL. This study is investigated in university and talks about the instructors' and students' perspectives on using SCL in the classroom. In this study, the finding shows that the

⁷²Astrid. "Speaking Activities to Foster Students' Oral Performance at a Public School". *Canadian Center of Science and Education: English language Teaching*. Vol. 11 No. 8, 2018, 65-72

⁷³Hassan M. Kassem. "The impact of Student-Centered Instruction on Efl Learners' Affect and Achievement". *Canadian Center of Science and Education: English Language Teaching*. Vol. 12 No.1, 2019, 134-153

⁷⁴Osman, et al. "Student Centered Learning At USM: What Lecturer And Students Think Of This New Approach?" *Journal of Education and Practice*. Vol. 6 No. 19, 2015, 264-277

student is more committed and motivated. It means that SCL is the effective approach to be applied. In the findings, the result shows that based on lecturer and student perceptions of lecturer duties, with the exception of on-line discussion, By efficiently performing their part, using every method of SCL such as course, sharing opinion in the course, cooperative learning, and any other methods, they had the highest mean (= 4.05; 3.81). Students are more motivated and responsible in their study at USM because learning or teaching in pair work are component of the instructional approach.

The other study is from Ardian⁷⁵. He does an investigation in higher education/university related to SCL. The study's main goal is to see if students who are taught using the Student-Centered Learning (SCL) method versus those who are taught using the Direct Learning strategy have different levels of creativity. The results reveal that students who use the SCL technique have more creativity and students with strong spatial ability than students who apply Direct Learning strategy. Students who use the SCL technique have lesser spatial abilities than students who use the Direct Learning strategy. So, it means that there is an interaction between their impact on creativity, learning strategy and spatial aptitude are both important. This study also proves that the use of SCL could have a positive effect on the students' achievement.

Study of SCL is also investigated by Kurniawan.⁷⁶ He does research about SCL by comparing three different courses. The methodology courses in sociology's department, Indian philosophy courses in religious philosophy's department, and the SCL technique have been applied in the learning process of Arabic language courses in the Arabic language education department, however with distinct strategies. A guided teaching

⁷⁵Ardian, et al. "Pengaruh strategi pembelajaran student-centered learning dan kemampuan spasial terhadap kreativitas mahasiswa". *Journal of Technological and Vocational Education*. Vol. 22 No. 4, Oktober 2015, 454-466

⁷⁶Arif Kurniawan et al. "Pembelajaran Berbasis Student-Centered Learning di Perguruan Tinggi: Suatu Tinjauan di UIN Sunan Kalijaga Yogyakarta". *Lentera Pendidikan*. Vol. 21 No. 1, 2018, 01-011

strategy was used in the sociology department's research methodology course, an interactive learning strategy was used in the Religious philosophy department's Indian philosophy course, which emphasized discussion and sharing among the students, and a peer lesson strategy was used in the Arabic language education department's Arabic language course.

Emaliana investigated the learning needs of learners of English department at Brawijaya University, Malang in East Java, specifically undergraduates and postgraduates, covering their manners regarding SCL and TCL, cultural education in the EFL program, studenta manner toward in-class leadership, the most common challenges faced in the course, and their language practice. EFL teachers use data on the educational requirements of pupils to inform syllabus and material planning, as well as designing lessons and implementing them in the classroom, according to the findings. The goal of this study is to determine how significant it is in the program of TEFL at the level of university in Indonesia to have a thorough understanding of students' variables.

Majority of studies state above about the use of SCL in university, only a study by Astrid which placed students in fourth grades of public school or we could say as elementary school. The second keyword of this study is about slow learners. Slow learners have been investigated by many studies. For example, a study by Marheni⁷⁷ states that art therapy is one of techniques for solving problems of slow learners children. It is one of the strategies that could help and increase students' ability. She states that art therapy using media such as; kinetic sand, game, clay, and story books are good to facilitate the slow learners. Parents may use the media for solving their slow learner' children's learning problem. The use of media could help slow learner students to easily

⁷⁷Krisna Indah Marheni. "Art therapy bagi anak slow learner".*Prosiding Temu Ilmiah Nasional X Ikatan Psikologi Perkembangan Indonesia* Vol. 1. 2017, 154-162

understand the information given. When the students enjoy learning, it will be easier to remember the information and instructions given.

This research are supported by Hartini, et al⁷⁸. In her investigation, Hartini states that strategies for slow learners are significantly needed. She inform that slow learner's learning strategy is important part in the learning process and become an effective way to achieve certain learning objectives of students⁷⁹. It shows that strategies such as using Project based Learning (PBL) is one of SCL approaches which could help to increase students ability and achievement. The preliminary activities, core activities, closing activities, and follow-up activities⁸⁰ are some of the appropriate strategies for slow learners in elementary school.

The other study by Chean Fuh⁸¹ talks about the other strategies of SCL for slow learners. He reveals that MENTOR is one of the prototypes for an electronic learning system for slow learners, designed to help kindergarten educators create a better learning environment for children aged four to six. This system could improve students to be flexible and creative so it also could increase slow learner's confidence. The prototype not only focuses on learning, but it also allows the teacher to exchange information about the kids' development with their parents. So, students, teachers and parents could be involved in this system and this could become a good collaboration to enhance students to get a better achievement.

⁷⁸Ayu Hartini, et al. "Learning strategies for slow learners using the project based learning model in primary school". *Jurnal Pendidikan Inklusi*. Vol. 1 No. 1, 2017, 029-039

⁷⁹Ibid

⁸⁰Ibid

⁸¹Chean Fuh. "MENTOR as a Learning Method for Slow Learners". *International Journal of Soft Computing and Engineering*. Vol. 7 No. 1, March 2017, 53-61

For slow learners itself, Amelia⁸² states in her study that the findings shows that in junior high school, The age group 15-16 years has the highest number of experienced slow learners (51.5%). The result also shows that the majority of slow learners have difficulty in many factors, such as having 66.7 percent low comprehending aptitude, 66.7 percent are slow in doing academic work, and learning achievement is very low (66.7 percent). Slow learners are also investigated by Mutmainnah⁸³. She states that The findings of this study revealed that Ahmad's learning motivation in primary school is very high, but his learning capacity, in addition to his reading skill, is very low. Because the parents did not provide a comprehensive learning environment, favorable circumstance, or guidance, and family members did not have good learning behavior, the slow learner's motivation was unaffected by his or her family. Support of the environment around the slow learners may also become factors to the reason of being a slow learner.

Many studies talk about slow learners above, the majority of them talk about slow learners in elementary school, even some are used in junior high school such as the study from Amelia. For both studies about SCL and slow learners, in which majority of the studies of SCL in university/higher education and majorities of studies about slow learners are investigated in elementary school and junior high school or we could say in primary school, SCL for slow learners in higher education or institutions could be the focus of future research. The goal of this additional research is to have a thorough knowledge about implementation of SCL for slow learners in higher education, teachers' strategies and challenges in facing slow learners in higher education.

⁸²Wachyu Amelia. "Characteristics and type of learning difficulties of student with slow learner". *Jurnal Ilmu Kesehatan Aisyah*. Vol. 1 No. 2, 2016, 53-58

⁸³Mutmainnah. "Motivasi belajar siswa slow learner (studi kasus di sekolah dasar negeri 4 buana sakti lampung)". *Jurnal Bimbingan dan Konseling Ar-Rahman* Vol. 3 No. 1, 2017, 6-11

CHAPTER III

RESEARCH METHOD

This chapter contains certain elements relevant to the study's methodology. They consist of research design, research subject and research setting, data and data sources, data collection strategy, research instrument, data analysis technique, checking validity of findings and research steps.

A. Research Design

This study used a qualitative design by doing interviews, observation and collecting relevant documents. The aim of this qualitative research is to gain a deep understanding of events or phenomena in the natural settings rather than to prove it. It includes attitudes, beliefs and feelings. This study did research on Student-Centered Learning to finally get a deep understanding by describing and analyzing on the implementation of SCL particularly to the teachers' strategies to facilitate slow learners in the English teaching. So, we were being aware of various activities of SCL for the students particularly for the slow learners in the classroom and the various strategies used by teachers for the slow learners. This study tried to look for the detailed information of teachers' strategies of SCL to slow learners, the characteristics of slow learners, some consideration before using the strategies and the challenges faced by teachers when applied SCL for slow learners.

B. Subject and Setting of the Research

The study was conducted in English Language Education Department in faculty of Tarbiyah and Teacher Training in UIN Sunan Ampel Surabaya as purposefully selected⁸⁴. This investigation's focus was English Intensive Class from the second semester students. The intensive class used SCL as the approach in the learning activities. There was one class to be observed as one of the basic English Intensive classes. This class was the lowest class based on the score in the first semester of English intensive class. The slow learners which were observed are 10 students who have the lowest score in the first semester. This subjects was chosen based on subjects who had the most characteristics in applying SCL and handling types of students especially for the slow learners to be observed in the study⁸⁵. This research investigated the students' critical thinking, their writing and activities in the online group discussion.

In this research, the observations were done in 2 until 3 meetings. For the interview, teachers were interviewed about the implementation of SCL to facilitate slow learners and also the strategies and challenges faced to handle slow learners. This observation focused on the activities happening in online learning in the class, consisting of SCL, students particularly for slow learners, their activities in working online learning, and teachers' SCL strategies and challenges in handling every type of student particularly for the slow learners.

C. Data and Source of Data

To answer the research questions, data was gathered. This information was gathered through interviews with teachers, teachers' strategies to facilitate slow learners, reasons for

⁸⁴John W. Cresswell. *Research design : qualitative, quantitative, and mixed methods approaches. 4th ed.* (United States of America: SAGE Publications. Inc, 2014), 239

⁸⁵Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Ed. Rev., cet. 14, (Jakarta: Rineka Cipta, 2010), 183

using such strategies, and challenges in applying it. Data from observations about the activities in online learning consist of students' behaviors in response to the online group, characteristics, teachers' strategies and the challenges in applying SCL in the classroom were collected to support the existing data. Some theories about student-centered learning and slow learner were added to strengthen the data from interview and observation. As the supported, data from documentation⁸⁶ students' scores in the first semester were considered, too.

D. Data Collection Technique

There were two techniques used in this study to collect the data in a qualitative approach to answer the research questions. The data gathering approaches employed in this study were documentation, observation, and interview. For documentation⁸⁷10 students of the lowest score in the first semesters were the first step to know who are categorized as slow learners.

For observation, video recording⁸⁸ on the online chat group were used to save the real learning and teaching activities happening in the online learning. Video recordings were used for events that occur simultaneously and we could analyze the data when we play back the recording.⁸⁹ This video tried to get a detailed information of the learning process related to slow learners, teachers' strategies and challenges in applying SCL in the classroom.

⁸⁶Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Ed. Rev., cet. 14, (Jakarta: Rineka Cipta, 2010), 201

⁸⁷Ibid

⁸⁸Ibid, 273

⁸⁹Ibid

For interviews, semi-structured interviews were utilized to determine the depth of feeling by allowing the interviewee to probe and elaborate on their responses.⁹⁰ In this study, interviews are used to get information related to slow learners, their characteristics, various strategies of SCL to facilitate students particularly slow learners, some reasons for using such strategies, and the challenges of applying the strategies of SCL.

E. Research Instrument

Interviews guidelines were employed in this investigation⁹¹ as the research instrument of an interview. This instrument helped the interviewer to understand what are the main points to be asked to answer the research questions. For observation, some notes were used to record the activities in the classroom and video recording⁹² are used to save the activities in the class to support in analyzing the data. For documentation, students' scores are the first data used before the other instrument.

This study looked for and noted some information regarding the activities happening in the classroom, the learning process, and students' behavior (particularly for the slow learners) in writing activities in the group chat when the teacher used SCL as the approach in the classroom. This study also looked for some information related to teachers' strategies to facilitate slow learners, some consideration of using such strategies and the challenges they faced of applying SCL in the classroom.

F. Data Analysis Technique

⁹⁰Clive Opie. *Doing Educational research: A Guide to First Time Researchers*, (London: SAGE Publications Ltd, 2004), 118

⁹¹Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Ed. Rev., cet. 14, (Jakarta: Rineka Cipta, 2010), 199

⁹²Ibid, 273

According to Opie's book, organizing and analyzing data, preparing text for coding, coding data, and working with coded data are all phases in qualitative data analysis.⁹³ This research gathered information from an interview with a teacher about the response of the implementation of SCL to facilitate slow learners. The interview sessions were recorded on an audio recorder. In this study, for analyzing data for an interview, the first step was transcribing the data from recording. In transcribe the data, we need to write it down the recording we get from the sources. We write what the interviewee said in the writing. For transcribing the data, below are the example from transcribing of the text transcript:

The example of the questions is: *How do you categorize your students as slow learners? What are the dominant characteristics they have?*The answer: *A, B, C, and D are categorized as slow learners. The prominent characteristics which they have are when we are in situation in which I explain something to my students or we do such fun activities related to topic in the day, they are less of understanding, less of pay attention to the explanation, not interested to what I have explain or what we did in the class and sometimes giving the incorrect answer.*

The next step is coding the data. Cresswell⁹⁴ states in his book that The process of categorizing data by bracketing portions is known as coding (or text or image segments) and a word in the margins to indicate a category (Rossman & Rallis, 2012). It comprises collecting text or image data during data collection, segmenting sentences (or paragraphs) or photos into categories, and adding a phrase to those categories, which is based usually on the participant's real language.

⁹³Clive Opie. *Doing Educational research: A Guide to First Time Researchers*, (London: SAGE Publications Ltd, 2004), 166-173

⁹⁴John W. Cresswell. *Research design : qualitative, quantitative, and mixed methods approaches. 4th ed.* (United States of America: SAGE Publications. Inc, 2014), 247-250

This is an example of data coding in interview: How do you categorize your students as slow learners? *What are the dominant characteristics they have?* The answer: *A, B, C, and D are categorized as slow learners. The prominent characteristics which they have are when we are in situation in which I explain something to my students or we do such fun activities related to topic in the day, they are less of understanding, less of pay attention to the explanation, not interested to what I have explain or what we did in the class and sometimes giving the incorrect answer (categorize as “characteristics of slow learners”.*

After we code the data, the next step was working with the data coded for getting the final result of data analysis. We did such a researcher's personal interpretation⁹⁵ using description as one of the ways to represent the result of the study. This is the example of working with the coded data: *from the result of interview, it shows that there are four of slow learner students' characteristics include as follow: less of understanding, less of pay attention, not interested to learn, give an incorrect answer.*

G. Checking Validity of Findings

To verify the accuracy of the results, this research applies triangulation, which was the method of collecting evidence from diverse sources, including people, forms of data, and data, for qualitative research themes, as well as examining members, which determined whether whether the results were correct or not with study subjects by reviewing their interview transcripts. As a consequence of the observation, the legitimacy of the outcome of the interview with the teacher was checked.

⁹⁵John W. Cresswell. *Research design : qualitative, quantitative, and mixed methods approaches*. 4th ed. (United States of America: SAGE Publications. Inc, 2014), 247-250



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covers the study's findings and discussion. The results immediately respond to two research questions about teachers' way in implementing SCL and the challenges of it when teaching slow learners. The data was from one class of English intensive in Tarbiyah Faculty. The discussion presents the main findings from the two research questions and links them to the theory and/or previous studies to identify the gaps and significance of the study.

A. Findings

The data was from interviews and classroom observations in one class of English intensive program in UINSA, particularly in Education major. The study interviewed one lecturer and did online observations from the English intensive class to answer about teachers' way in facilitating SCL for slow learners and challenges of it. The detail information of the findings about how teachers facilitate SCL and challenges of SCL when teaching slow learners follow:

1. Teacher's Way in Facilitating Slow Learners Through SCL

The result of observation and interview analysis indicated that teacher A used different ways in facilitating SCL for slow learners, namely: creating pair/group discussion, repeating the explanation, asking them to learn English by what they like, giving interesting topic, creating an activity based on the majority level, asking student's misunderstanding, and giving some motivations (see table 1.1).

| No. | Ways in facilitating SCL for Slow Learner |
|-----|---|
| 1. | Creating pair/ group discussion |

| | |
|----|--|
| 2. | Repeating the explanation |
| 3. | Asking them to learn english by what they like |
| 4. | Giving the interesting topic |
| 5. | Creating an activities based on majority level |
| 6. | Asking student's misunderstanding |
| 7. | Giving some motivation |

Table 1.1 Teacher's ways in facilitating SCL for Slow Learner

Table 1.1. shows that teachers use seven different ways in facilitating slow learners through SCL, namely creating pair/group discussion, repeating explanations, asking them to learn English as they like, giving interesting topics, creating activities according to majority level, clarifying students' understanding, and motivating students. This section will describe in detail the four ways of the teacher in facilitating SCL. The first is creating a pair/group discussion to facilitate SCL for slow learners. Teacher created pair/group discussions by choosing two students to five students randomly to discuss their hobbies. On one occasion, the teacher also asked students to work in pairs. She did this to ease managing the class or students who work with their groups and ensure that students were actively involved in the discussion.

The second is repeating the explanation. After giving some explanation, the teacher illustrated in a detailed one. This way to make sure the whole students could understand the explanation. She gives some pictures of hobbies to make students more understanding. In the middle of the explanation, the teacher gives some interesting examples to students who desire to learn. Playing a video in English serves to make students interested. They did not only

learn from a text, but also from video. These strategies could make the students who have been bored and tired to be excited to learn.

The third is asking them to learn english by what they like. Slow learner students need to be influenced by interesting things or activities surrounded to learn. Teacher need to facilitate the slow learners by giving them a freedom to learn by what things they like. This is come from some task given and asking them to choose some interesting activities they could did in working with their task. In the reseach, teacher ask students to working from video recording task, discussing hobbies and or in their home, the are uploading photos with caption related to their hobbies.

The fourth is giving interesting topic. An interesting topic attract students attention to learn. This is being one of a great way to start learning. Students are enthusiastic to learn, even it is exactly not an easy lesson. A great topic teacher choose in the learning process help students catch the material much more easier than starting with the boring theme. I class students, teacher tries to explain the theory about subject, verb, adjective, adverb in an attracting way. She asked students to learn about it relating to students hobbies. She asked students hobbies first some of them, then takes one or two sentences as example for finally explaining about the main theory. Students are excited to learn, active, and participate in the learning process.

The fifth is creating activities to match students' level. In the class, students are categorized into three levels: slow, average and gifted. The majority level in I class was average students. So, teachers give activities that match their level. For example, she tried to explain the theories about subject, verb, object, adjective and adverb in a different way. She asked students to ask each other about their hobbies, then relate it to the main topic in the material. The students from all of the levels were excited in doing such activities. Because the

topic is a hobby, students were attracted to ask each other about what their hobbies are, when they do it, how many times they do their hobbies, and why they choose such hobbies.

The sixth is asking their misunderstanding face to face. After giving the explanation about language features (subject, verb, object, adjective and adverb) , the teacher asked students randomly to know whether they understood or not. She mentioned a sentence consisting of subject, and verb and choosed three students (including the slow learner) to mention which one is subject, verb, adjective and adverb. When she found a misunderstanding or getting a student to give a wrong answer, she went closer to the students and asked their misunderstanding face to face.

The seventh is giving some motivation. Motivation is being one of the most important part for students to learn and achieving the purpose of learning. Some motivations given by teachers to boost students motivation. The kind of motivations such as have been stated above, giving some interesting topic or activities to encourage them to learn, belief that students could complete their task well, and come to them closely and asking what they are struggling for this task/materials.

2. Challenges of applying SCL for Slow Learner

To answer a question about the challenges of SCL for slow learners, this study did an interview with the teacher and observations of her/his class. The result of interview and observation showed that there were six challenges teacher faced when applying SCL: difficulties in asking students to share/express their opinion, strengthening students' mindset, asking students to work individually, balancing the different students' level, making them understand, and building their motivation to learn (see table 2.1).

Table 2.1 Teacher's Challenges of SCL for Slow Learner

| No. | Teacher's Challenges |
|-----|--|
| 1. | Asking students to give their opinion |
| 2. | Strengthening the students' mindset |
| 3. | Asking students to work individually |
| 4. | Balancing the different student's level |
| 5. | Giving a longer time to make students understand |
| 6. | Building students' learning motivation |

Table 2.1 shows that there are six challenges teachers face when facilitating SCL for slow learners. The six challenges are asking slow learner students to give their opinion, strengthening the students mindset, asking them to work individually, balancing different students' level, making them understand, and building their motivation. The first challenge of applying SCL for slow learner students is asking them to speak up/to give their opinions. Teachers should encourage learners to use their English because if they do not know how to express their opinion in English, their skill will not be improved. Teacher made students speak by working in. pair in completing a task. In pair work, slow learner students were not ashamed to speak up. Students were ashamed to speak as they did not have enough vocabulary.

The first factor of first challenge is a lack of vocabulary. Vocabulary is one of the basic and important parts which we need to master in learning english. When students can not remember many kinds of vocabulary, it will make it difficult for them to speak up. One of the characteristics of slow learners in I class is they have a lack of vocabulary. The students had difficulties giving a response in English because they could not remember some vocabulary they needed to speak. It was challenging for her to improve her English if students do not want to speak up because of a lack of vocabulary. She finally asked the students, particularly

slow learners, to start to learn English by doing what they like, such as watching films, novels, or playing games using English. At that time, she gave one video to be watched by students, then asked them to do a task related to the video.

The second factor is lack of English background. One of the reasons students are slow learners in English, because they do not have an English background. Some of them might only ever learn English, and they will not learn again for a long time. Slow learner in English in I class also because they were not from an English major, did not have much of an English background, so they were still confused to learn English at the level they should be. Teacher said that some of the students are from education majors such as Islamic education, Islamic management, mathematics and others (not from English majors).

The next challenge is strengthening the student's mindset that "English is not difficult". Many students, particularly those who do not really like English, will think that learning English is difficult. In my class, because the majority of them were not from the English major, and were not from the English background, many of them think that learning English is so complicated. Even though, the reality is not as difficult as they think. Teacher said that some students often complained that reading or listening to English was so complicated. It is difficult to translate what they hear or read in English. Many vocabulary they did not often hear before. When she found the students did a task or answer some questions in reading, she always found the wrong answer inside. She often found answers which did not match with the questions. Another case was when the teacher gave some statements and asked students opinions about it, she often heard inappropriate answers. This was because students did not really understand the meaning of the English sentences.

The third is asking them to work individually. Slow learners usually do not like to work individually because they feel confused with the teacher's explanation. For example,

one of the students did not understand the difference between adjective and adverb. So, the teacher asked the student to work individually. After the submission, she created the students in a pair of work, because the submission of the task from the slow learner had many wrong answers. After creating a pair of work, the slow learner students could be more understanding after she asked them some questions.

The fourth is balancing different student learning levels. Teachers created activities for different levels of students (average and fast learners). As the majority of students' level is the average student, teachers created activities that match with the level. One of the activities she created was a group work game. In this case, She asked students to respond to the teacher's queries. These questions must be answered by all pupils.. If the fast learner has to answer the questions, they need to give the average and slow learner to answer the questions. Those who have been answering the questions need to explain and share their understanding to the others in their groups.

Another challenge is making students understand. These kinds of students could not catch the material in one explanation, or in a fast explanation, because these students will be confused. So, explaining it twice or three times helps them so much. In the online classroom in I class, the teacher gives twice or three times an explanation to make sure all of the students could catch the material well. But, it was only for some points which are considered as the difficult one. Not only in understanding the material, slow learner students needed more time to finish their work/task. They were slower in finishing their tasks compared to their friends. It was not because they could not finish it, but they needed more time to understand the questions/tasks to finally work on it.

The last challenge is building students' motivation. Motivation is the main part of learning. In learning English, some motivation, whether from teacher or student itself, needs

to be improved. Teachers could show or give some motivation which could boost the students to learn. In class, when the teacher feels students are starting to be bored with learning, asking them to watch films in English or giving them activities such as playing an English game that could boost students' motivation. Another activity she gave was asking them to ask each other about their hobbies, including 5W and 1H to explore their questions. That activity was successful in attracting students to learn.

B. Discussion

This section summarizes the study's primary findings and compares them to relevant hypotheses and past research. The talk covers the two research findings and issues related to SCL implementation.

1. The implementation of SCL to Facilitate Slow Learners

This study identifies seven ways that teachers used to facilitate SCL for slow learners, and the three most common ways are creating a pair/group discussion, repeating explanations, and motivating students. Further explanation of the seven ways in facilitating slow learners are discussed below.

a. Creating a Pair/Group Discussion

Slow learners have difficulties working individually. It is supported by Salomi and Sundaram that slow learner is difficult to learn on their own⁹⁶. Teacher stated that slow learners looked confused when she gave a task and asked them to work individually. Their friends focused on their own tasks and they were ashamed to ask their friends. When pair/group discussion applied, they enjoyed working on their tasks more, because they could ask and share information with friends in the same group. It is called as cooperative

⁹⁶Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

learning⁹⁷. Cooperative learning teach students collaboratively or social skills so students could work together more effectively⁹⁸. In a different kind of characteristic and level of learning, students are required to communicate, discuss and socialize with others without looking at their background to achieve the purpose of learning together.

b. Repetition

As stated before, slow learner students have poor concentration, so they need to get more ways to understand what they have been caught. Some repetition was done by the teacher to understand the students. Some creative ways were done to repeat the theory. She added some pictures to illustrate the explanation and catch students' attention to learn. When she felt the student started to get bored, she started to repeat the explanation in some ways. Another way she used was by asking students to watch a video then asking their opinion and feeling after watching the video. In other ways, she asked students to watch films related to the theory and gave some questions for them to be answered. It is supported by Seemapandey that teachers must make more frequent connections with slow learners and provide additional support and practice.⁹⁹ So, to ensure all of the students, particularly slow learners, could understand the material or not, the teacher should explain the material twice or more in an attractive way so students could enjoy listening and exactly, understand the material.

c. Asking Students to Learn English by What They Like

Students are excited to learn if the activities in the classroom are being enjoyable. In this research, teacher tried to create an attractive activities in the classroom. A task of uploading their picture and giving a caption related to the materials when doing the hobbies

⁹⁷Larsen-Freeman "Techniques and Principles in Language Teaching". Oxford University Press. United Kingdom. 2010. p. 164

⁹⁸Ibid

⁹⁹Seemapandey "Role of Teacher's: Helping Slow Learners to Bring out Hidden Skills". *International Journal of Scientific Research*. Vol. 6 No. 6, 2016, 23-26

being one of the way. Students are being excited to do their task. This kind of activities is supported by a theory from George about curricular integration that Students see how the various topics and subjects they study are linked to each other and to the wider world.¹⁰⁰ It shows that when students learn something and we link to the real life, it makes them easier to learn the subject.

d. Giving the Interesting Topic

Starting the lesson of the day with the interesting topic could get students' attention. This is the way teacher used to attract students. In this research, teacher give the interesting topic which relevant with the subject in the day. It successfully get students attention to learn. This activities supported a theory by George that in Student-centered learning, teacher encourage students to learn and enjoy learning.¹⁰¹

e. Creating the Activities Based on the Majority Level

The classroom consists of fast, average and slow learners. Before coming to the class, teacher start to considering the activities based on the majority level in the classroom. After doing day by day learning process, teacher decided that the class consists of the average students as the majority level in the classroom. The number of slow and fast learners in the class is not as much as the average students. SCL promote learning in which all of students are treat same for all level. Some activities are not really in a full day activities because the majority is average students. So, both of slow or fast learners could enjoy and join well in the learning process. Peer work and group work or name as cooperative learning¹⁰² being one of

¹⁰⁰George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), xiv

¹⁰¹George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), xiv

¹⁰²ibid

the way. Every students could share with their peers, so it helps one and another could get the purpose of learning together.

f. Asking Students Misunderstanding

Slow learners students have a problem in comprehend something. They are often get a misunderstanding of what the subject delivered to them, particularly for the difficult one. This is being the time for teacher to come closer to the students and asking what makes the material/task become difficult for them. Teacher should know how these students tried to struggle with their learning and give them the good solution of learning.

g. Giving Motivation

Slow learners feel bored when they learn a subject they did not like for a long time, or they think that it is so difficult. It is because they have a short attention span and have difficulty concentrating.¹⁰³ Teachers must provide some engaging activities to get pupils' interest in learning.. This kind of motivation could come from motivational stories, attractive activities such as role play, conversation, game, or watching movies/videos. To get students' attention back, the teacher asked them to make a conversation and practice it with their friends in group. A study by Jacobs about motivation shows that it encourages students to motivate themselves, their friends, and their teachers to study and enjoy learning by promoting intrinsic motivation.¹⁰⁴ Those kinds of motivations did not only come from some motivational sentences spoken by the teacher, but more than that, some attractive activities in learning were provided by the teacher to boost student's learning motivation.

2. The Challenges of Student-Centered Learning for Slow Learners

¹⁰³Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

¹⁰⁴George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), xiv

The study revealed that teachers faced six challenges in implementing SCL for slow learners: asking students to give opinion, strengthening the students mindset, asking them to work individually, balancing different students' levels, making them understand, and building their motivation.

a. Asking Slow Learner Students to Speak Up

It was not easy to ask the slow learner students to speak up and give their opinion. Slow learner students in I class were afraid if they speak, they think that their friends will say that they asked an unimportant question, they are so stupid because they still confuse of subject which other students think it is easy subject/topic. They will feel so emotional and sensitive if they are in that situation. So, finally being quiet is one way they choose. It is supported by Salomi and Sundaram that one of the characteristics of a slow learner is emotional, sensitive, and innocent.¹⁰⁵ Teachers found some factors which make it difficult for students to speak up. They are: lack of vocabulary and English background.

First, they had a lack of vocabulary. Slow learners can not remember many words, so it was hard for them to remember so much vocabulary. Slow learner students also have short attention span and poor concentration skills¹⁰⁶. For example, when the teacher asked a slow learner in I class about their opinion about their hobby, they found it difficult to speak up, because they did not have a rich vocabulary in their minds.

Second, slow learner students lack an English background. Many slow learners in the classroom were coming from non-English students. The majority of the students in this class were from various majors, such as islamic studies, educational management, mathematics, and etc.

¹⁰⁵Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

¹⁰⁶ibid

b. Strengthening Students' Mindset

Many students think that English is difficult. Slow learner students were not easy to master, especially for subjects they are not really attracted to. They need to get twice or more explanation from their teacher rather than others. It was not easy for them to catch the material in only one explanation. They were often to get a misunderstanding particularly for the material they have never heard before. One of the characteristics of slow learners is they do not easily master skills.¹⁰⁷ Teachers need to strengthen students' mindset that learning English is not as difficult as they think.

c. Asking Students to Do Individual Task

Slow learner students need to work with a friend/friends. Not all of the tasks were done in group work, in some parts, it required students to work individually. In class students, particularly the slow learners, are more passive when they are alone, but will be active when they work with their friends. Slow learner students unable to learn on their own.¹⁰⁸ SCL provides an activity in a pair/group work. This is helpful, because in a pair work, students were engaged to participate in the classroom and they finally exchanged ideas with their partner.¹⁰⁹ Dealing with their tasks, if they work individually, they often finish their work much slower than they work in a group. They work very slowly¹¹⁰. They need a partner to share so many things they are still confused about. Teacher in my class said that this slow learner finished the task sooner than others. But they still could finish the task, even if they still ask their friends first, or the teacher.

¹⁰⁷Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

¹⁰⁸ibid

¹⁰⁹Astrid. "Speaking Activities to Foster Students' Oral Performance at a Public School". *Canadian Center of Science and Education: English language Teaching*. Vol. 11 No. 8, 2018, 65-72

¹¹⁰ibid

d. Balancing The Different Students' Level

SCL promote a peer and group work¹¹¹ in which teacher need to find an activities to could cover all of the students level.If teacher is being a good facilitator and could manage the class weel, the slow, average and fast learner could work together to get the purpose of learning. But, it is still being a challenging for them, because that is not easy to control the students with different level of learning and also exactly they have a different culture and background, too. Teacher gives an appropriate activities which could give the need of the whole students in the classroom. In the research, teacher gave an activities in a pair work, and it successfully get the students need in the classroom.

e. Giving a Longer Time to Make Students' Understand

Slow learner students need to get a longer time to understand the material. It is supported by a study by Sarah and Sundaram that slow learner students are work very slowly.¹¹²It is a challenge for teacher for manage the time management in the learning process. Teacher needs to find a good solution, so when she/he delivered all of the materials and activities to the students in the classroom, the slow learner students could enjot and understand materials in the learning process, in much more faster than before.

f. Building Students' Learning Motivation

Slow learner students usually have less motivation. They usually get their full attention and concentration in a short time, but in a long time they do not. It is supported by a

¹¹¹George M. Jacobs, et.al., *Simple, Powerful Strategies for Student Centered Learning*. (Switzerland: Springer, 2016), xiv

¹¹²Sarah Salomi and Meenakshi Sundaram. "Slow learning – Causes, Problems and Solution". *International Journal of Management, Technology And Engineering*. Vol. 8 No. 12, Dec 2018, 4209-4214

study by Astrid that slow learner students do not show interest in having long time goals¹¹³. Students centered learning promotes a motivation to boost students to learn. It is not easy for teachers to apply SCL for slow learner students who do not have interest and long term goals. In my class, because the students thought that English was not the main point of their learning, because they had their own majors to focus on, they did not have so much interest in learning english. That was one of the problems which teachers should solve.



¹¹³Astrid. "Speaking Activities to Foster Students' Oral Performance at a Public School". *Canadian Center of Science and Education: English language Teaching*. Vol. 11 No. 8, 2018, 65-72

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the key findings on the implementation of SCL for slow learners. The chapter also consists of recommendations and suggestions on how to promote student centered learning especially for slow learners.

A. Conclusion

There are two main findings in this study: the implementation of SCL and teacher's challenges in applying SCL for slow learners. In applying SCL, teachers used seven ways for slow learners, namely: creating pair/group discussion, repeating the explanation, asking students to learn English as they like, giving interesting topics, creating activities relevant to their level, ensuring their understanding, and motivating them. The three most common ways teachers used in their practices are creating pair/group work, repeating the explanation and motivating students.

Regarding the challenges of applying SCL, the study revealed six challenges that teachers encounter, namely: difficulties in asking students to share/express their opinion, strengthening students' mindset, asking students to work individually, balancing the different students' level, making them understand, and building their motivation to learn. The most common challenges teachers face in the classroom are building students' motivation, strengthening students' mindset and understanding the slow learner students.

B. Suggestion

The findings of this study may benefit teachers, students and other researchers, as described in the following explanation.

1. For English Teacher

The finding indicates that the pair/group discussion is one of beneficial and common activities used in the classroom, teachers may also apply this method in their classroom with relevant topics and students' level and needs. In dividing into group or pair work, teachers may mix the members of the group. For example, slow learners work together with good students so the students who are good can help slow learners. Another thing to consider based on the finding is that when asking slow learners to participate in the discussion activity, teachers may need to explore their prior knowledge by giving interesting topics so they can share their ideas with friends.

2. For Students

A student-centered learning strategy can help students learn more effectively. This research identified that slow learners were passive when they worked individually. When they work in group/pair discussion, they enjoy the activities. They can share their opinion with others. The finding highlights that students may also use SCL to explore their language by discussing with others.

3. For Future Researcher

Different ways on how to promote Student Centered Learning should be identified further to obtain more information on the appropriate strategies in enhancing slow learners. Other researchers can focus on particular ways in promoting SCL for other levels of students within different contexts. They may also involve more participants from both students and teachers. Thus, the information will be more comprehensive and this will be useful for other EFL teachers, especially on how to promote SCL to different students: not only slow learners.

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