



An Investigation to the Implementation of the Student-Centered Approach (SCA): A Case on English Language Teaching

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ABSTRACT

The traditional teaching technique limits the quality of education; as a result, learners are unable to satisfy society's rapidly increasing needs. Indeed, in today's world of globalization and technology, learners must actively absorb enormous amounts of knowledge and skills in order to keep up with the upward trend of globalization. Also, in today's age of globalism, having a global language is necessary for all countries throughout the world to engage and communicate with one another, and there is no language better suited to this function than English. As a result, it is critical to strengthen EFL learners' abilities to talk with native speakers and access the most up-to-date information and technology on a global scale. As a result, teaching and learning techniques, particularly in English, must evolve from being primarily teacher-centered to being more student-centered. As a result, one of the goals of this research is to answer the question of whether this student-centered method is decent, scientific, and global.

Keywords:

Education, English, Knowledge and Skills, Student

1. Introduction

A normal class in a traditional school curriculum has a maximum size of 40 students or more, making it difficult for teachers to focus on each individual. As a result, the "one size fits all" strategy was developed to help teachers meet their responsibility of delivering all of the information required in the school curriculum and textbooks. Teachers also make an effort to ensure that pupils understand and memorize all of the material. This traditional teaching strategy prioritizes teaching substantive subjects in a core curriculum to all students,

regardless of individual disparities in ability. Students are merely passive absorbers of their teachers' knowledge. They are passive and have no control over their education or the development of their faculties of thought and reason. Furthermore, the traditional teaching technique limits the quality of education; as a result, learners are unable to satisfy society's rapidly increasing needs. Indeed, in today's world of globalization and technology, learners must actively absorb enormous amounts of knowledge and skills in order to keep up with the upward trend of globalization. Also, in

today's age of globalism, having a global language is necessary for all countries throughout the world to engage and communicate with one another, and there is no language better suited to this function than English. As a result, it is critical to strengthen EFL learners' abilities to talk with native speakers and access the most up-to-date information and technology on a global scale. As a result, teaching and learning techniques, particularly in English, must evolve from being primarily teacher-centered to being more student-centered. As a result, one of the goals of this research is to answer the question of whether this student-centered method is decent, scientific, and global.

It is difficult for institutions, particularly non-English major teaching and learning institutions, to successfully use the student-centered approach (SCA) for a variety of subjective and objective reasons, such as a lack of material facilities or students' ingrained habit of passive learning in lower grades. When it comes to teaching and learning non-English major subjects, Hanoi Pedagogical University 2 (HPU2) has followed the educational trend by implementing SCA. This reality creates additional worry regarding how HPU2 is applying the SCA and whether or not this application is effective, as well as its advantages and disadvantages.

2. Methodology

John Dewey and Carl Rogers are two theorists who helped lay the groundwork for the learner-centered approach. As a result, the qualitative technique was utilized as the primary method in their study, which was focused on the pressing requirements and

challenges of society in order to invent a new approach to education.

As Nunan David studied the theoretical and empirical basis of a learner-centered approach to language curriculum creation, he discussed adopting the SCA in English learning. He demonstrated that this technique is critical in language education, and the teachers he studied primarily applied the notion of communicative language teaching in their classroom.

The two studies on EFL instructors' perceptions of SCA implementation and the LCTF in the EFL classroom used both qualitative and quantitative methodologies to investigate the topic. However, the quantitative technique is important because the objective of their study is to implement the SCA in English instruction in their institutions; thus, it is critical to conduct the survey to figure out the problems that remain.

3. Findings and discussion

3.1. Findings

According to the data, HPU2 English teachers were quite successful in generating a dynamic environment among students. In particular, 91.3% of students reported that their English-learning classrooms were fascinating, comfortable, pleasant, and participatory.

Following a survey of the activities used by teachers in non-English major classrooms, a variety of SCA activities are provided in the table below for students to rate. The data clearly reveals that HPU2 teachers used a variety of SCA activities in the English learning and teaching process. Lesson-based games (71 percent) and visual exercises are the most preferred activities (78.7 percent). Role-playing and presentation are ranked second and third, with 66 percent ratings for both.

Table 1. SCA activities used in the non-English major classroom at HPU2

| Types of Activities | Percentage |
|---|-------------------|
| Visual Activities | 78,7 |
| Games | 71 |
| Aural Activities | 67 |
| Presentation | 66,2 |
| Role play | 22 |
| Others: Extra points (0,5%); Freely choosing topics (0,15%) | |

The tasks listed above are carried out in a variety of ways, including group work, pair work, individual work, and whole-class work. According to statistics, group work and whole-class work are the most popular forms of activity, accounting for 93 percent and 69,9

percent, respectively, although this does not indicate that solo work and pair work are not used to carry out SCA activities. In particular, they account for only about 71.2 percent of the possibilities available to students on average.

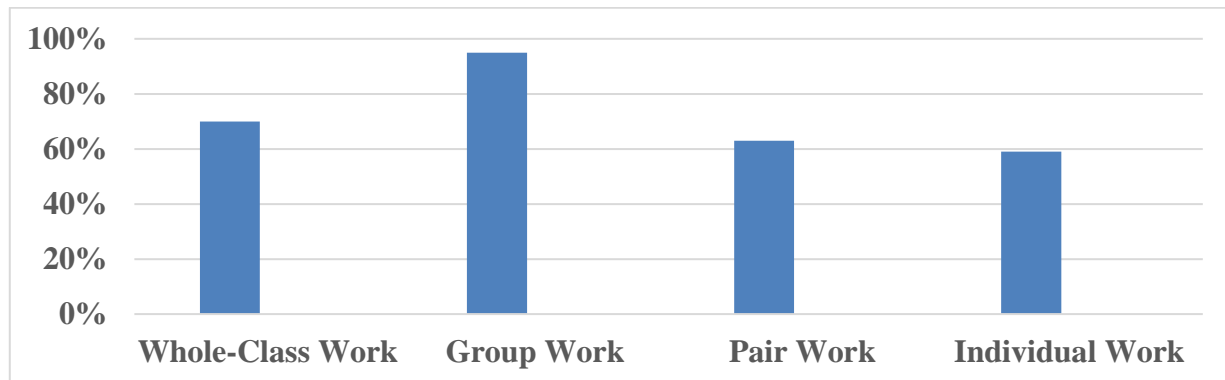
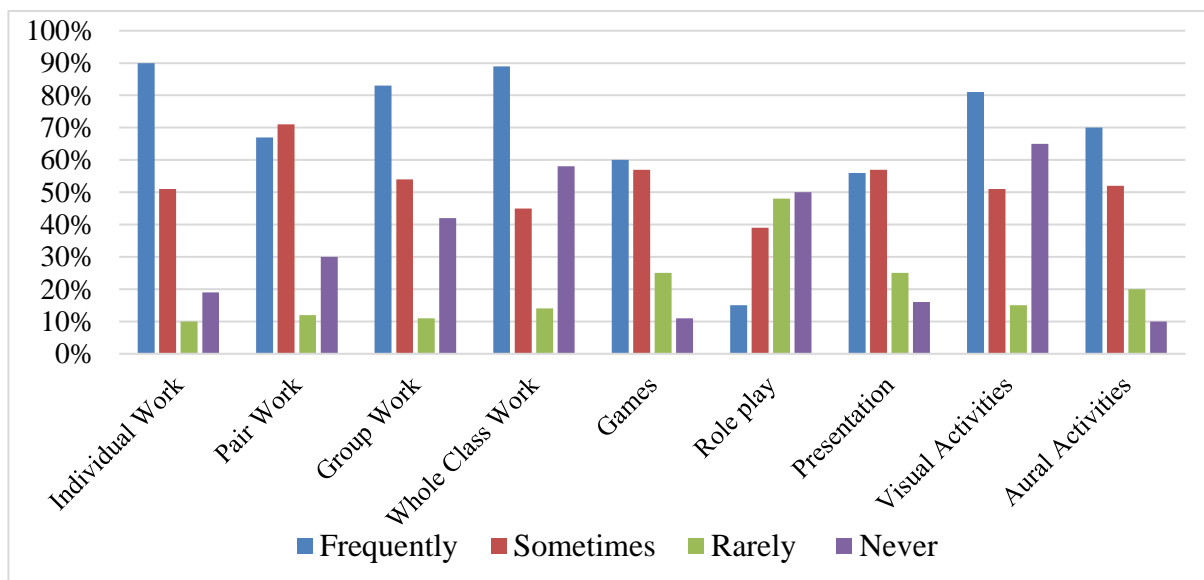


Chart 1. Forms of SCA activities utilized by lecturers in HPU2's non-English major courses

The survey also included a questionnaire about the frequency of SCA activities and forms, and the data collected showed that the most common types of activities are group work, whole-class work,

and solo work. Visual and aural activities are the most common SCA activities, with the former reaching a high. Most notably, role-playing is at its lowest point, with only 20 percent pupils opting for it.

Chart 2 The Frequency of applying SCA activities and their forms in HPU2 non-English major classes



The SCA was deemed highly effective in the learning process by approximately 51percent of the students polled. According to the poll, the benefits include boosting their

English level, enhancing their ability to self-study and self-evaluation, and exercising soft skills such as group collaboration, presentation, and problem solving

Table 2. Benefits of the SCA's implementation in HPU2 non-English major courses

| Benefits | Percentage |
|---|------------|
| Practicing soft skills like group work, presentation and problems solving | 64,4 |
| Enhancing the ability of self-study and self-evaluation | 63,6 |
| Improving English level | 58,2 |
| Creating comfortable atmosphere helping learners lessen the tension of learning English | 0,1 |
| Acquiring more things | 0,1 |
| Nothing | 0,1 |
| It depends | 0,1 |

Students' recognition of these benefits is a promising indicator in the process of integrating the SCA in English teaching and learning at HPU2. However, the advantages of completely applying SCA values are not confined to the three or four statements listed

above. Discussions about expanding the SCA's benefits must be taken seriously. Thus, in order to have a meaningful conversation about it, it is necessary to explore the variables that contribute to these benefits for pupils.

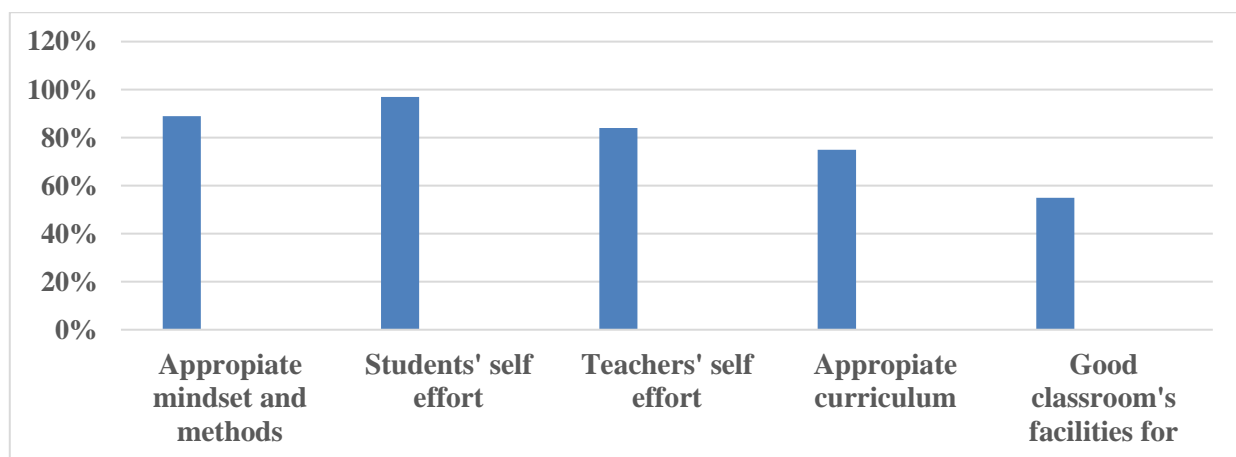


Chart 3. Factors bringing the benefits of the SCA implementation

Students in the study saw their own effort as the most important aspect in reaping the benefits 97 percent. It appears fair because, after all, the SCA's goal is to put students at the center of their learning process and empower them to be more self-directed in their learning. The following critical aspect is, without a doubt, the suitable mentality and procedures. It is critical that both teachers and students have the correct perception and use appropriate SCA approaches in order to promote the approach's efficiency and reap the intended benefits

However, over half of the students polled admitted that, while there were certain advantages, they also encountered some challenges when studying with this approach. According to the research, the most common issue was that they were not accustomed to this new method. They also admitted that they were not given enough opportunities to practice English in class. Other obstacles noted include a lack of resources and instruments for practice in and out of the classroom, as well as a lack of time for self-study.

Table 3. Difficulties in learning English with the SCA of HPU2’s non-English major students

| Difficulties | Percentage |
|--|------------|
| Having not got used to the new approach | 41,3 |
| Not having enough opportunities to practice English in class. | 36,3 |
| Not having enough sources and tools to practice English in and outside the class | 33,3 |
| Not having enough time for self-study | 29 |
| Laziness | 0.1 |
| Having difficult in making friends | 0.1 |
| Not having any passion | 0.1 |
| Lacking of basic English knowledge and skills | 0.1 |
| Being shy | 0.1 |
| The teaching methods are not impressive | 0.1 |

Some of the reasons for the aforementioned issues were also cited by students in the poll. The majority of them stated that they were under a lot of learning pressure because they had so many other

courses to study. Other issues include a lack of learning resources and excessive class sizes. In particular, account for 70 percent students reported to being influenced by the traditional method in lower grades.

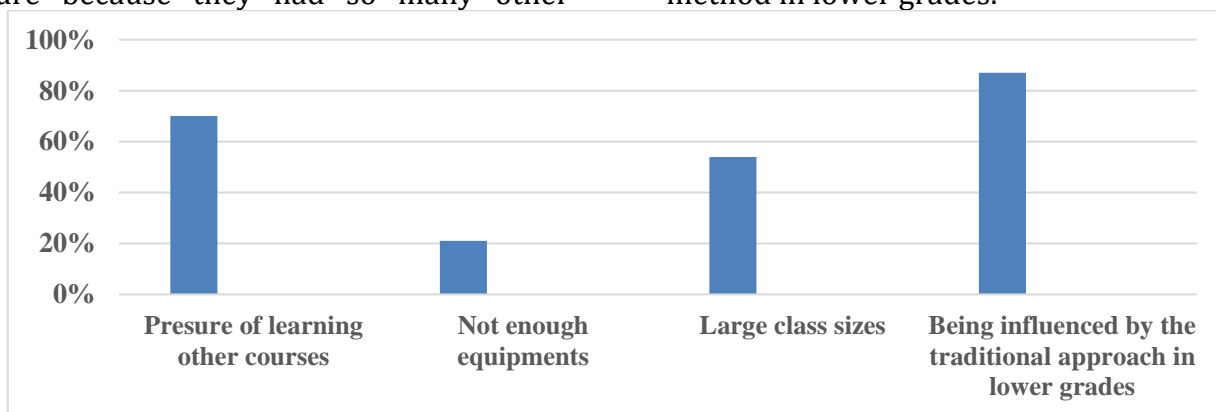


Chart 4. The causes of difficulties in learning English with the SCA

3.2. Discussion

Presentation, visual and aural activities, role-playing, and playing games are common activities in non-English major courses at HPU2. This demonstrates that HPU2 professors are using the SCA in the form of communicative learning and teaching, as Nunan David clarifies. These tasks are commonly carried out as pair work, group work, and whole-class work. This

means that the SCA principle used in the HPU2 non-English major is cooperative learning.

The findings indicate that SCA implementation provides various benefits for students, such as possibilities to practice soft skills, improve self-study capacity, or improve English level (table 2). However, students have identified a number of challenges when participating in SCA education (table 3). Each

pupil has a unique difficulty. Some people find it difficult to adjust to the new attitude. Some students confessed that they did not have many opportunities to practice English in class. Some people complained about a lack of materials and tools for learning English. Some got trapped in cooperative learning because they couldn't create new acquaintances, and so on. According to the research, the pupils faced far more obstacles than the benefits they could get from SCA implementation. Furthermore, the obstacles are more detailed and diverse than the advantages.

Several SCA' activities and forms were identified as being widely and often used in the non-English major learning and teaching process at HPU2. However, there were still significant disparities between the most popular and regular activities and types with the fewest. Role-playing and pair work activities, in particular, are less popular and commonly used in classrooms by teachers (table 1, chart 1). Some causes and theoretical foundations are addressed to explain this significant disparity.

First and foremost, the time limit is approximately 2.5 hours, which is the maximum for an English teaching period, and the number of pupils in a class is considerable, ranging between 40 and 45. Because of these considerations, the pair work kind of activity is more difficult to manage. If all pairs of students participate in activities indicated in the survey, such as presentations, role-playing, visual and aural activities, or playing games, it will take time to evaluate all pairs of students. The frequency of pair work in class activities, on the other hand, should be increased. Because, in the form of pair work, every student has the opportunity to engage and share responsibility, as well as a greater quantity of speaking time. Thus, pair work promotes learner independence, which is constantly emphasized by John Dewey and Carl Rogers in their democratic philosophy of the SCA.

Roleplaying is primarily a learner-centered activity. It is a powerful method of experiential learning, the effects of which were highly stressed by John Dewey in his philosophy of experience. It is an invigorating

and enjoyable activity that encourages active participation. However, it is not widely used in the English learning and teaching process among non-English major students at HPU2 (chart 1). The root causes of this issue are primarily related to pupils' difficulty learning English with the SCA. 87% of the students polled reported to being heavily influenced by the traditional learning technique, which made them quiet and passive. Participating in a role play, if it occurs, is thus a hesitant assent. 21% of students said they were not provided enough opportunities to practice English in class. Obviously, it would be difficult for them to create an effective role play.

The survey centered on students' perspectives on the SCA's implementation. Obtaining student feedback, in my opinion, is an objective and fair way to assess the effectiveness of the SCA. This is not to say that getting teachers' voices heard isn't a good idea. The study at Udonthani Rajabhat University did it, and they were successful in determining their excellent and poor points. I mean that, with the very first survey of the SCA's implementation, it is critical to take student reviews rather than instructors', because, after all, the SCA is designed with students in mind, and teachers' voices should thus be based on the students'. Furthermore, in terms of implementing the SCA primarily through communicative activities, the HPU2 SCA application is remarkably comparable to that of Udonthani Rajabhat University in Thailand. This demonstrates that HPU2's teachers and students have the correct perception of this method, but only partially use it. The SCA does not appear to be at the heart of HPU2's English learning and teaching program. Take, for example, the SCA's application at Negeri Pontianak University in Indonesia, where they created a framework called the LCTF with five SCA principles and put it into practice, whereas in reality, it may be sufficient for HPU2's SCA implementation to confine to the framework's first principle, which is the balance of power.

The majority of students participated in communicative activities and benefited from them, although I say "the majority" because there are still a tiny number of students who

did not feel included in the SCA implementation. They were unsure what SCA was and how it affected them when they answered "nothing" or "it depends" in the poll (table 2). Once there are students who do not see the connection between learning and experience, the approach cannot fulfill Carl Rogers' requirements for experiential learning, which are "personal participation," "self-initiated," "pervasive," and "meaning".

The poll may also suggest that lecturers are not true facilitators who, according to Carl Rogers, "stand in their students' shoes," develop a diverse range of available learning resources, and participate in all activities. The most compelling evidence for this hypothesis is that the students in the survey mentioned a wide range of challenges and their causes. In detail, there were over ten different types of challenges, as well as 10 different causes. If the lecturers are truly facilitators, then those students' English language issues should have been identified during the learning process, not through this survey.

Furthermore, of the five ideas investigated in Lance T. Izumi and K. Gwynne Coburn's "Facing the Classroom Challenge," the HPU2's SCA application in teaching and studying non-English major courses only focuses on one, cooperative learning. The SCA principles of discovery learning and thematic learning have not been used, and constructivism and critical-thinking abilities have not been measured.

However, the researchers do not hold those facts responsible and do not believe they are errors or omissions. On the other hand, they regard them as early successes. That is, HPU2 teachers and students are using the SCA and have identified some benefits that the students themselves identified in the survey. And it is successful for this survey to be carried out in the most genuine way, showing the good and negative points, the strengths that need to be enhanced, and the difficulties that need to be solved. There have been numerous difficulties admitted by students during the SCA implementation process in teaching and learning non-English major courses, which are the problems that educators must face and

solve. The most prevalent issue is figuring out how to get pupils out of the mindset of the standard technique that they have been taught for years. The second issue is determining how to encourage more helpful and current equipment and approaches that will allow pupils to practice English as much as possible in class. The final and most difficult difficulty is guiding students to be open to new ideas of the SCA and to adapt their own suitable self-learning methods so that, despite their time constraints, they can improve their English day by day. In the following section, I would thoroughly present recommendations that, in my opinion, are partially useful in dealing with the challenges

4. Conclusion

It is critical for every instructor and student to have a clear understanding of SCA. So, let us take a broad look at the extraordinary notions of this teaching and learning strategy, on which this research study is centered. For starters, SCA is an immersive, democratic, and self-directed approach that moves the emphasis from the educator to the learner. Learners are no longer passive absorbers of education, regardless of the arrangement or the knowledge conveyed by the teacher. Learners instead clearly identify their learning goals and master their learning process, absorbing knowledge using a variety of methodologies such as constructivism, thematic learning, discovery learning, cooperative learning, and critical-thinking skills. And then there's the educator, whose function is more than just imparting knowledge: they're a facilitator, making students' self-study process easier and smoother in the proper path. When the SCA is applied to language education, particularly English education, the teaching and learning process shifts from primarily teaching and learning theory such as grammar, vocabulary, and sticking to textbooks to communicative learning, which directs learners to advanced practice through communicative activities such as role-playing, presentations, and playing games.

Depending on the terms of the permission, each educational institution has a unique approach of utilizing SCA. HPU2 is now integrating the SCA in non-English major course teaching and learning, primarily in the concept of cooperative learning, which includes pair work, group work, and entire classwork. Aside from the outcomes obtained, HPU2 has to deal with problems admitted by students in accessing this learning style. For example, they are still significantly influenced by traditional learning approaches, big class sizes, insufficient facilities, and a lack of knowledge about how to self-study. Based on the problems discovered, I provided solutions to the lecturers in order to remedy the problem and improve the application of the SCA in non-English major courses

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