TEACHERS' PERCEPTION AND THEIR IMPLEMENTATION OF LEARNER CENTERED APPROACH IN TEACHING ENGLISH

(A Case Study at Junior High School Al Irsyad Surakarta in the Academic Year of 2014)

Thesis

Submitted as a Partial Requirement for Obtaining the Graduate Degree in English Language

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ABSTRACT


The objectives of this study are: (1) to describe the teachers’ belief about language learning of learner-centered approach in Junior high school in teaching English, (2) to analyze the implementation of learner-centered approach employed by junior school teacher in teaching English.

The research method is qualitative research in which the design is case study. The place of study is Junior High School Al Irsyad Surakarta in the academic year of 2014. The techniques of collecting data are observation, interview, questionnaire, and documentation. The technique of data validity is triangulation method and the data analysis technique uses data reduction, data display, and data conclusion.

The analysis on the data shows: (1) Teachers are especially experienced, have enough knowledge and skill to apply student centered approach to help students to improve their learning. Teachers’ beliefs about student centered approach have influenced by their experience as EFL learners. Therefore, teachers’ beliefs highly play an important part in improving their effectiveness as the primary mediators between the subject and the learners, highly influence by using different techniques of authentic assessment; (2) the implementation of student centered learning is focused on students activity through observing, delivering questions, associating through discussion and communicating. Observing and delivering questions are to acquire the information or the skill through presentation and brainstorming. Practicing and discussion focus on the students’ Activity for interaction, working together in discussion, sharing ideas and various activities in centered learning activity, in which they increase learning motivation and group discussion. Communicating focuses on delivering their result of discussion.

The implication of this study is that teachers’ beliefs about student centered learning as well as their roles in the learning activity influence their belief toward learning outcomes and what should the students do in learning activity, and the assessment process. In English language learning, teachers’ belief plays an important role in affecting their effectiveness in teaching as the primary mediators between the subject and the learners.

Key words: Students-Centered approach, Teachers’ perception
MOTTO

The pen is mightier than the sword.

(Edward Bulwer)
DEDICATION

I proudly dedicate this study to my parents, my grandmother, my brothers, my sister, my family, and to the soul of my grandfather that I wish it might rest in The High Ferdaws.

And to my first and second advisors who gave me constant support, advice, and nonstop a hand that made this thesis successfully completed.
PRONOUNCEMENT

This is to certify that I myself write this thesis “Teachers’ Perception and Their Implementation of Learner Centred Approach in Teaching English”. It is not a plagiarism. Anything related to others’ works is written in quotation and the sources of which are listed on the list of references. If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, January 2015

HAMZA SALEM MOHAMED
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The writer expects many suggestions and opinions to make this thesis and further researches are better. Finally, the writer hopes this thesis may be useful to develop English language education.

Surakarta, January 2015

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CHAPTER I
INTRODUCTION

A. Background of the Study

Teacher’s perception or familiarly called as teacher’s belief in English language teaching is the interesting study and investigation that is conducted by the experts and the scholars. The study is to reveal and discover about teachers themselves related to their English language teaching such as its teaching method, and its teaching assessment, English language skill ability, English language learning, and its influence on their students. Richards and Schmidt (2002: 541) explain, “Teachers’ beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices”. Teacher’s belief covers the context of the teachers’ experience about teachers’ classroom practices related to their strength and weakness in ELT classroom, and it will reveal the development of the teachers both the development of skills and knowledge of ELT. This concept is caused by the teachers, who have high contact with their learners, which put them in touch with different perspectives and ways of looking at things, both teachers and students are actively involved in the teaching-learning process.

The important subject of teacher’s belief investigation is derived from the theoretical term in which the success of learners’ achievement and learners’ readiness in ELT classroom is influenced by teacher’s belief in ELT. Embarks et
al. (2011: 4) consider positive teachers’ belief can be reflected in the instructors’ behaviors and practices inside classrooms. Thus, those who are taught or trained by these instructors can experience the positive impact of the instructional approaches which are guided by these principles on creating the appropriate environment in English language teaching. Richardson & Placier (in Saad, 2013: 1686) explain, “Teachers’ beliefs have a key role in implementing assessment policy reform in schools. Most beliefs are shaped by a person’s interactions with peers in daily life as well as his/her personal experiences and interpretations”.

From this important theoretical view, the success of ELT classroom is enhanced by the teachers’ belief in the value of their ideas, their understanding of the changes on their roles of implementing the role of facilitator. It requires teachers’ readiness about English language skill and knowledge for students to participate actively in this process of teaching and learning.

In correlation with the application of learner-centered approach, it becomes interesting and reasonable study, because a primary source of teachers’ classroom practices is from belief systems, including of the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom. Therefore, this study is focused on how the teacher’s belief system influences implementation of LCA in classroom.

Previous studies have been variously conducted regarding to teacher’s perception or teacher’s belief as conducted by Vibulphol (2004) where the study is focused on the studies of teacher’s beliefs about language learning that take into
consideration possible effects of teacher’s beliefs on their instructional practices. It is considered consequently affect learners’ learning experiences; researchers have been examining the development of teacher’s beliefs during teacher’s education programs. So, by considering the previous study, teachers’ perception in ELT study is the useful investigation to describe the quality of teacher’s English language teaching and learning skill and its knowledge that its ability will affect directly the ‘students’ understanding and students’ skill in English. Then, its implications can be used by the teachers themselves and the school curriculum in reforming the ELT program according to the teacher’s belief and students’ belief.

The similarities with the previous study, this study considers both studies investigate the deep understanding and appraise how teacher’s knowledge and beliefs make a strong influence on his/her action in learner-centered approach, this recognition has suggested that understanding teacher’s belief is central to the process of understanding ELT. Brown (2004: 303) explains:

All pedagogical acts, including teachers' perceptions and evaluations of student’s behavior and performance (i.e., assessment), are affected by the conceptions of teachers have about many educational artifacts, such as teaching, learning, assessment, curriculum, and teacher efficacy.

In short, this study has strong correlation between teacher’s beliefs in ELT, and the implementation of learner-centered approach, where the teacher is the facilitator, who employs a student-centered learning approach that makes teaching and learning in the class more enjoyable to help students to organize and learn English more easily or find the answer to a problem faced them through the proper and valuable discussion and suggestion of do the right things.

*commit to user*
B. Research Problem

This study formulates the research focus to investigate the following discussion:

1. How are teachers’ beliefs about language learning of learner-centered approach in Junior high school?
2. How is the implementation of learner-centered approach employed by junior school teacher?

C. Objectives of the Study

The objectives of this study are:

1. To describe the teachers’ belief about language learning of learner-centered approach in Junior high school in teaching English.
2. To analyze the implementation of learner-centered approach employed by junior school teacher in teaching English.

D. The Significances of the Study

The benefit of this study is expected to be valuable and beneficial for the English learning-teaching both theoretically and practically. So, the result of this study may be used to support the theories about teacher’s perception or belief in learner-centered approach and its implementation, the weakness and the strength, and the influence of the implementation of learner-centered approach upon students’ English language skill. Practically, the significances of the study are referred to the teachers themselves, the students, and the school.
1. For the Teacher
   a. This study may be a valuable evaluation and description for the English teacher related to his/her learner-centered approach perception. It can be used by teacher to assess and to innovate his/her ELT program, and its approach if any weaknesses, while the strength can be used to improve the English language skill and its knowledge.
   b. The result of this study can help the teacher to understand the approaches, teaching and learning methodology, and the material to answer the students’ needs.

2. For the Student
   a. This study can be used by the students to evaluate their weaknesses and strengths in English language skill, it is expected, it can motivate them to properly learn English.
   b. Besides, this study can be used to aware the students about the importance of teacher’s perception that may influence their attitudes and motivations in learning, which affects their learning strategies and learning outcomes

3. For the School
   a. The school can use the result of this study to evaluate the implementation of learner-centered approach program in the school, which relates to its strengths and weaknesses.
   b. The school can use this study to decide the important policy based on the condition of the school environment and teacher’s perception on ELT and the implementation of learner-centered approach.
CHAPTER II
THEORETICAL FRAMEWORK

A. Teachers’ Perception

1. Definition

Teacher’s perception is called as teacher’s belief. It is about the theory of teacher’s behavior, knowledge, language skill, and activity in classroom. Bauch (in Saad, 2013: 1686) explains teacher’s beliefs are attitudes that affect a person’s intentions and decisions. In the context of education, beliefs refer to teachers’ behaviors with some individual teaching practices reflecting teachers’ beliefs about teaching and learning a foreign language. McLeod (1992), states that beliefs are largely cognitive in nature, and are developed over a relatively long period of time. Emotions, on the other hand, may involve little cognitive appraisal and may appear and disappear rather quickly, as when the frustration of trying to solve a hard problem is followed by the joy of finding a solution. TALIS (2009: 93) defines the core aspects of teachers’ beliefs is general pedagogical knowledge. Richards (2011: 19) explains teachers’ beliefs as thoughts and thinking processes that shape their understanding of teaching and their classroom practices. Canbay, et al. (2012: 71), explain teacher’s belief is based on the teacher's prior experiences, school practices, and a teacher's individual personality. McDiarmid, et al. (1988: 4), explains teacher's belief is about understandings of the individual common places: subject matter, learners, learning and teaching, and context. In conclusion, it is thought that teacher’s belief is related to attitudes, emotions and
experiences that are owned by the teacher in the implementation of the teaching and learning program.

2. Types of the perception

a. Beliefs about Foreign Language Aptitude

Belief about foreign language aptitude relates to the people’s ability to learn foreign languages. It is a natural ability to learn a language, not including intelligence, motivation, interest, etc. Horwitz (in Vibulphol 2004: 81) states that from the prospective of students’ learning, these beliefs include a belief in the existence of foreign language aptitude, a belief in the role of vocabulary and grammar in learning English and a belief in the importance of correct pronunciation and immediate correction. Besides, Brown (2000: 391) explains language aptitude covers the ability of the students in their performance that is focused on a continuum of linguistics unit: phonology, words, sentences, and discourse. Furthermore, Dornyei and Skehan (in Brown, 2007: 120) explain language aptitude relates to process of second language acquisition, such as processing input in a foreign language; phonemic coding ability that contributes to notice the phonological pattern and aptitude construct like inductive learning, chunking and retrieval ability may allow them to identify grammatical pattern. Furthermore, it is supported by Robinson (in Brown, 2007: 120) that language aptitude is complex ability that includes processing speed, short-long-term memory, rote memory, planning time, pragmatics ability, interactional intelligence, emotional intelligence and self-efficacy.
Belief about aptitude in language learning can be summed up that it is a teacher’s ability to understand and manage, such as facilitating and guiding the learner’s ability in language learning. It happens when learning language may appear different from one and another. It is thought that the belief of teacher is to cover learner’s origin ability to imitate sounds of word or its phonological pattern of second language, the ability to identify sound patterns in a new language, the ability to recognize the different grammatical functions of words in sentences, and the ability to infer language rules. A person with high language aptitude can learn more quickly and easily than a person with low language aptitude.

b. Beliefs about the Difficulty of Language Learning

The belief about the difficulty of language learning is focused on the condition of learning new language. Vibulphol (2004: 179) explains that belief about the difficulty of language learning covers the difficulty of languages in general, the difficulty of English, time required to master English, and the difficulty of each language skill.

Furthermore, the belief of difficulty in language learning can be influenced by the difficulty of language skill. Patel and Jain (2008: 141) diagnose spelling is mainly a matter of locating particular words causing difficulty. Besides, the result of a study by Nguyen (2008: 61) shows that the difficulties of writing in English can be found in syntax, its difficulties in a major component of the grammar of a language together with lexicon, phonology, and semantics. Syntax concerns the ways in which words combine to form sentences and the rules, which govern the formation of sentences. Rabab’ah (in Adas and Bakir, 2013: 255), clarify that...
students cannot give sentence and its structure because of lack stock of vocabulary. English language learners don’t use invented spelling and their written texts are restricted to words which they know. Furthermore, Westwood (2008: 5) explains the problem in teaching reading and writing that children may come to school lacking the vocabulary and syntactical knowledge. In conclusion, the different forms of morphology and spelling cause the difficulty of writing and sentence structure related to its syntax. As the second and foreign language, English has different structure of sentence with its grammatical rule and the different vocabulary. It may be the main factor that the pupil feels difficult in writing text. Therefore, sometimes there are many errors in writing words spelling and sentence structure made by the students of English as second and foreign language.

Besides, Joklova (2009: 44) explains “the phonological considerations add to the difficulty of the speaking skill, especially for the learners, as the speakers strive to achieve good pronunciation. The speed of such interaction is also a difficulty in speaking, because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction”. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Furthermore, Brown (2000: 270) explains there are several factors that are difficult in speaking. The first, the learners should manage the stress, rhythm, and intonation in English pronunciation, because spoken English and its intonation patterns convey important messages. Besides, he also explains the second factor that makes
speaking difficult, that is the salient characteristics of fluency about the rate of delivery. The difficulty is to achieve an acceptable speed during the conversation. It relates to the fluency in creating conversation and the accuracy in managing the exact usage of vocabulary to produce exact meaning.

c. Beliefs about the Nature of Language Learning

The belief of nature of language learning is focused on the ability of understanding and mastering the knowledge that all languages are different in their nature of language form. Patel and Jain (2006: 152) state that nature of language learning concerns on the interrelation and the interdependence of language functions (thought, self-expression, communication) and of language experiences (speaking, writing, listening, and reading). A language experience, such as conversation, may include storytelling, discussion, explanations, directions, asking and answering questions, and introductions. In writing a letter, one is concerned with describing incidents, telling anecdotes, giving information, or asking for facts. Particularly significant is the fact that in schoolwork, oral and written experiences are combined, and discussion often precedes writing, in the primary grades, the oral telling of a story precedes its writing. Then, Methcell and Myles (2008: 12) explain that nature of language learning is focused on the relationship between competence and performance are also closely linked to their view of the language learning process itself, and in particular, to their view of the ways in which language use (i.e. speaking or writing a language) can contribute to language learning (i.e. developing grammatical or lexical competence in the language. In short, the diversity of nature of language differs from each other.
This need teacher’s belief on its nature of language learning in which they are different in way of script, rhythms, and sound. Different theories about the nature of language and how languages are learned or the approach implies the different ways of teaching language or the method, and different methods use different kinds of classroom activities or the techniques.

3. **Relationships between Teacher’s beliefs and Classroom Practices**

A teacher’s belief focuses on how teacher’s beliefs influence their instructional practices. Given the effect of beliefs on people’s behaviors, researchers have long assumed that teacher’s beliefs influence the way they design and interact in their classes. Richards (in Vibuphol, 2008: 39) states a primary source of teachers’ classroom practices is belief systems—the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom.

Consistent findings were revealed in Smith and Johnson (in Vibuphol, 2008: 39). Smith examined the relationship between decision making and beliefs of nine ESL teachers of two groups. She found that teacher’s beliefs about second language teaching and learning influenced the curricula design as well as the selection of learning tasks and teaching approaches. The two groups of teachers, the first is focusing on grammar and accuracy and the second is focusing on language for communication purposes, designed the curriculum and developed activities that were consistent with their beliefs. The teachers who were concerned about accuracy adopted a structural core for their curriculum design and developed lesson tasks which emphasized language code. In contrast, those who
focused on the use of language for communication adopted a functional-based curricula and developed activities that promoted student interaction in meaningful communication.

Similarly, Johnson (in Vibuphol, 2008: 39) found associations between beliefs about second language teachers and second language teaching and the instructional practices of pre-service ESL teachers. In this study, she also investigated the origin of these influential beliefs. She found that the pre-service teachers’ instructional practices were influenced by beliefs that originated from the pre-service teachers’ formal learning experiences, rather than beliefs originating from informal learning experience, projected self image as teachers, and teacher preparation programs. In other words, the pre-service teachers tended to teach the way they were taught, not the way they thought they should. She discussed that the pre-service teachers imitated their teachers’ teaching approaches because they lacked knowledge about real classrooms and students as well as alternative models of teaching and teachers.

In conclusion, these studies suggest that second and foreign language teachers possess certain beliefs about second language learning and second language teaching which may influence their instructional practices.

4. Advantages and Disadvantages for Teaching

The advantage of teacher’s belief in language teaching is related to its influence on students’ achievement. Clark and Peterson, 1986; Pajares, 1992; Thompson, 1992; Calderhead, 1996 (in Brown, 2004: 303) explain the positive influence of teachers’ belief of teaching and learning assessment is important
because evidence exists that teachers’ conceptions of teaching, learning, and curricula influence strongly how they teach and what students learn or achieve. This advantage means that the teachers’ perception towards teaching and learning influences his or her view of what good teaching is. It is based on his or her cultural and educational background and personal history. Then, there are empirical evidences of the advantages of beliefs about language learning and learners’ success in second or foreign language learning achievement such as, autonomy (in Vibulphol, 2006: 20). Explained that the perception influences those who know how to learn and can manage their own learning. It gives the power of beliefs on learners’ behaviors that reveal an assumption about the certain beliefs that enhance their active role in the learning. Besides, the advantage is about the use of language learning strategies. Early findings about the different use of learning strategies of successful and unsuccessful ESL learners who report different perceptions about language learning, as revealed in Abraham and Vann (in Vibulphol, 2006: 20).

Furthermore, viewed from the complex cognitive aspect affected by the classroom context, the teacher’s beliefs and values, Borg, et al. (in Richards, 2011: 15) describe some of the following characteristics of expert teachers who have good perception toward language teaching and learning:

a. They have a wide repertoire of routines and strategies that they can call upon.
b. They are willing to depart from established procedures and use their own solutions and are more willing to improvise.
c. They learn to automate the routines associated with managing the class; this skill leaves them free to focus on content.

d. They improvise more than novice teachers – they make greater use of interactive decision making as a source of their improvisational performance.

e. They have more carefully developed schemata of teaching on which to base their practical classroom decisions.

f. They pay more attention to language issues than novice teachers (who worry more about classroom management).

g. They are able to anticipate problems and have procedures available to deal with them.

h. They carry out needed phases more efficiently, spending less time on them.

i. They relate things that happen to the bigger picture, seeing them not in the context of a particular lesson.

j. They distinguish between significant and unimportant issues that arise.

The disadvantages are related to the negative side of belief toward language learning. The negative effects of beliefs about foreign language aptitude have also been discussed in studies on teacher beliefs. Horwitz (in Vibulphol, 2006: 30) claimed that teachers who believe that learning foreign language is influenced by the natural ability or the basic skill of learning foreign language, the teacher have negative expectations about some students who have low ability. Similarly, Puchta (1999) asserted that teachers’ expectations about students’ achievement may influence their interaction with the students. He explained that the students
who are perceived to be highly proficient students are likely to get more interaction with the teacher both verbally and non-verbally (e.g. smiles and eye contacts) than the students who are believed to be the lows. As a result, the students who are perceived to be less successful will likely do more poorly in their learning, as their teacher has expected. Besides, Horwitz (1985) discusses the negative effects of such beliefs on teachers’ classroom practices. She claims that the teachers who underestimate the difficulty of the language they are teaching may have false expectations about students’ progress, which can lead to a negative reaction toward some students. She further elaborates that teachers who view the language they are teaching as an easy language may become frustrated with the students who cannot perform as well as they expected at a particular time.

B. English Language Teaching

1. The Notion of English Language Teaching

Teaching can be defined as the activity of guiding the learners to learn and to improve the learner’s knowledge and skill. According to Brown (2000: 7) “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning…Understanding of how the learners learn will determine of the philosophy of education, teaching style, approach, methods, and classroom techniques”. It means that teaching is an activity of guiding, and facilitating the learners to change the behavior and knowledge, and setting the conditions for learning to create interaction in the classroom that is meaningful for teacher and learner. Especially in English teaching, it is
to develop the learner’s English knowledge and English skills by facilitating learner to develop English ability.

Teaching cannot be separated from learning, because teaching enables learner to learn and learning is process of getting knowledge. According to Brown (2000: 7) “Learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction”. It means that learning is the effort done by the learner to get the information and knowledge. The learner practices actively to understand the knowledge. For example, the learner who learns English, he or she should get English skill by practicing in order to understand and to master the language.

English teaching and learning has a central aim. According to Steven and Fleming (2010: 1) “The central aim of English teaching is at one level very straightforward and uncontroversial. At its simplest, the purpose of English as a subject is ‘to develop pupils’ abilities to use language effectively’” It means that English teaching and learning is to make the learner uses English well. The learner is taught through guiding and enabling the learner to know all the aspects of English such as, four skills, basic skills, and components of English.

The notion of English language teaching refers to the way of teaching English as a second or a foreign language. Based on Kumaravadivelu (2006: 219):

In the context of global English language teaching (ELT), this practice is manifested, not only in the widespread acceptance of the superiority of Western methods over local practices, but also in the carefully cultivated belief that, when it comes to teaching English
as a second/foreign language, somehow, native speakers are far superior to nonnative speakers, in spite of the latter’s expertise and experience in learning and teaching the English language.

From the explanation above, it means that English language teaching deals with English teaching and learning as a second language (ESL) and as a foreign language (EFL). English as a second language is for anyone who learns it after learning their first language, but English as a foreign language is for anyone who learns English in a formal classroom setting, in which English does not play an important role in communication for daily life such as in Indonesia that English is taught as a foreign language.

Furthermore, English language teaching has a main purpose. Harmer (2001: 52) explains that there are four things that students need to do with English language teaching. They are exposed to it, understand its meaning, understand its form, and practice it. The explanation above means that the purpose of English teaching is to enable the learner to use English well in communication. It relates to the understanding of the English component, the meaning of word or sentence, making the sentence, and using English in the real communication whether spoken and written.

2. The Principle of English Language Teaching

In English language teaching, there are twelve principles of English teaching and learning. Richard and Renandya (2002: 12) explain that the English teaching and learning has twelve principles as follows:
a. Automaticity

The efficient of second language learning involves a time for movement to control the language forms into the automatic processing. It means that the English teaching and learning is done through the automatic process in understanding the language involves the form of language, the structure of language and the meaning of language.

b. Meaningful Learning

Meaningful learning is centered for the students in English language teaching and learning. It will lead toward better activity in teaching and learning process.

c. The Anticipation of Reward

Human being is universally driven to act or behave. For the better act or behave, it needs to be rewarded through tangible and intangible, short term or long term as the result of the better behavior in teaching and learning process.

d. Intrinsic Motivation

Sometimes, reward can influence the behavior in teaching and learning process. It can be intrinsically influenced by the learner himself. The learners can like the teaching and learning process beyond the immediate presence of teachers, parents, and other students.
e. Strategic Investment

This principle is to make the learners can success in English teaching and learning. The learner can determine and give more attention to the English as the second language through making individual strategy for understanding the language.

f. Language Ego

The language ego means that to learn English as the second language, the learner develop and make new mode of thinking, feeling, and acting the second language identity.

g. Self Confidence

Self confidence is the principle of English teaching and learning, the learners belief that they capable to do teaching and learning process well done by themselves.

h. Risk Taking

In English teaching and learning, the teacher and the learner should be able to attempt for trying and doing the task. It is used to attempt in producing and interpret language to make it better ability.

i. Language-Culture Connection

When the teacher teaches English language, the leaner should be taught the culture, values, acting and ways of thinking in using English.

j. Native Language Effect

Native language learner will be significant system to influence the target language system. The English native speaker can teach well about
the English system to the second language learner. It will happen transfer positive and negative effect for the learner to understand the English language.

k. Inter Language

Successful English teaching and learning is influenced by the feedback given by the teacher and also other learners. The feedback of learning target language can give the correctness and also evaluate the target language. The use of first language in giving feedback can make the learners easier in understanding the material.

l. Communicative Competence

Communicative competence means that the successful language teaching and learning can be done through giving more attention of the use of English in the classroom. It is emphasized on the practice of using English by making conversation communicatively in classroom.

3. The Factors of English Teaching and Learning

In English teaching and learning, there are six factors that influence teaching and learning language. Kumaravadivelu (2008: 30) explains that there are six factors related to the Second language teaching and learning process, they are explained as follows:

a. Individual factors

Individual factors are influenced by age and anxiety. Age is generally believed that the age at which learners begin to learn a second language influences their ultimate attainment in language knowledge/ability.
Anxiety refers to an emotional state of apprehension, tension, nervousness, and worry mediated by the arousal of the automatic nervous system. Adult L2 learners typically develop a sense of incompetence about internalizing the properties of their L2, and about the inability to present themselves in a way consistent with their self-image and self-esteem.

b. Negotiation factors

The term negotiation has been widely used in conversation analysis to refer to the ways in which participants in a communicative event structure their social relationships through interaction. Negotiation is important for L2 development because it implies the use and constant refinement of both linguistic and pragmatic knowledge/ability.

c. Tactical factors

Tactical factors refer to an important aspect of L2 development: the learners’ awareness of and their ability to use, appropriate tactics or techniques for effective learning of the L2 and efficient use of the limited repertoire developed so far. In the L2 literature, such tactics are discussed under the general rubric of learning strategies and communication strategies.

d. Affective factors

The term affective factors stands for several variables that characterize learner disposition, the most important of which are attitudes and motivation. Motivation is considered to be influenced by the learner’s attitudes toward the L2, its speakers and culture, toward the social and
practical value of using the L2, and toward his or her own language and culture.

e. Knowledge factors: language knowledge

Knowledge factors refer to language knowledge and metalanguage knowledge. All adult L2 learners exposed to formal language education in their L1 inevitably bring with them not only their L1 knowledge/ability but also their own perceptions and expectations about language, language learning, and language use. Both language knowledge and metalanguage knowledge play a crucial role in L2 development.

f. Environmental factors

Environmental factors refer to the place in which language learning and teaching take place. These include the global, national, social, cultural, political, economic, educational, and family contexts.

C. Learner-Centered Approach

1. Definition

The following description of student-centered approach provides starting point for conversations about student-centered approach. According to Collins & O'Brien (in Froyd and Simpson, 2010: 3)

Student-centered instruction (SCI) is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to
learn independently and from one another, and coaches them in the skills they need to do so effectively.

In addition, the SCI approach includes such techniques as substituting active learning experiences for teaching and learning activity by involving students in simulations and role-plays. The various activities can be implemented to increase motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Another discussion of learner-centered approach is according to Jones (2007: 2). The emphasis of learner-centered is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills. In short, students don’t depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don’t ignore each other, but look at each other and communicate with each other. They value each other’s contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they ask the teacher for help or advice but only, after they have tried to solve the problem among themselves.

Lea, et al. (in O’Neill, et al. 2005: 28) summarize on student-centered learning to include the followings tenets: the reliance on active rather than passive learning, an emphasis on deep learning and understanding, increased responsibility and accountability on the part of the student, an increased sense of autonomy in the learner, an interdependence between teacher and learner, mutual respect within the learner teacher relationship, and a reflexive approach to the teaching and learning process on the part of both teacher and learner.
2. The Procedure of Learner-Centered Approach

The procedure of learner-centered approach emphasizes on the role of individual experiences and various learning strategies. University of Glasgow (in O’Neill and McMahon, 2005: 30) identifies four main stages or strategies in a study on student–centered learning practices in their University: (a) the first strategy is to make the student more active in acquiring knowledge and skills and might include exercises in class, fieldwork, and etc, (b) the second step is to make the students more aware of what they are doing and why they are doing it, (c) the third strategy is a focus on interaction, such as the use of tutorials and other discussion groups, and (d) the final strategy is the focus on transferable skills. This last strategy is not mentioned in other definitions of the student–centered learning but it looks beyond the immediate course requirements to other benefits to the student.

Furthermore, Van Eekelen, et al. (in Attard, et al. 2011: 9), explain the stages of learner-centered learning include four stages:

a. The teacher as facilitator delivers intrinsic motivation for learning, with the emphasis being on cooperation, rather than competition between students.

b. Students are given the brainstorming and material then give opportunity to compare their ideas with their peers and their teachers.

c. In a meaningful manner, in this context, the student is encouraged to ask questions and be inquisitive
d. The teacher as facilitator guides self-regulated student learning to master and to understand the material through various activities that support students’ learning autonomy, increase learning motivation and group discussion.

Jones (2007: 2-3) explains teaching procedure of learner-centered that the teacher’s role is more than a facilitator or instructor; the students are active participants in the learning process. The teacher help to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn and the teacher is a member of the class as a participant in the learning process. Jones divides the activities of learner-centered according to the number of students: (a) working alone, preparing ideas or making notes before a discussion, doing a listening task, doing a short written assignment, or doing grammar or vocabulary exercises, (b) working together in pairs or groups, comparing and discussing their answers, or reading and reacting to one another’s written work and suggesting improvements, (c) working together in discussions or in role-plays, sharing ideas, opinions, and experiences, and (d) interacting with the teacher and the whole class, asking questions or brainstorming ideas. Furthermore, Jones explains briefly in general step of learner-centered:

a. Before students work together, their teacher will help them prepare to work together with explanations and pronunciation practice. While students are working together, their teacher will be available to give advice and encouragement.
b. After they have finished working together, and the class is reassembled, their teacher will give them feedback, offer suggestions and advice, make corrections, and answer questions.

c. When students are working together in English, they talk more, share their ideas, learn from each other, they are more involved, they feel more secure and less anxious, use English in a meaningful, and realistic way to communicate.

The conclusion from the above explanations is that the steps of learner-centered learning have four main stages:

a. The teacher makes the student more active in acquiring knowledge and skills and might include brainstorming, preparing ideas or making notes before a discussion.

b. The teacher focuses the student's activity on interaction, working together in discussion, and various activities in centered learner activity.

c. The teacher facilitates and guides the student to learn and understand the material through various activities that support students’ learning autonomy, increase learning motivation and group discussion.

d. The teacher gives feedback, offers suggestions and advice, and makes corrections.
3. **The Principle of Students Centered Learning**

Brumfit (in Kumaradivelu, 2006: 115) explains that as a matter of fact, learner-centered pedagogists insisted that language learning entails the development of both accuracy and fluency, where accuracy activity involves conscious learning of grammar and fluency activity focuses on communicative potential. Lea, et al. (in O’Neill and McMahon, 2005: 28), summarize some of the literature on student-centered learning to include the followings principles:

a. the reliance on active rather than passive learning,
b. an emphasis on deep learning and understanding,
c. increased responsibility and accountability on the part of the student,
d. an increased sense of autonomy in the learner,
e. an interdependence between teacher and learner,
f. mutual respect within the learner-teacher relationship,
g. and a reflexive approach to the teaching and learning process on the part of both teacher and learner

Furthermore, Kumaradivelu (2006: 120) explains language teachers must foster meaningful communication in the classroom by applying learner centered learning by:

a. Designing and using information-gap activities where when one learner in a pair-work exchange knows something the other learner.

b. Offering choice of response to the learner, that is, open-ended tasks and exercises where the learner determines what to say and how to say it.
c. Emphasizing contextualization rather than decontextualized drills and pattern practices.

d. Using authentic language as a vehicle for communication in class.

e. Introducing language at discourse (and not sentential) level.

f. Tolerating errors as a natural outcome of language development.

g. Developing activities that integrate listening, speaking, reading, and writing skills.

Gibbs (in O’Neill and McMahon, 2005: 28) draws on similar concepts when he describes student–centered courses as those that emphasize:

a. Learner activity rather than passivity; students’ experience on the course outside.

b. The institution and prior to the course: process and competence, rather than content.

c. Key decisions about learning are made by the student through negotiation with the teacher.

From the explanations of the learning principle of learner centered learning, the sum up of the main principles of student–centered learning that the learner has full responsibility for her/his learning. The learners are ordered to involve and participate actively for learning. Then, the relationship among learners is more equal, promoting growth, development, then, the teacher becomes a facilitator and resource person.
4. **Types of Learner-Centered Classroom Activities**

The explanations below are the various activities or procedures of learner-centered learning: Kumaradivelu (2006: 129) explains that learner-centered pedagogists fully endorsed interaction as a textual activity by emphasizing form-based activities, that is, by encouraging conscious attention to the formal properties of the language. They also facilitated interaction as an interpersonal activity by opting for meaning-based activities, by attempting to make the connection between form and function explicit, and by helping the learner establish social relationships in the classroom through collaborative pair and group work. To a limited extent, they promoted interaction as an ideational activity, which focuses on the learner’s social awareness and identity formation by encouraging learners at the higher levels of proficiency to share their life experiences outside the classroom and by organizing activities such as debates on current affairs. Learner-centered pedagogists came out with a wide variety of innovative classroom procedures such as pair work, group work, role-play, simulation games, scenarios and debates that ensured a communicative flavor to their interactional activities.

a. **Reading Skill Activity**

For reading skill activities, Jones (2007: 29) explains that the teachers have pairs discuss their answers to reading comprehension questions; it can often spark lively conversation. Then, they have groups discuss their reactions to a reading text and share relevant personal experiences. For example, a different kind of
reading task with follow-up questions can require that students work together and have two kinds of discussions: one about the answers and one about the information they’ve just found out. In this example from a textbook unit on transportation, students are going to read a text about congestion charging – the practice in some cities of charging motorists fees or tolls for driving in the most congested areas during peak business hours. The students find the answers in the text and try to settle disagreements by discussing them.

b. Listening Skill Activity

For listening skill, Nation and Newton (2009: 46 - 47) explained that the activities of learner centered activity have the following stages:

1) By providing prior experience of the text, ideas, and language skill.

2) By giving the learner guidance of various listening activities such as filling gap information.

3) By setting cooperative learning arrangement, this step is to provide working in groups to support listening, such as listening and note taking. It is used to teach the learners in deciding about what is important from the information.

Jones (2007: 29) explains a typical listening exercise may be done in class in several stages of learner-centered:
a. In pairs, students compare their answers. Some they’ll agree on. Some neither of them will get. Some answers they’ll disagree about and a short discussion may ensue where they try to convince one another.

b. To settle the arguments and give everyone a chance to get the answers they missed, we play the recording again.

c. Again, students compare answers. Further discussion may ensue.

d. Arguments started in step 5 may make it necessary to play the recording yet again.

e. The whole class discusses the answers—and we deal with any questions that come up.

f. If there’s time, we play the recording for the last time. Students listen, alone with eyes closed to shut out distractions, feeling pleased that they now understand most or even all of the conversation.

c. Discussion and Sharing Ideas

For discussions and sharing ideas, W. In sharing ideas, thy can talk about whta they think the topic, who could be expalined, and what happen in topic. Besides, Harmer (2001: 272) explains buzz groups is one of the activity in discussion and sharing ideas. It is a group activity in which groups of students have a brief discussion to generate ideas or answer specific questions. They have a chance to think of ideas ideas and the language express before talk in whole class. Jones (2007: 29) explains discussions are typical of any student-centered classroom. The best discussions involve students talking about personal experiences and giving opinions. Discussions work best in pairs or small groups.
because then more people can give their views. In larger groups or in a whole class, once one person has given his or her view, everyone else can only agree or disagree. In conclusion, let everyone know how long their discussions should take. Encourage students to spend more time on the questions that interest them most, and continue the discussion with the whole class at the end of group work so students can hear other people’s ideas.

d. Role Plays

For role play, Nunan (2005: 47) “Role playing, the children practice conversations between one another. In their play, they practice and adapt scripts” Larsen and Freeman (2003: 134), explain that role play gives students the opportunity to practice communicating in different social context and roles. It provides structured way such as the teacher say what the students do. Besides, it provides information gaps in which the teacher says the role and the students determine what they say. Jones (2007: 30) explains role plays may involve one student playing a tourist/customer/boss, interacting with another student playing a tour guide/sales assistant/post office clerk/employee. After discussing how students can improve their performance, they may wish to try the conversation again, perhaps switching roles. Baker and Westrup (2000: 92) explain that in role playing, students are given a part to play in a fictitious situation. They have to act out the role of their character. It means that role play is not the real condition done by the students, but it encourages the students to conduct conversation through acting the character they must do. From the explanations above, it can be summed up that role playing is to provide all students with the chance to practice the
language. It provides the practice of communication which is similar to the real condition, because the learners should act like as the character they must act.

e. Writing Skill Activity

For writing tasks, Jones (2007: 34) explains that writing tasks can be prepared by working together, brainstorming ideas, marshalling thoughts, and making notes. The activities are asking students to write about one of these ideas such as writing about a threat to the environment in your country, and describing life in a zoo or a natural environment from the point of view of an animal who lives there. Then, discuss the ideas in class before students do the homework. The big advantage of this student-centered approach to writing is that each writer knows who his or her reader will be, and can write to please them. It’s personally satisfying, after spending time and effort writing a story or short essay, to have it read by several peers who enjoy reading it. In short, prepare for writing tasks by having students brainstorm ideas together, and have students in groups read one another’s work and discuss it. This will give them a real audience for their writing, and an enjoyable outcome.

f. Information Gaps Activity

A lot of communication involves bridging an information gap: the concept is that “You know things I don’t know, and I know things you don’t know”. Often this is hard for students to do naturally in class, either because they might not know enough facts or because everyone knows the same facts. The teacher can simulate the information gap by giving two participants different information,
which they have to share (Jones, 2007: 33). In communicative language teaching, it is said that in order to promote real communication between students, there must be an information gap between them, or between them and their teacher. Without such a gap the classroom activities and exercises will be mechanical and artificial. In language teaching a type of information gap activity in which groups of learners have different information that is needed to put together the solution to a task. In jigsaw listening or reading activities, different groups in the class may process separate but related parts of a text and then later combine their information to reconstruct the whole through class discussion or group interaction (Richards and Schmidt, 2002: 278).

**g. Problem Solving**

Puzzles, problems, and brainteasers can also stimulate meaningful communication if students work together to solve them. Some people are less adept at solving problems than others, and maybe it’s kind of unfair to make them use their brains in what is supposed to be an English class, where smartness or math skills shouldn’t be favored. However, a student-centered approach has to be a “whole-person” approach; otherwise, students will be “just practicing” rather than really communicating. In the following examples from a unit on being acquainted, students try to solve various puzzles and problems together. Although it might be quicker to do this alone, without distractions, students have to do it with a partner and discuss how to solve the problems. Students are focused on solving the problems and coming up with the correct solutions, but the purpose of the activity is to make them talk in English. It doesn’t matter to us if they can’t get
the answers – what matter is that they speak English. Later, the students who were able to solve the problems will explain the answers to those who could not do it properly. In the next example from the same textbook unit, students are asked to use their imaginations as well as their intelligence. The generous time limit encourages students to think of plenty of uses and words (Jones, 2007: 36).

Besides, Harmin and Toth (2002: 122) explain about problem solving is to brainstorm a list of possible solutions to a class problem and then seeking agreement on what options are best for all concerned. Problem Solving strategy serves many purposes. It tends to uncover more solutions than a teacher alone. It strengthens the feeling of the class as a community. It models an intelligent way to solve social problems. It includes role-playing. It starts a process of helping students internalize healthy behaviors by organizing all students into small role-playing groups.

5. Advantages and Disadvantages of Learner-Centered

The advantages of learner-centered learning, according to Heise, et al. (in Attard, et al. 2010: 37) the creative approach to student-centered learning results in a win-win situation where students had a voice in their assessment and evaluation of their learning objectives and clinical assignments and faculty developed stronger relationships with students and gained significant information to strengthen SCL in the course. Also, Hannum (2008: 220) explains the advantages of learner-centered learning encourage the learner’s beliefs in learning competency (self efficacy), knowledge-seeking learning curiosity (state epistemic curiosity), use of actively, engaged learning strategies (active learning strategies),
use of learning strategies that avoid effort (effort avoidance strategies), intrinsic motivation and mastering goals (task mastery goals), extrinsic motivation and achievement-driven goals (performance oriented goals), and motivation to avoid work (work avoidance goals).

Student-centered learning approaches lead to measurable improvements. Some of the papers are meta-analyses that synthesize results from numerous individual studies. These results confirm positive influences of student-centered learning approaches to teaching on academic performance, attitudes toward learning, and persistence in programs (Froyd, et al. 2010: 3). In relation to student–centered view including the knowledge that is constructed by students and that the lecturer is a facilitator of learning rather than a presenter of information. (O’Neill, 2005: 28).

The disadvantages of learner-centered learning are that the central of learning is focused on the students’ activity. In the implementation of learner-centered, Jones (2007: 3) explains the weakness of learner-centered when some of them may: (a) feel nervous, embarrassed, or tongue-tied, (b) speak English and make a lot of mistakes, (c) speak in their native language, not in English, and (d) they do not enjoy working together. Then, Jones (2007: 5) explains further the problem of learner-centered when it is applied in a very large class, particularly if it meets only once a week. It may have just hope for the best when arranging groups. Mistakes are sure to happen. The weaker students may not be able to cope, and stronger students may get bored, persuade students that they will benefit from speaking English in their English class, which may be their only chance to
speak English. It may also need to persuade them that they really do have enough knowledge to be able to carry on a conversation in English. It needs to make sure that the tasks are within their capabilities, and to give them adequate preparation.

D. Review of Relevant Study

Previous studies have been conducted variously regarding to teacher’s perception or teacher’s belief as conducted by Vibulphol (2004) in which the study is focused on the studies of teacher’s beliefs about language learning that take into consideration possible effects of teacher’s beliefs on their instructional practices. He attempted to investigate beliefs about language learning of pre-service EFL teachers in Thailand in order to find out whether they possessed any beliefs that might be debilitating to their own learning or to that of their prospective students. Changes in their beliefs after experiencing classrooms and students during their practice teaching were also explored. Furthermore, relationships between the pre-service teachers’ beliefs about language learning and their choices of teaching approaches were examined. The result shows that most Thai pre-service EFL teachers shared similar beliefs about language learning and most beliefs did not change much after their practice teaching. The majority reported that: foreign language aptitude existed and they had the aptitude but everyone had the potential to learn foreign languages; English was a medium difficulty language that anyone could learn to speak well within five years and some skills were more difficult than others; learning grammar rules, vocabulary, and cultural knowledge was important and language immersion was beneficial but learning how to translate from Thai was unnecessary; practice was important as
was accuracy; and English was important for both integrative and instrumental reasons. It is considered consequently affect learners’ learning experiences; researchers have been examining the development of teacher’s beliefs during teacher education programs.

Erkmen (2010) studied about Non-Native Novice EFL Teachers’ Beliefs about Teaching and Learning. This study investigated the beliefs about teaching and learning English of nine non-native novice teachers at a private university in Northern Cyprus, and the extent to which these beliefs changed in their first year of teaching. The result shows that novice teachers’ prior learning experiences were influential in shaping their initial beliefs. By the end of the year, change in the content of the teachers’ beliefs was limited. However, the findings also showed that the majority of the teachers’ beliefs were re-structured and strengthened, suggesting that beliefs are dynamic. Analysis of the findings indicated that several factors stimulated change in beliefs; differences in individual experiences; contextual factors i.e. the syllabus, dissatisfaction with student behavior, and students’ expectations; and becoming aware of their beliefs and practices. It can be analyzed that the teacher’s perception is important study to evaluate the ELT program in education, because it is influenced by the teacher ability in the material knowledge and its skill. The analysis showed that inconsistency between beliefs and practices resulted mainly from differences in individual experiences and the restriction of the syllabus. Thus, teachers were not always able to do what they believed would be effective in their classes. Based on the findings, the study argues that novice teachers are involved in a learning
period in their first year of teaching and that their beliefs are susceptible to change. Implications of the findings are discussed in relation to teacher education programmes and recommendations are made for further research.

Canbay et al. (2012) studied about Conceptions of Teaching Held by the Instructors in English Language Teaching Departments. The aim of this study was to determine the university instructors’ conceptions of teaching in ELT departments at two universities in Turkey. The result shows that the type of the institution where the teachers work is not a strict factor shaping the way how the teachers teach and how they define some of the components of teaching. The results also reveal that having the same background of education does not lead to the same approaches and definitions of teaching. It is definitely true in which the different people have different insight, ability, and approach in teaching. Teachers claimed different views on the view of teaching. However, most of the participants united in the common idea that teaching is to help people in order to find their own way of learning. In other words, the students should be taught in a way that they would be able to find their own way of learning in their professional and daily life. The teachers claimed that the approach they use should make the learners active in which, to some extent, they discover the rules on their own. Another view related to the teaching approaches was that the teachers think that students should be able to make use of what they already learn. The excerpts revealed that the participants use inductive approaches and the activities that this approach requires such as pair work, group work role-play and discussions. In short, teachers’ conceptions of teaching are not shaped according to the institution
where they work. The type of the institution is not a strict factor shaping the way in which the teachers teach and how they define some of the components of teaching.

Furthermore, the study conducted by Saad, et al. (2013), studied about Iranian Secondary School EFL teachers’ assessment beliefs and roles. The current study delineates the findings of a qualitative study on the assessment roles and beliefs of a group of teachers of English as a Foreign Language (EFL) in secondary schools in Iran. 35 Iranian EFL teachers from different secondary schools all over the country took part in this study. The study showed that teachers’ beliefs about the nature of assessment were informed by their knowledge of the field of language teaching and learning and by contextual background and sociopolitical factors that rule their employment conditions. This study also indicated that teachers did not play a significant role in assessment because of top-down managerial approaches to assessment and education system. Generally, due to the top-down managerial approach to assessment, teachers were not involved in assessment decision making. And most of the teachers in this study desired an influential role in the assessment process. Having years of teaching experience, many of the experienced teachers have substantial knowledge of their students’ learning. This knowledge and experience make the learning environment more conductive for teaching and learning. Although the participants of this study did not have an efficient role in the assessment process, they expressed major concerns about the nature of assessment. Teachers acknowledged the importance of standardized tests, but they also accentuated the
role of classroom-based teacher assessment and believed that teachers’ role in the assessment process should not be neglected.

Hannum, et al. (2008), studied about effectiveness of using learner-centered principles on student retention in distance education courses in rural schools. This article examines the effectiveness of training facilitators in secondary schools to follow APA learner-centered principles to support learners in distance education. The purpose of this study was to explore the initial efficacy of providing training to school-based facilitators in following more learner-centered practices to support secondary students taking an online course and determine the impact on students’ persistence. Specifically, this study used a cluster-randomized control trial to investigate the effectiveness of an intervention to improve students’ first semester retention in and completion of a distance education course. The results indicated that students in the intervention condition, where their facilitators were trained to follow a more learner-centered approach to supporting students, completed the first semester at a statistically higher rate than did students in the control condition, where the facilitators did not have this training. A similar measure to first semester retention, the number of weeks in the course, was likewise statistically different with students in the intervention condition staying in the course more weeks. Then, the suggestion that having facilitators in the room with secondary school students as they work on distance education courses can have a positive impact on the students’ persistence in these courses and their completion of the courses. The facilitators do not have to be teachers or familiar with the course content, as they do not have any
responsibilities for conveying course content. Rather their role is to help students with their self-management, motivation, and other specific problems that students may encounter.

Hamoud M. Kadha (2009) studied about what makes a good English language teacher? Teachers' perceptions and students' conceptions.; The purpose of this study is to find out the teachers' and learners' viewpoints at the University level in Yemen regarding their perceptions and conceptions of the qualities of a good language teacher and attempt to offer directions to student-teachers and teacher-trainers in a field that is currently replete with competing theories, methodologies and techniques. The result shows that in teacher-oriented classes, students are trained to depend on other peoples' views. They are not trained to use their own minds and bring their points of view and perceptions into operation. This might bring students to the point of hating the matter being taught because they are always told how to look at it. From this perspective, teacher education can become more student-centered by careful planning and guidance, by having ongoing professional development plans to allow all teachers to reflect on and improve classroom pedagogy and students’ learning outcomes with the notion of the teacher as being a facilitator, an assessor, an initiator, a counselor etc. It can become a means of investments and of indoctrinating the students and giving them the best opportunity for sustained learning and thus exploiting and using teaching strategies and educational resources to engage students in effective learning.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of the Study

SMP Al Irsyad which is located at Kapt. Mulaydi, 117 Surakarta has 24 teachers and seven staffs. Almost all of the teachers and the staffs have an undergraduate degree. This school is one of the Islamic schools in Solo city which it combines the religious education, science, and life skill in one packet of learning and teaching curriculum in formal education. This school is under the Al Irsyad Al Islamiyah Surakarta foundation. This school has facility completed by LCD projector for each class, and each class has average students about 25 to 35 students, Language laboratory, Science laboratory, Computer laboratory, library, and healthy unit.

B. Research Method

This study is case study concerning with the clear description of the certain phenomena analyzed. Hitchcock and Hughes (in Cohen, Manion, and Morrison, 2007: 253) state that a case study has the following characteristics: (1) it is concerned with a rich and vivid description of events relevant to the case; (2) it provides a chronological narrative of events relevant to the case; (3) it blends a description of events with the analysis of them; and (4) it focuses on individual actors or groups of actors and seeks to understand their perceptions of events. Therefore, in this study the researcher described the result of the research through the narrative explanation based on what the researcher collected from the data and
what the researcher experienced. This case study research was focused on the
description of teacher’s perception and the implementation of student-centered
approach in English teaching.

C. The Source of Data

Data are the core of each study and serve as foundation for this research. The source of data in this study were: (1) informants”people”, (2) events “teaching and learning activities”, and documents “lesson plan and syllabus”.

1. Informants

The informants are people or participants, and in this study the informants were teachers and students, in which they had an intrinsic role. So the researcher could investigate the teacher about the perception they had about learner-centered approach and its implementation in teaching and learning process to know the advantages and disadvantages of this study. For the students the researcher interviewed them to know whether it was beneficial for them or not.

2. Event

Events are the activities and behaviors and the interaction that happen among the students and their teacher inside the classroom. This learning process is a good source of data in which the researcher could observe the live activities and interaction that took place inside the class.

3. Documents
Documents are a paper or a set of papers with printed or written information, especially the official type. In this research the documents were syllabus and lesson plan.

D. The Technique of Collecting Data

The data of this study were collected through three ways: observation, questionnaire, and interview. They are discussed below:

1. Questionnaire

Wilson and McLean (in Cohen, et al., 2007: 317) explain the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. In short, the questionnaire is a set of questions about a topic or group of topics designed to be answered by a respondent. To gather the result of questionnaire, it included checklists and rating scales. This questionnaire was used to gather information related to the teacher's belief. The questionnaire consisted of the statements with five alternatives answer of Likert Scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; and 5 = strongly agree (Cohen, et al. 2007: 326).

2. Observation

Patton (in Cohen, et al. 2007: 396) states that observation is the researcher's opportunity to gather live data from live situations. The researcher was given the opportunity to look at what was taking place. In short, in observation, the data were observed in a place where the researcher conducted the research. The data
source in the observation was the students’ activity and teacher’s activity in every step of learning activities, besides the description of behavior as it occurred naturally. In this study, the researcher did a structured observation to collect live data and make sure that the teacher was properly implementing the learner centered approach’s activities that is by observing live events and interactions held between the teacher and the students, and among the students themselves; by observation, the researcher also could figure out that the answers or the findings he already got from the questionnaire and from the interview were matched what he had observed.

3. Interview

Singh (2007: 69) explains an interview is typically defined as a face-to-face discussion or communication between an interviewer and a respondent. There are three subtypes of interviews: (1) unstructured, which allows a free flow of communication in the course of the interview or questionnaire administration, (2) structured, where the information that needs to be called out from the respondents is already decided and (3) semi-structured, which restricts certain kinds of communications but allows maneuvering freedom on the discussion of certain topics.

In this study, the interview was structured one that was done in the class to the students and the teacher before and after the teaching and learning process. In this research, the researcher conducted interview directly in the class to the teacher and the students. The researcher also got in-depth information about the
practice of the implementation of learner-centered approach. It was about the private information of teacher’s perception of learner-centered approach from the teacher, the knowledge of learner-centered approach, the process of teaching and learning process, and its assessment. Then, it was completed by the interview about teacher’s educational background and her/his teaching experience.

E. Trustworthiness

The researcher used triangulation to make the data valid. For triangulation, there are various kinds of triangulation. Denzin (in Cohen, et al. 2007: 142) has view of triangulation to take in several other types as well as the multi-method of triangulation:

1. Time triangulation: this type attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs. Kirk and Miller (1986) suggest that diachronic reliability seeks stability of observations over time, while synchronic reliability seeks similarity of data gathered in the same time.

2. Space triangulation: this type attempts to overcome the parochialism of studies conducted in the same country or within the same subculture by making use of cross-cultural techniques.

3. Combined levels of triangulation: this type uses more than one level of analysis from the three principal levels used in the social sciences, namely, the individual level, the interactive level of groups, and the level of collectivities such as organizational, cultural or societal.
4. Theoretical triangulation: this type draws upon alternative or competing theories in preference to utilizing one viewpoint only.

5. Investigator triangulation: this type engages more than one observer, data are discovered independently by more than one observer (Silverman 1993: 99).

6. Methodological triangulation: this type uses either the same method on different occasions, or different methods on the same object of study.

According to the above explanations, in this study methodological triangulation was used to examine the validity or the truth of the data. The process of methodological triangulation was done by examining different results of data source from the result of interview, observation, and questionnaire from the participants, methods, and theories of student centered learning.

F. Data Analyzing Technique

Data analysis is a process of resolving data into its constituent components to reveal its characteristic elements and structure (Dey, 1993: 31). In qualitative analysis process, especially in this study the data was analyzed by using interactive model proposed by Miles and Huberman (1984, 21). There are three main steps of the analysis (1) data reduction, (2) data display, and (3) drawing conclusion and verification. In data reduction, the researcher summarized and selected the important points of data and looked at the theme of the study. Throughout this stage, the data was reduced to give obvious description and make the next step of data collection and data presentation.
easier. The next step was to display the data. The most frequent form was to display the data through descriptive text and to enable the researcher to uncover the analysis unit, so the case study could reveal its core message as one of the characteristics of qualitative study. Then, the last step was drawing conclusion that might answer the problem statement of this case study.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this study are described in more detail in table 4.1 which summarizes the issues arising from the research questions as mentioned in the problem statement in chapter one as follows:

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Issues Arising from the Research Questions</th>
<th>Summary of Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are teachers’ beliefs about language learning of learner-centered approach in Junior high school?</td>
<td>1. Teachers’ background 2. Teachers’ knowledge of student-centered learning 3. Teachers’ perception toward student-centered approach</td>
<td>1. Teachers have English education background and have long time experience as English teachers. 2. Teachers have good understanding about the nature, the teachers’ role, and the learning activity about student-centered learning. 3. Teachers’ belief about student-centered learning affects the successful teaching and learning</td>
</tr>
<tr>
<td>How is the implementation of learner-centered approach employed by junior school teacher?</td>
<td>1. Teaching document 2. Class implementation 3. Facilities</td>
<td>1. Written documents such as syllabus and lesson plans conducted by the teachers which make students learn actively 2. Learning activity: opening, main activity, and closing. Besides, teaching method, materials, and media have suited to the nature of student centered learning. 3. The school provides the facility in supporting teaching and learning process</td>
</tr>
</tbody>
</table>
1. Teachers’ beliefs about language learning of the learner-centered approach in junior high school.

   a. Teachers’ Education Background and Teaching Experiences

   The result of the interview covers the educational background of the English teachers. There are two English teachers with different classes. The first teacher is Mrs Sri Triwulan, her experience in teaching is about 16 years. She teaches eight grade in junior high school Al Irsyad Surakarta and her educational level is undergraduate degree in English department. Besides, she experienced and engaged in various training of developing and supporting the students’ competency in teaching English, so she can support her career to be qualified teacher. Then, the second teacher is Mr. Andreas Raymonda, his teaching experience is about 3 years. He teaches eighth and seventh grades in junior high school Al Irsyad Surakarta and his educational level is undergraduate degree in English department. From the result of the interview the researcher can sum up that both teachers are qualified enough to teach English language in junior high school Al Irsyad Surakarta, because they have the undergraduate degree of English Education Department as the requirement for being a teacher in this school and they have a long experience as English language teachers.

   h. Teachers’ Knowledge of Student-Centered Approach

   The result of the interview which was conducted to the English teacher in junior high school Al Irsyad Surakarta reveals the teacher’s knowledge towards
student-centered learning. Below is the result of the interview that disclose the teacher’s knowledge.

1) What is meant by Student-centered Learning (SCL)?

Teacher 1

*Student-centered Learning (SCL) is a learning strategy that focused on students.*

Teacher 2

*Learning process that is focused on students' activity.*

2) How would you define ‘effective teaching’ of learner-centered approach?

Teacher 1

*Teaching is more effective that is caused the students play important role in learning process.*

Teacher 2

*Teaching students by using many different learning techniques*

3) In your opinion, what are the qualities of a ‘good’ teacher in learner-centered approach?

Teacher 1

*In my opinion, the qualities of good teacher that they must be able to be conselor, facilitator, and corector in learning process.*

Teacher 2

*Be patient, communicative teacher, and creative teacher*

4) Why might you adopt a student-centered learning approach in your course?

Teacher 1

*Commit to user*
Because it can improve students’ ability and it is more effective than traditional one
    Teacher 2
Because it is good to make students to be more active in learning process

5) How do you apply student-centered learning approaches when teaching large classes?

    Teacher 1

For the large class can be applied by discussion and working together

    Teacher 2

By dividing them into group work

6) What are the teacher roles in facilitating the students to learn?
    Teacher 1
    They give instrinsic motivation for learning
    Teacher 2
    Teacher becomes the motivator and facilitator to bridge the material to the students

7) What is done by teacher in introducing and providing material in SCL?
    Teacher 1
    For providing the material, the teacher find out the suitable material based on the students’ need.
    Teacher 2
    Giving some activities that can lead students into different activities actively

8) What is done by teacher during students’ interaction and discussion?

    Teacher 1

As concelor and motivator, teacher gives guidance to the students

    Teacher 2

Becoming facilitator if students find difficulties in learning
9) How does teacher facilitate and guide the student to learn in SCL?

Teacher 1

*Teacher gives material to students in SCL by discussing, in which the teacher always guide them and discussion can run well*

Teacher 2

*Teacher facilitates the students by different teaching method and strategy based on the SCL approach*

10) How is the implementation of authentic assessment in SCL?

Teacher 1

*In SCL, teacher use authentic assessment to know students’ competence. For example by doing some task using real media.*

Teacher 2

*The assessment is based on students’ learning activity and their activeness in group discussion.*

From the result of the interview, it can be summed up briefly that both teachers have sufficient knowledge to understand the student-centered learning, although they have not explained the answers deeply. It can be seen from the above answers that both teachers have briefly explained several aspects of the nature of the student centered approach.

Then, to uncover the teacher’s knowledge of the student centered approach, the researcher was aware enough of how important the students’ opinions are. Because they can feel and they can experience directly its implementation. Followings are the results of the interview done in three different
classes, the samples are five students from each class. They are explained as follows:

1) What does the teacher usually instruct to the students in the class?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asking in a group work how many members in a group (4 - 5 students)</td>
<td>15 Students</td>
<td>0 Student</td>
</tr>
<tr>
<td>b. Asking to learn individually</td>
<td>15 Students</td>
<td>0 Student</td>
</tr>
<tr>
<td>c. Asking to use and bring real media Giving the example (picture, magazine)</td>
<td>15 Students</td>
<td>0 Student</td>
</tr>
<tr>
<td>d. Asking to use book and worksheet only</td>
<td>15 Students</td>
<td>0 Student</td>
</tr>
</tbody>
</table>

From the result of the interview, it can be concluded that the teacher usually gives instruction to work in group, to discuss with partners, and to make groups consisting of four or five according to the number of students in a class. Sometimes the teacher asks to work individually if the material needs to be done independently or during test which also must be done individually. Then, the teacher usually asks the students to use and to bring students’ own media such as newspaper or magazine to discuss about simple text, and he asks the students to bring picture as a source of making descriptive text. Furthermore, the teacher also uses supporting media to explain materials such as video, map, and real picture to help the students to understand the lesson. Worksheet and book can be used as sources of reading text, the summary of material and the task for students that is available in the book.
2) What are the sources of learning materials in the class?

Table. 4.3 Students’ Answer of Question 2

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>AH</td>
<td>Book, video, picture, newspaper</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Book, picture</td>
</tr>
<tr>
<td></td>
<td>BR</td>
<td>Games speaking, book, picture</td>
</tr>
<tr>
<td></td>
<td>AZ</td>
<td>Picture and book</td>
</tr>
<tr>
<td></td>
<td>NAD</td>
<td>Book, picture, and newspaper, video,</td>
</tr>
<tr>
<td>VIII B</td>
<td>IH</td>
<td>Book, picture</td>
</tr>
<tr>
<td></td>
<td>HAR</td>
<td>Book, picture, video listening</td>
</tr>
<tr>
<td></td>
<td>KE</td>
<td>Book, picture, newspaper</td>
</tr>
<tr>
<td></td>
<td>DN</td>
<td>Book, picture, video</td>
</tr>
<tr>
<td></td>
<td>RA</td>
<td>Book, picture, text</td>
</tr>
<tr>
<td>VIII C</td>
<td>AH S</td>
<td>Video, book, picture</td>
</tr>
<tr>
<td></td>
<td>BI</td>
<td>Book</td>
</tr>
<tr>
<td></td>
<td>M AN</td>
<td>Book and picture</td>
</tr>
<tr>
<td></td>
<td>TG</td>
<td>Book and picture, and video</td>
</tr>
<tr>
<td></td>
<td>SE</td>
<td>Picture and book</td>
</tr>
</tbody>
</table>

From the result of the interview, it can be concluded that the teacher implies direct presentation using video which explains about particular case of event, real example from the picture and magazine, and sometimes the teacher uses games to practice speaking, and the students’ book that also contains the summary of the material and the reading text as the students practice for writing and reading text.

3) Does your teacher ask you to bring your text, own writing, or your poster as the source of discussions, explain?

Table. 4.4 Students’ Answer of Question 3

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>AH</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Yes, bring picture</td>
</tr>
<tr>
<td></td>
<td>BR</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>AZ</td>
<td>Yes, picture and newspaper</td>
</tr>
<tr>
<td></td>
<td>NAD</td>
<td>Yes, picture</td>
</tr>
<tr>
<td>VIII B</td>
<td>IH</td>
<td>Yes, picture and book</td>
</tr>
<tr>
<td></td>
<td>HAR</td>
<td>Yes, picture and book</td>
</tr>
</tbody>
</table>
From the result of the interview, it can be concluded that the teacher asks the students to bring picture and newspaper as the sources for discussion in a group, or sometimes asks to bring a short story to learn about types of text.

4) The teacher teaches some speaking skills, then what do the students do?

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>AH</td>
<td>Discussion, interview</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td>Discussion, interview, games</td>
</tr>
<tr>
<td></td>
<td>BR</td>
<td>Question, interview</td>
</tr>
<tr>
<td></td>
<td>AZ</td>
<td>Interview, retell the topic</td>
</tr>
<tr>
<td></td>
<td>NAD</td>
<td>Discussion, interview</td>
</tr>
<tr>
<td>VIII B</td>
<td>IH</td>
<td>Discussion group, games, retell</td>
</tr>
<tr>
<td></td>
<td>HAR</td>
<td>Games</td>
</tr>
<tr>
<td></td>
<td>KE</td>
<td>Discussion, interview</td>
</tr>
<tr>
<td></td>
<td>DN</td>
<td>Interview questions</td>
</tr>
<tr>
<td></td>
<td>RA</td>
<td>Discussion group</td>
</tr>
<tr>
<td>VIII C</td>
<td>AH S</td>
<td>Games, group</td>
</tr>
<tr>
<td></td>
<td>BI</td>
<td>Speaking and questions</td>
</tr>
<tr>
<td></td>
<td>M. AN</td>
<td>Discussion, games</td>
</tr>
<tr>
<td></td>
<td>TG</td>
<td>Games</td>
</tr>
<tr>
<td></td>
<td>SE</td>
<td>Interview, games</td>
</tr>
</tbody>
</table>

From the result of interview, it can be seen that the teacher usually teaches speaking skill by direct questions orally, group discussion and games. For presentation, the students are given particular topic and the teacher asks them to retell or present about the topic given, and sometimes the presentation is done by group presentation and discussion. It usually discusses about certain topic and it
has been discussed by the group before. Then, for the direct oral questions, the teacher directly delivers questions to the students, and they must answer these questions orally, so the teacher can measure the students’ ability in direct conversation.

5) **What does** the teacher usually do during learning process?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher becomes the member of group discussion and guides students</td>
<td>15</td>
<td>Students</td>
</tr>
<tr>
<td>b. The teacher becomes the facilitator in learning activities</td>
<td>15</td>
<td>Students</td>
</tr>
<tr>
<td>c. The teacher only gives and explains the material all the time and finished by an assignment</td>
<td>7 Students</td>
<td>8 students</td>
</tr>
<tr>
<td>d. The teacher manages the class, and students just listen and pay attention</td>
<td>4 Students</td>
<td>11 Students</td>
</tr>
</tbody>
</table>

From the result of the interview, it can be concluded that in a group discussion, the teacher becomes a member of the team, so he is a participant in the learning process. Besides, the teacher becomes a facilitator who guides and manages the activities when his students need more explanation. So, in the class, the students do more than what is being facilitated by the teacher in their learning activities, but sometimes the teacher also explains more to the students according to the materials that need more explanation, such as explaining the story, explaining the sentence structure, and explaining the difficult material as being their problem to understand.

From the result of both teachers’ interview and students’ interview, it can be concluded as follows:
1) The teachers understand about student-centered learning, they can give a brief definition of the student-centered learning.

2) The teachers can explain every activity they do in the student-centered learning

3) The teachers understand how to apply the learner-centered approach by activating students in learning activity by using various group work and discussion.

i. Teachers’ Belief toward Student-Centered Approach

To explore the teacher’s belief in student centered approach, the questionnaire is important. Because it can be used to measure the teacher’s understand toward the student-centered learning. Followings are the results of the teachers’ questionnaire:

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sri Triwulan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andreas Raymonda</td>
</tr>
<tr>
<td>A.</td>
<td>The Nature of Learner-Centered Approach</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The instructor provides students with opportunities to learn independently.</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher coaches them in the skills they need to do so effectively.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher asks the students in learning activity by involving students in simulations and role-plays.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4.</td>
<td>The emphasis of learner-centered is on working together, in pairs, in groups.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Students don’t depend on their teacher all the time, not waiting for instructions.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>6.</td>
<td>Communication among classroom participants is authentic, i.e. communication is spontaneous, not previously planned.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Emphasis is placed on meaning-focused self-expression rather than language structure.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td>8.</td>
<td>Both learners and teachers may learn together from different types of teaching-learning media and other sources of knowledge.</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Students are also encouraged to think critically</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
and develop problem-solving skills through more creative tasks and group work.

<table>
<thead>
<tr>
<th>10. There are 6 things you might consider to start your materials design.</th>
</tr>
</thead>
<tbody>
<tr>
<td>language objective</td>
</tr>
<tr>
<td>learning objective</td>
</tr>
<tr>
<td>topic</td>
</tr>
<tr>
<td>resources</td>
</tr>
<tr>
<td>task/activities</td>
</tr>
<tr>
<td>expected finished product</td>
</tr>
</tbody>
</table>

Table 4.8 Result of Questionnaire about The Role of Teacher in Learner-Centered Approach

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>The role of the teacher in Learner-Centered Approach.</td>
<td>Sri Triwulan</td>
</tr>
<tr>
<td>11.</td>
<td>The role of the teacher is a counselor in learning process.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>12.</td>
<td>The role of the teacher is a corrector of errors when meaning is unclear.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>13.</td>
<td>The teacher as facilitator gives intrinsic motivation for learning.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>14.</td>
<td>The teacher copes with students with different learning styles</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 4.9 Result of Questionnaire about The Outcomes of Learner-Centered Approach

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>The outcomes Learner-Centered Approach.</td>
<td>Sri Triwulan</td>
</tr>
<tr>
<td>15.</td>
<td>The students are expected to be active rather than passive learning.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>16.</td>
<td>There are an increased sense of autonomy in the learner.</td>
<td>Agree</td>
</tr>
<tr>
<td>17.</td>
<td>Learning activity uses authentic assessment of language as a vehicle for communication in class.</td>
<td>Agree</td>
</tr>
<tr>
<td>18.</td>
<td>Learning activity offers choice of response to the learner, that is, open-ended tasks and exercises where the learner determines what to say and how to say it.</td>
<td>Agree</td>
</tr>
</tbody>
</table>
Table 4.10 Result of Questionnaire about The Activity of Learner-Centered Approach

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sri Triwulan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andreas Raymonda</td>
</tr>
<tr>
<td>D.</td>
<td><strong>Learner-Centered Approach Activity</strong></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Student-centered classrooms start with the question: What should students know and be able to do, and what will be the evidence of learning?</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>20</td>
<td>As part of SCL, teachers take on the role of promoting learning by lecturing less, in the traditional manner, and being more around the classroom than in front of it</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>21</td>
<td>The process of SCL has four key areas:</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Providing Information Resources</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>23</td>
<td>Fostering Partnerships and Collaboration</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>24</td>
<td>Developing Students' Information Literacy Skills together to ensure that students know when they need information, identify the information relevant to addressing their problem, giving feedback, evaluating, organizing and using the information</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>25</td>
<td>Developing Outreach Programs in order to ensure that information can be accessed</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>

From the result of the questionnaire, it can be concluded that both teachers in Junior High School Al Irsyad Surakarta believe that the implementation of the student-centered learning can facilitates the students to learn and to practice the English language well. They both agree that the implementation of learner-centered approach gives more contribution and advantages for students. It is proved from the result of the questionnaire that both English teachers show their agreement toward the descriptions of the nature of learner-centered approach, the role of the teacher in learner-centered approach, the outcomes of learner-centered approach, and learner-centered approach activity. In short, it reveals that the teachers have perception or belief toward the student centered approach, because...
they understand and have prior knowledge about student centered approach and apply it in teaching and learning process.

2. **The implementation of learner-centered approach employed by junior school teacher.**

a. Teaching documents

1. **Syllabus**

   The syllabus contains teaching program in one year. The syllabus contains the standard competencies about particular subject. It also contains the basic competence for each competency standard, the teaching and learning process, the indicators, the purpose of teaching, the time allotment, the teaching assessment, and finally the sources of the teaching.

2. **Lesson Plan**

   The lesson plan is used for one till three meetings, so it can be used repeatedly in the next meeting with the same topic or discussion. The teacher makes lesson plan based on the standard of competence and the basic competence based on the syllabus. Lesson plan is a set of systematic plan that contains the procedure in teaching and learning activity and the content of the material given for the students such as standard competences, basic competences, materials, learning activity, indicator, the purpose, the method, assessment, time and source of study and its material.

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From the lesson plan, it can be concluded that the main activities related to student-centered approach as follows:

1) **Mengamati** (Observing)
   a. *Peserta didik mengamati slide power point terkait daily activities.*
   The students observe the power point slide about daily activity.
   b. *Peserta didik menyebutkan beberapa contoh daily activities dari slide yang telah ditampilkan.*
   The students mention the examples of daily activities from the slide.

2) **Menanya** (Questioning)
   *Dengan bimbingan guru, peserta didik merumuskan pertanyaan tentang bagaimana menyatakan kegiatan sehari-hari.*
   The teacher guides the students to formulate the questions of how to express daily activity.

3) **Mencoba** (Practicing)
   By group working, the students discuss the example of daily activity related to the previous explanation from the slide.
   b. *Peserta didik menyetujui dan mengurutkan kegiatan sehari-hari yang telah didapatkan dengan bantuan flash card yang disediakan guru.*
   The students arrange and discuss about the various activity about daily activity by using flash card from teacher.
   c. *Peserta didik bertukar informasi dengan kelompok lain untuk menemukan berbagai bentuk kegiatan sehari-hari lainnya dari hasil diskusi.*
   The students share their information with other groups to discuss about their result of discssion from each group.

4) **Menganalisis** (Analyzing)
   *Peserta didik membetulkan kesalahan gramatikal dalam penggunaan simple present tense dari ungkapan daily activity.*
The students correct the grammatical mistake in using simple present tense from the expression of daily routine

5) *Mengomunikasikan* (Communicating)
   a. *Setiap kelompok mempresentasikan hasil diskusi temuannya*

Every group presents their findings from discussion.

b. *Peserta didik menerima umpan balik dan/atau penguatan dari guru*

The students get feedback and evaluation by the teacher.

From the steps of activity in lesson plan, it can be seen that the students are instructed to discuss actively related to the topic. They are guided to observe, to arrange the questions, to analyze information, and to communicate the result of discussion. So, in this activity the teacher is only to guide, to facilitate, and to give feedback to the students about their learning.

b. Class implementation

1. Opening Activity

The teacher always opens the activity by giving warm greetings to the students; eg, good morning, how about your morning class”. Then, the students answer the teacher’s greeting by saying “morning teacher, fine”. After that s/he checks the students’ attendance. It is used to ensure that all her/his students are presenting the English class.

After greeting, the teacher reviews the previous lesson and explained the material or the activities according to the result of observation as follows:
Teacher, “Yesterday we had already learned about daily activity, and today we will try to make discussion to practice it in direct communication. I hope that you can interest in doing this lesson.”

Students, ‘yes mom!’

Teacher, “but, can you gather with your group? If you have obstacle in discussion, don’t be clumsy and afraid to ask me”

Students, “yes we will try mom”

Then, after the brief brainstorming, the teacher continues by using the main activity in which the teacher explains the material briefly then the teacher asks them to discuss about topic given.

2. Main Activity

The researcher has collected the data through observation which is done three times. The middle activity includes explaining the lesson, giving explanation about the procedure of the discussion, helping the students’ obstacle, and closing the lesson. According to the result of observation, it reveals different results of main activity, it is described as follows:

Table 4.11 Result of Observation 1

<table>
<thead>
<tr>
<th>Observation 1</th>
<th>Group Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In group discussion, the first was done by teacher who delivered intrinsic motivation for learning, the teacher emphasized on cooperation, rather than competition between students. Then, the students were given the brainstorming related to the material and the rule of discussion. The teacher explained the material using presentation through power point media. The second, the students worked in their group and they thought of their text about daily activity such as...</td>
<td></td>
</tr>
</tbody>
</table>
their hobby, in their group, they were given some flash cards which talked about their daily activity together. Then, the third step was delivering questions to the other group and delivering result of their discussion orally while the teacher assessed their speaking skill and their result of discussion. Then, the teacher gave feedback to the students discussion and delivered conclusion about what was learned and what was the obstacle in learning.

Table 4.12 Result of Observation 2

<table>
<thead>
<tr>
<th>Observation 2</th>
<th>Think-Pair Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first, before the students work together, their teacher helped them to prepare with explanations through brief presentation using slide. Then the teacher gave them flash cards. The second, the activity used groups discussion about 3 or 4 members, in which groups of students had a brief discussion to generate ideas or answered specific questions. While students were working together, their teacher gave advice and encouragement. Then, the third they were given opportunity to compare their ideas according their flash cards with their peers and their teacher. They were assessed by the result of their active cooperation in their group and the result of their writing.</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13 Result of Observation 3

<table>
<thead>
<tr>
<th>Observation 3</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In presentation, the teacher and students will discuss about invitation and greeting card. firstly the teacher taught some invitation letter and greeting card. Students were given a posters or picture about invitation letter. The group of students had to write the example of invitation letter and greeting card according to picture. Then, the teacher asked them to deliver their result of their discussion orally. Finally, the teacher assessed the students presentation skill and received feedback from the teacher and peers.</td>
<td></td>
</tr>
</tbody>
</table>

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3. Closing Activity

Finally is the post or closing activity, these activities include evaluating and scoring the students’ work result. Teacher asked the students about the difficulties in learning. Before closing the lesson, teacher made the conclusions based on the material and their discussion. Finally the teacher gave the evaluation related to the students’ problem whether they understand or not, then the teacher closed the teaching and learning process by giving reinforcement in the form of homework.

c. Teaching and Learning Facilities

The school has facility to support teaching and learning process which is completed by LCD projector for each class, and each class has average students about 25 to 35 students which is completed by students table and chair, Language laboratory, Science laboratory, Computer laboratory, library, and healthy unit.

From the findings of implementation of student-centered approach, it can be concluded that:

a. The teacher focuses the students’ activity on interaction, facilitates the discussion among the students, and conducts various activities that cope with the learner centered approach.

b. The teacher applies learner-centered approach by making the students working together in pairs or groups, comparing and discussing their ideas, or reading and reacting to one another’s written work, sharing ideas, opinions, and
experiences, interacting with the teacher and the partner in their group, and asking questions.

B. Discussion

1. Teachers’ beliefs about learner-centered approach.

   a. Teachers’ beliefs about the nature of learner-centered approach

   The current study focuses the findings of a qualitative study on learner-centered approach to a group of teachers of English as a Foreign Language (EFL) in Junior High School Al Irsyad Surakarta, in which based on the questionnaire and the result of teaching observation, the study shows that teachers’ beliefs about the nature of learner-centered approach is informed by their knowledge of the field of language teaching and learning and by contextual background of their understanding about learner-centered approach.

   Teachers in this study show that they employ learner-centered approach in learning activity. It is proved from their answer in questionnaire where they take into account that the teacher as the instructor provides students with opportunities to learn independently, besides the teacher coaches students in the skills they need to do so effectively, and the teacher emphasizes on facilitating them to master and to understand the subject. O’Neill (2005: 28) explains the nature of learner-centered approach has advantages in which the lecturer is a facilitator of learning rather than a presenter of information. It is based on the nature of teaching, according to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Therefore, in particular teachers’ beliefs of the nature of student centered learning, and their
mental models of teaching and learning of English language learning, are reflected into their behaviors through some teaching practices which reflect teachers’ beliefs about teaching and learning a foreign language using learner-centered approach in which the teacher facilitates the learner to learn as facilitator who gives intrinsic motivation for learning and to bridge the students with the subject, and the teacher is a counselor in learning process.

The evidence in observation shows that teachers’ beliefs in the nature of learner-centered approach is focused on the students’ activity for interaction, working together in discussion, and various activities in centered learner activity. It is supported by the basic theory according to Jones (2007: 2) that the emphasis of learner-centered is on working together, in pairs, in groups, and as a whole class. In this study, the evidence of observation shows that the teacher applies learner-centered approach by working together in pairs or groups, comparing and discussing their ideas, or reading and reacting to one another’s written work, sharing ideas, opinions, and experiences, interacting with the teacher and the partner in their group, and asking questions. Baker and Westrup (2000: 61) explain that discussion is to ask the students to discuss among themselves about a topic, a picture, or about the item material they will listen to. It encourages everyone to say something, by asking them to work in pairs or small groups. This evidence means that teacher’s belief toward learner-centered approach is applied in their instructional practices. It effects the students’ behaviors, in which the teacher’s belief influences the way they design and interact in their classes. From the data and the previous theory it can be summed up that teacher’s belief of the
nature of student centered learning is reflected to teacher’s view on how teaching should take place in the classroom. The teachers believe that the subject matter of learner-centered approach which covers their beliefs, views, and preferences in English language learning play an important role in affecting their effectiveness as the primary mediators between the subject and the learners. In short, teachers’ beliefs about learner-centered approach as well as their roles in the learning activity influence their belief toward learning outcomes and what should the students do in learning activity.

b. Teachers’ beliefs about the students’ activities in learner-centered approach

The result of questionnaire also has equivalent perception about the nature of learner-centered approach such as the teacher asks the students in learning activity by involving students in discussion, simulations and role-plays and the students do not depend on their teacher all the time. This condition is supported by Kumaradivelu (2006: 129) stating that learner-centered pedagogists fully endorsed interaction as a textual activity by emphasizing form based activities. They also facilitate interaction as an interpersonal activity by opting for meaning-based activities, by attempting to make the connection between form and function explicit, and by helping the learner establish social relationships in the classroom through collaborative pair and group work. Then, Jones (2007: 29) explains that discussions are typical of any student-centered approach activity. The best discussions involve students talking about personal experiences and giving opinions. Discussions work best in pairs or small groups because then more
people can give their views. In short, the teacher provides learning activities which focuses on the students work, not only listening to the teacher explanation, but they can learn by their group through discussion and simulation that makes them more active. This is also supported by the result of interview to the student, in which the teacher uses direct presentation using video which explains about particular case of event, real example from the picture and magazine, and sometimes the teacher uses games to practice speaking. The teacher usually teaches speaking skill by presentation, direct questions orally, group discussion and games. For presentation, the students are given particular topic and the teacher asks them to retell or present about the topic given, and sometimes the presentation is done by group presentation and discussion.

The previous explanation from the result of questionnaire and interview support the explanation about the principle of student centered learning activity by Lea, et al. (in O’Neill and McMahon, 2005: 28), that the first reliance is active learning rather than passive learning. Kumaradivelu (2006: 120) also explains language teachers must foster meaningful communication in the classroom by applying learner centered learning by designing and using information-gap activities where when one learner in a pair-work exchange knows something the other learner, offering choice of response to the learner, that is, open-ended tasks and exercises where the learner determines what to say and how to say it in classroom discussion and group work. In this study, the teacher applies learner-centered approach by group work discussion through working together in pairs or groups, think-pair share through comparing and discussing their ideas, or reading
and reacting to one another’s written work, sharing ideas, and presentation through delivering opinions and experiences, interacting with the teacher and the class by asking questions.

The belief of learning outcomes is more actively involved students in their own learning, the more they are likely to remember what do they learn. It is in line with Gibbs (in O’Neill and McMahon, 2005: 28) in which student–centered learning emphasizes learner activity rather than passivity and process and competence rather than content. So, it means that the teachers in this study encourage the students to be interested in the English used in the real world. By using authentic materials familiar to the students such as magazines, the internet, video, television, letters, etc., so students are constantly in touch with the language. However, as the result of students interview, the teachers also use the course book as the source of reading text and source of material, the summary of material and the task for students that is available in the book. As a base of material, then they move on to practice activities relating to the students’ personal lives and areas of interest and experience. In this case, learning English language are not more likely to create teacher-centred instructional environment, and teaching English as rules to be memorized. Since the teachers believe that the main objective to the learners is mastery of English skills, the clear presentation of the step by step of any learning procedure and the emphasis on right or wrong answers are likely to be practiced through language practice directly such as discussion in group work, presentation, and writing text. It is supported by Van Eekelen, et al. (in Attard, et al. 2011: 9) explain learner-centered approach includes the teacher as facilitator.
guides self-regulated student learning to master and understand the material through various activities that support students’ learning autonomy, increase learning motivation and group discussion. Therefore, the findings demonstrate that teachers' classroom practices in the Junior High School Al Irsyad reflect their beliefs and conception of student centered learning.

Finally, the findings of the observation of this study are that the teachers put a great emphasis on giving feedback and authentic assessment. Richard and Renandya (2002: 12) explain that the English teaching and learning has twelve principles, one of them is that successful English teaching and learning is influenced by the feedback given by the teacher and also other learners. The feedback of learning target language can give the correctness and also evaluate the target language. Heise, et al. (in Attard, et al. 2010: 37) the creative approach to student-centered learning results in a win-win situation where students had assessment and evaluation from their learning objectives. Teachers in this study believed that feedback is a very important part of assessment and learning. It lets learners know if they are on the right track. As the result of observation in discussion of group work, the teacher assesses their speaking skill and their results of discussion. Then, the teacher gives feedback to the students discussion and delivers conclusion about what is learned and what is the obstacle in learning. Then, in think pair share and presentation, the teacher assesses the students presentation skill and the result of their writing, and they receive feedback from the teacher and peers. Besides, the result of interview of the teacher shows that Teacher 2 says the assessment is based on students’ learning activity and their
activeness in group discussion. From the findings can be seen that the authentic assessment is the teacher direct performance. From the explanation, it can be summed up that teachers’ belief in the importance of assessment and giving feedback is applied as a tool to measure students’ ability according to learning outcomes with different techniques of authentic assessment to elicit evidence of students’ performance. Besides, the teacher’s belief about giving feedback is applied using descriptive feedback by informing students of how their learning and performance better than just judging to students’ performance.

2. The implementation of learner-centered approach

The findings of the implementation of learner-centered learning demonstrate that teachers’ classroom practices reflect their beliefs of English language teaching by using learner-centered learning. From the result of the observation and documentation in lesson plan, learning activity is divided into five steps, these focus on student-centered learning, they are observing, questioning, practicing, analyzing, and communicating. The first is observing, this step provides information about the subject or the material and clear explanation from the teacher. Here, the students are encouraged to observe and make short notice related to teacher presentation. Then, by questioning activity, in which the teacher guides the students to formulate the questions of how to express daily activity, it makes students more active, because the teacher makes the student more active in acquiring knowledge and skills which includes brainstorming, preparing ideas or making notes before a discussion through teacher presentation using power point slide. Jones (2007: 2) explains briefly in general step of learner-
centered, before students work together, their teacher helps them to prepare to work together with explanations. Van Eekelen, et al. (in Attard, et al. 2011: 9) explains the stages of learner-centered approach, as the first stages that the teacher as facilitator delivers intrinsic motivation for learning, with the emphasis being on cooperation, rather than competition, between students, then the students are given the brainstorming and material. In this study, the teacher does the same step, although the teacher uses different learning strategy. In group discussion, the first is done by teacher who deliver motivation and they were given brainstorming related to material and the rule of discussion. The teacher explain the material using presentation through power point media. Besides, in think-pair share also the teacher provide the explanation using presentation and give them with flash card as their media in peer discussion. It also happens in next meeting for presentation practice, in which the teacher in presentation, firstly the teacher taught some presentation skills and the students are given a posters or picture about invitation letter and greeting card as the media for observation and taking notes. Then, for the short time, it is continued by questioning. In this step the teacher asks the students to deliver questions about the previous observation in presentation from the teacher. This step is supported by Van, et al. (in Attard, et al. 2011: 9) explains the stages of learner-centered approach in which the second step, in a meaningful manner, in this context, the student is encouraged to ask questions and be inquisitive. It means that, the first step is the time for students to acquire the information or the skill through presentation and brainstorming. So, it is to introduce them about what will they learn, it can activate and recall their
background knowledge to the information through brainstorming process and it makes the student more active in acquiring knowledge and skills.

The next step is providing the time for the students for practicing and discussion or group work. In practicing, the students are asked to discuss with their group, the students discuss the example of daily activity related to the previous explanation from the slide. The students arrange and discuss about the various activity about daily activity by using flash card from teacher. The students share their information with other groups to discuss about their result of discussion from each group. This is the time for the students to be active learner in communicating their discussion, sharing ideas and delivering their result of discussion. The main point is activating students by discussion, so the teacher has various strategies in each meeting. The first meeting the discussion is in the form of group work. In their group, they discuss their topic about daily activity such as their hobby, in their group, they were given some flash cards which talked about their daily activity together. For think-pair share activity, the students are given opportunity to compare their ideas according their flash cards with their peers and their teacher. For presentation, the teacher asks the group of students to write the letter and greeting card according to the picture. Then, is is directly continued by communicating stage. Here the teacher asks them to deliver and present their result of individual work or their group work. It is the time for the teacher to give feedback for them, so they know which is bad and which is better to improve their ability. Those activity has similar explanation to Jones (2007: 2), in which the emphasis of learner-centered is on working together, in pairs, in groups, and as a
whole class. Their teacher helps them to develop their language skills. In short, students don’t depend on their teacher all the time. O’Neill and McMahon, (2005: 30) explains the third strategy in students centered learning is a focus on interaction, such as the use of tutorials and other discussion groups. Baker and Westrup (2000: 61) explain that discussion is to ask the students to discuss among themselves about a topic, a picture, or about the item material they will listen to. It encourages everyone to say something, by asking them to works in pairs or small groups. From the findings and the experts’ explanations, it can be concluded that the core of learner-centered approach is the active students through various students interaction with their peer and the teacher. So, in conclusion the teacher focuses the students’s activity on interaction, working together in discussion, and various activities in centered learner activity. Besides, the teacher facilitates and guides the student to learn and understand the material too through various activity, increase learning motivation and group discussion.
The weaknesses of implementation LCA

This study is to reveal and discover about teachers’ perception and their implementation of LCA, in implementing learner centered approach the researcher found many factors that in his point view may affect the implementation of this approach. By observing three different classes at the same grade in SMP Al Irsyad the researcher can summarize the weaknesses as following:

1. The teacher finds many difficulties to keep the class quiet that is because of the free flow of freedom that LCA grants for students, in which the naughty students find their chance to make noise and that may lead other students to do the same.
2. Dividing the class into many groups repeatedly makes noise and wastes some time.
3. The students use their native language while they do their activities in their group that means less interaction in English language.
4. Low level students depend on their peers whose level is high in doing their tasks or activities.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

From the result of research findings and its discussion, this study is concluded as follows:

1. The teachers are especially experienced and have enough knowledge and skill to apply student-centered approach to help students improving their learning. Teachers’ beliefs about student-centered approach have influenced by their learning experience as EFL learners. Therefore, teachers’ beliefs highly play an important part in improving their effectiveness as the primary mediators between the subject and the learners, highly influence in assessment by using different techniques of authentic assessment.

2. The implementation of student centered learning is focused on students’ activity through observing, delivering questions, practicing, associating through discussion and communicating. Observing and delivering questions are to acquire the information or the skill through presentation and brainstorming. Practicing and discussion focus on the students’ activity for interaction, working together in discussion, sharing ideas and various activities in centered-learner activity, in which increase learning motivation.

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and group discussion. Communicating focuses on delivering their result of discussion.

B. Implication and Suggestion

The implication of this study is that teachers’ beliefs about learner-centered approach as well as their roles in the learning activity derived from their experience, observations, training and other sources. In student-centered learning, a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Therefore, teacher should enhance teachers’ understanding of their own beliefs about language learning and student-centeredness in order to be success in applying the instructional practices, the selection of class activities that match the goals of language learning.

Followings are the suggestions related to this study:

1. English Teacher

   a. Taking into consideration the importance of teachers’ belief toward language learning, the English teacher must develop teachers’ understanding of their own beliefs about students-centered learning by developing teaching competency, participating in teacher training in order to be success in guiding and facilitating the students to master English.

   b. The teacher should apply the various kinds of student-centered approach activity that promote language experience, such as conversation, may include storytelling, discussion, explanations, directions, asking and answering questions, and introductions. In writing, such as writing a letter,
describing incidents, telling anecdotes, giving information, or asking for facts and others.

2. Students

a. For the students, they are expected to be more active and encourage themselves in involving discussion and other group work, because it is students opportunities in learning together with other partners and communicating ideas to discuss related topic.

b. For the students are expected to be more active in delivering questions, because in learner-centered approach, the teacher always tries to elicit information, ideas, and answers from the students. So the more the students contribute, the more they can get more knowledge and understand the subject.

3. Other Researchers

a. For other researcher is suggested to do a follow-up study with the same teachers who took part in this study. The study can explore teachers’ professional development in relation to their beliefs and classroom practices or their belief toward different teaching method.

b. Besides, it is expected to investigate EFL teachers’ beliefs and practices working in different institutional contexts using different beliefs toward certain teaching method.
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Vibulphol, Jutarat. 2004. *Beliefs about Language Learning and Teaching Approaches of Pre-Service EFL Teachers In Thailand*. Faculty of the Graduate College of the Oklahoma State University.


APPENDIX 1. RESEARCH INSTRUMENT

Please answer the questions below.

A. Teacher Indentity

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>Name: _____________________________</td>
</tr>
<tr>
<td>2.</td>
<td>Place, date of birth: _____________________________</td>
</tr>
<tr>
<td>3.</td>
<td>High Level of education: _____________________________</td>
</tr>
<tr>
<td>4.</td>
<td>Name of school: _____________________________</td>
</tr>
<tr>
<td>5.</td>
<td>Class(s) to teach: _____________________________</td>
</tr>
<tr>
<td>6.</td>
<td>Experience to teach: ______________ years</td>
</tr>
</tbody>
</table>

B. Choose one of the columns according to your opinion

The questionnaire consists of the statements with five alternatives of answer of Likert Scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; and 5 = strongly agree.

<table>
<thead>
<tr>
<th>No</th>
<th>Questionnaire Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>1.</td>
<td>The instructor provides students with opportunities to learn independently.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher coaches them in the skills they need to do so effectively.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher asks the students in learning activity by involving students in simulations and role-plays.</td>
</tr>
<tr>
<td>4.</td>
<td>The emphasis of learner-centered is on working together, in pairs, in groups.</td>
</tr>
<tr>
<td>5.</td>
<td>Students don’t depend on their teacher all the time, waiting for instructions.</td>
</tr>
<tr>
<td>6.</td>
<td>Communication among classroom participants is authentic, i.e. communication is spontaneous, not previously planned.</td>
</tr>
</tbody>
</table>
7. Emphasis is placed on meaning-focused self-expression rather than language structure.

8. Both learners and teachers may learn together from different types of teaching-learning media and other sources of knowledge.

9. Students are also encouraged to think critically and develop problem-solving skills through more creative tasks and group work.

10. There are 6 things you might consider to start your materials design:
   - language objective
   - learning objective
   - topic
   - resources
   - task/activities
   - expected finished product

F. The role of the teacher in Learner-Centered Approach.

11. The role of the teacher is a counselor in learning process.

12. The role of the teacher is a corrector of errors when meaning is unclear.

13. The teacher as facilitator gives intrinsic motivation for learning.

14. The teacher copes with students with different learning styles

G. The Outcomes of Learner-Centered Approach.

15. The reliance on active rather than passive learning.

16. There is an increased sense of autonomy in the learner.

17. Learning activity uses authentic language as a vehicle for communication in class.

18. Learning activity offers choice of response to the learner, that is, open-ended tasks and exercises where the learner determines what to say and how to say it.

H. Learner-Centered Approach Activity

19. Student-centered classrooms start with the question: What should students know and be able to do, and what will be the evidence of learning?

20. As part of SCL, teachers take on the role...
of promoting learning by lecturing less, in the traditional manner, and being more around the classroom than in front of it.

21. The process of SCL has four key areas:
   - Providing Information Resources
   - Fostering Partnerships and Collaboration
   - Developing Students’ Information Literacy Skills together to ensure that students know when they need information, identify the information relevant to addressing their problem, find, evaluate, organize and use the information
   - Developing Outreach Programs in order to ensure that information can be accessed

C. INTERVIEW FOR THE TEACHER

11) What is meant by Student-centered Learning (SCL)?

12) How would you define ‘effective teaching’ of learner-centered approach?

13) In your opinion, what are the qualities of a ‘good’ teacher in learner-centered approach?

14) Why might you adopt a student-centered learning approach in your course?

15) How do you apply student-centered learning approaches when teaching large classes?

16) What are the teacher roles in facilitating the students to learn?
17) What is done by teacher in introducing and providing material in SCL?

18) What is done by teacher during students’ interaction and discussion?

19) How does teacher facilitate and guide the student to learn in SCL?

20) How is the implementation of authentic assessment in SCL?
QUESTIONS FOR STUDENTS’ INTERVIEW

1) What does the teacher usually instruct to the students in the class

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asking in a group work how many members in a group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Asking to learn individually</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Asking to use and bring real media Give the example</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Asking to use book and worksheet only</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

2) What are your source of learning materials in the class?

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. ........................................................................................................</td>
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<td>b. ....................................................................................................................</td>
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<tr>
<td>c. ..................................................................................................................</td>
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</tbody>
</table>

3) Does your teacher ask you to bring your text, own writing, or your poster as the source of discussions, explain?

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>a. ........................................................................................................</td>
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<tr>
<td>c. ..................................................................................................................</td>
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</tbody>
</table>

4) The teacher teaches some speaking skills, then what the students do?

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</thead>
<tbody>
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<td>a. ........................................................................................................</td>
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<td></td>
</tr>
<tr>
<td>b. ....................................................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ..................................................................................................................</td>
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</tr>
</tbody>
</table>

5) What do the teacher usually do during learning process?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher becomes the member of group discussion and guides students</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. The teacher becomes the facilitator in learning activities</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. The teacher only give and explain the materil all the time and finished by an assignent</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. The teacher manage the class, and students just listen and pay attention</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
APPENDIX 2. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Al Irsyad Surakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1
Materi Pokok : Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin.
Alokasi Waktu : 2 x 40 menit (2 JP)

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pertemuan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya: terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</td>
</tr>
<tr>
<td>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</td>
<td>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</td>
</tr>
<tr>
<td>2.1.1 commit to user</td>
<td>2.1.1 memperhatikan dengan baik dan seksama materi pembelajaran yang disampaikan oleh guru</td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran

Pesan dok:

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.

2. Mengingat dan memerhatikan dengan baik dan seksama materi pembelajaran yang disampaikan oleh guru.

3. Menunjukkan sikap sopan dalam interaksinya dengan teman dan guru.

4. Menunjukkan sikap peduli dan membantu teman apabila mengalami kesulitan.

5. Melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya.

6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3.6.1 Melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya.

4.7.1 Terampil menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Peserta didik:

1.1.1.1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.

1.1.2.1. Serius dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.

2.1.1.1. Memperhatikan dengan baik dan seksama materi pembelajaran yang disampaikan oleh guru.

2.1.2.1. Menunjukkan sikap sopan dalam interaksinya dengan teman dan guru.

2.1.3.1. Menunjukkan sikap peduli dan membantu teman apabila mengalami kesulitan.

3.6.1.1. Melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya.

4.7.1.1. Terampil menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
D. Materi Pembelajaran

1. Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin

2. Fungsi sosial
Menyatakan tindakan/kejadian yang merupakan rutinitas dalam menjaga hubungan interpersonal dengan guru dan teman

3. Struktur teks
Tindakan/kejadian yang dilakukan/terjadi secara rutin
   a. I wake up at five every morning. Do you?
   - No, I don’t.
   I wake up at four.
   b. Do you have breakfast before school?
   - Yes, I do.
   Mom doesn’t prepare breakfast for us.
   We prepare it ourselves.
   c. How often do you have English at school?
   - We have it twice a week.
   d. Who teaches you English?
   - Mrs Anna does.

4. Unsur kebahasaan
Ucapan, tekanan kata, intonasi, kosakata (action verbs: go, do, teach, prepare, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (Simple Present tense)

5. Simple Present Tense
Pattern :
(+ ) Subject + is, am, are + Complement 
Ex : She is a teacher
(-) Subject + is, am, are + not + Complement 
Ex : She is not a teacher
(?) is, am, are + Subject + Complement?
Ex : Is she a teacher
Note : we use “is” if the subject is singular : He, she, It
We use “are” if the subject is plural : they, we, you
We use “am” if the subject is “I”
(+ ) Subject + Verb 1/es + Object
Ex : The bird has two wings
(-) Subject + do + not + Verb 1 + Object
   does+not+Verb 1
Ex : The bird does not have four legs
(?) Do + Subject + Verb 1+ Object?
Does
Ex : Does the bird have two wings?
Note :
- We use Verb 1 if the subject is plural : They, we, I, You
- We use verb s/es if the subject is singular : she, he, it

6. The use of Simple Present tense

To express the habit (untuk mengungkapkan kebiasaan)
Ex :
I usually get up at five in the morning
Pussy, my lovely pet likes to sleep on sofa

E. Media Pembelajaran:
Gambar – gambar terkait materi
Things around us.

F. Sumber Belajar
Buku “When English Rings a Bell” grade VIII page 70-75
Dictionary

G. Langkah – langkah Pembelajaran
a. Pendahuluan (10 menit)
1) Guru mengucapkan salam dan berdoa.
2) Guru memeriksa kehadiran peserta didik.
3) Guru memberikan motivasi dan apersepsi.
4) Guru menginformasikan tujuan pembelajaran.

b. Kegiatan Inti (60 menit)
6) Mengamati
   c. Peserta didik mengamati slide power point terkait daily activities yang disediakan guru.
   d. Peserta didik menyebutkan beberapa contoh daily activities dari slide yang telah ditampilkan.

7) Menanya
   Dengan bimbingan guru, peserta didik merumuskan pertanyaan tentang bagaimana menyatakan kegiatan sehari-hari.

8) Mencoba/Mengumpulkan Data atau Informasi
d. Secara berkelompok, peserta didik mencari berbagai contoh aktivitas sehari-hari yang ditentukan berdasarkan macam hari sesuai dengan bimbingan guru.

e. Peserta didik menyusun dan mengurutkan kegiatan sehari-hari yang telah didapatkan dengan bantuan flash card yang disediakan guru.

f. Peserta didik bertukar informasi dengan kelompok lain untuk menemukan berbagai bentuk kegiatan sehari-hari lainnya dari hasil diskusi.

9) Mengasosiasi/Menganalisis Data atau Informasi
   Peserta didik membetulkan kesalahan gramatikal dalam penggunaan simple present tense dari ungkapan daily activity

10) Mengomunikasikan
   c. Setiap kelompok mempresentasikan hasil diskusi temuannya
   d. Peserta didik menerima umpan balik dan/atau penguatan dari guru

11) Penutup (10 menit)
   a. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
   b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
   c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
   d. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
   e. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Penilaian Hasil Pembelajaran
1. Kompetensi Sikap Spiritual
   a. Teknik Penilaian : Observasi dan Penilaian Diri
   b. Bentuk Instrumen : Lembar Observasi dan Lembar Penilaian Diri
   c. Kisi-kisi :

<table>
<thead>
<tr>
<th>No.</th>
<th>Butir Nilai</th>
<th>Indikator</th>
<th>Jumlah Butir Instrumen</th>
</tr>
</thead>
</table>

commit to user
1. Bersyukur
   - Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
   - Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris
   - JUMLAH

2. Kompetensi Sikap Sosial
   a. Teknik Penilaian: Observasi dan Penilaian Diri
   b. Bentuk Instrumen: Lembar observasi dan Lembar Penilaian Diri
   c. Kisi-kisi:

<table>
<thead>
<tr>
<th>No.</th>
<th>Butir Nilai</th>
<th>Indikator</th>
<th>Jumlah Butir Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Santun</td>
<td>Bersikap sopan dalam interaksinya kepada teman dan guru</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengajukan pertanyaan dan mengutarak pendapat sesuai dengan aturan berbahasa secara santun</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Peduli</td>
<td>Membantu kerja kelompoknya tanpa harus disuruh apabila menemui kelompoknya dalam kesusahan</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menunjukkan kepedulian apabila ada teman yang belum paham terkait materi dan berusaha membantunya</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menyampaikan hasil pekerjaan individu atau kelompok dengan rasa penuh kepedulian</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jumlah</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Kompetensi Pengetahuan
   a. Teknik Penilaian: Tes tertulis
   b. Bentuk Instrumen: Melengkapi dan benar/salah
   c. Kisi-kisi:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Jumlah Butir Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disajikan kalimat rumpang yang harus dilengkapi dengan kata kerja (verb 1) yang sesuai</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Disajikan kalimat dengan tema kegiatan sehari-hari</td>
<td>10</td>
</tr>
</tbody>
</table>
d. Petunjuk Penentuan Skor:

\[
\text{Nilai} = \text{Jumlah benar} \times 5 = 100
\]

4. Keterampilan

a. Teknik Penilaian : Praktik berbicara
b. Bentuk Instrumen : Tes keterampilan berbicara
c. Petunjuk Penentuan Skor:

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Dinilai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kelancaran (fluency)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pengucapan (pronunciation)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Intonasi (intonation)</td>
<td></td>
</tr>
</tbody>
</table>

**Rubrik Penilaian**

**A. Knowledge**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspek yang dinilai</th>
<th>Kriteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kelancaran (fluency)</td>
<td>Sangat lancar</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lancar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cukup lancar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kurang lancar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tidak lancar</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Pengucapan (pronunciation)</td>
<td>Hampir sempurna</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada kesalahan tapi tidak mengganggu makna</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
<td>3</td>
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<td></td>
<td>Banyak kesalahan dan mengganggu makna</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terlalu banyak kesalahan sehingga sulit untuk dipahami</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Intonasi (intonation)</td>
<td>Hampir sempurna</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada kesalahan tapi tidak mengganggu makna</td>
<td>4</td>
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<td></td>
<td>Ada beberapa kesalahan dan mengganggu makna</td>
<td>3</td>
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<td></td>
<td></td>
<td>Banyak kesalahan dan mengganggu makna</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terlalu banyak kesalahan sehingga sulit untuk dipahami</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX 3. SYLLABUS

SILABUS SMP AL IRSYAD SURAKARTA

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</td>
<td>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</td>
<td>Mengamati</td>
<td>KRITERIA PENILAIAN</td>
<td>8 JP</td>
<td>- Buku Teks wajib</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Struktur teks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa dituntut untuk mencantong kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa terbiasa atau sering mendengar dan menanyakan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td></td>
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<td>Sumber dari internet, seperti:</td>
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<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
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<td>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
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<td>- <a href="http://learnenglish.bri">http://learnenglish.bri</a></td>
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<td>yang benar dan sesuai konteks.</td>
<td><strong>Mom before I go to school; I clean the house and wash the dishes.</strong> dan semacamnya.</td>
<td>bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</td>
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<td>tishcouncil.org/en/</td>
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<tr>
<td><strong>Unsur kebahasaan</strong></td>
<td>1. Kata kerja dalam Simple Present Tense.</td>
<td>Menanya</td>
<td>Siswa mendengarkan dan menyaksikan banyak</td>
<td></td>
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<tr>
<td>2. Adverbia: <em>always, often, sometimes, never, usually, every</em> ...</td>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</td>
<td>Siswa mendengarkan dan menyaksikan banyak</td>
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<td>3. Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</td>
<td>Mengumpulkan Informasi</td>
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<td>4. Penggunaan nominal singular</td>
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<td>• Siswa mendengarkan dan menyaksikan banyak</td>
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<td></td>
<td>dan plural secara tepat, dengan atau tanpa <em>a</em>, <em>the</em>, <em>this</em>, <em>those</em>, <em>my</em>, <em>their</em>, dsb secara tepat dalam frasa nominal.</td>
<td>contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam Bahasa Inggris dari film, kaset, buku teks, dsb.</td>
<td>CARA PENILAIAN:</td>
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<td>(5) Ucapan, tekanan kata, intonasi.</td>
<td>• Siswa menirukan contoh contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</td>
<td>Kinerja (praktik)</td>
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<td>(6) Ejaan dan tanda baca</td>
<td>• Dengan bimbingan dan arahan guru, siswa</td>
<td>Simulasi dan/atau bermain peran (<em>role play</em>) dalam bentuk interaksi dengan menyerahkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</td>
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<td>(7) Tulisan tangan.</td>
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<td>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</td>
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**Topik**

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
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<td>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</td>
<td>untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas.</td>
<td>untuk menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>untuk menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
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</tbody>
</table>

- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri.
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<th>Kompetensi Dasar</th>
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<td>Mengasosiasi</td>
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<td>melaksanakan</td>
<td>Sumber belajar</td>
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<td>komunikasi, di dalam dan di luar kelas.</td>
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<td>Siswa membandingkan</td>
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<td>Penilaian diri:</td>
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<td>ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td></td>
<td>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, termasuk kemudahan dan kesulitannya.</td>
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<td>Siswa membandingkan</td>
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<td>Tes tertulis</td>
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<td>ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</td>
<td></td>
<td>Membaca dan menulis teks yang menuntut</td>
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<td>Kompetensi Dasar</td>
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<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</td>
<td>pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</td>
<td>Siswa menggunakan bahasa Inggris setiap kali menuliskan kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum; di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata,</td>
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<td>Kompetensi Dasar</td>
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<td>intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar serta tulisan yang jelas dan rapi.</td>
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<td>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menulisannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</td>
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</table>
| 3.2              | Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/terjadi | **Mengamati**  
- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan **KRITERIA PENILAIAN**  
- Tingkat ketercapaian fungsi sosial menyebutkan 8 JP |

- Buku Teks wajib  
- Keteladanan ucapan dan tindakan guru menggunakan setiap
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
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<tr>
<td>4.8 menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</td>
<td>berlangsung saat ini</td>
<td>warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</td>
<td>dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</td>
<td>dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</td>
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<tr>
<td>Fungsi sosial</td>
<td>Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
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<tr>
<td>Struktur teks</td>
<td>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping. , dan semacamnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
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<tr>
<td>Unsur kebahasaan</td>
<td>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continous</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
<td>Siswa dituntut untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
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<td></td>
<td></td>
<td>Menanya</td>
<td>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</td>
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<td>Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan kejadian yang sedang dilakukan/berlangsung saat ini.</td>
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<td>tense.</td>
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<td>(2) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitaranya</td>
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<td>(3) Kata kerja untuk keadaan: be, have, dalam Present Continuous Tense.</td>
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<td>(4) Adverbia: now</td>
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<td>(5) Kata ganti obyek: me, you, him, her, us, dst.</td>
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<td>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this,</td>
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<td>Mengumpulkan Informasi</td>
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<td>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan kejadian yang sedang dilakukan/berlangsung saat ini.</td>
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<td>those, my, their, dsb secara tepat dalam frasa nominal</td>
<td>sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</td>
<td>yang sedang dilakukan/berlangsung saat ini.</td>
<td>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan</td>
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<td>(7) Ucapan, tekanan kata, intonasi,</td>
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<tr>
<td>(8) Ejaan dan tanda baca</td>
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<td>(9) Tulisan tangan.</td>
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<td><strong>Topik</strong></td>
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<td>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</td>
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<tr>
<td>menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</td>
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<tr>
<td>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
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**Mengasosiasi**

- Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang

| Penilaian diri: |
|------------------|------------------|
| Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. |

<p>| Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. |
| Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
<tr>
<td>sedang dilakukan/berlangsung saat ini, yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</td>
<td>menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</td>
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<td>siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</td>
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</table>

**Sumber Belajar**

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<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
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<tbody>
<tr>
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<td></td>
<td>Mengkomunikasikan</td>
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<td>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</td>
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<td>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</td>
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<td>• Siswa membicarakan permasalahan yang dialami</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pokok/Materi Pembelajaran</td>
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<td>dalam menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menulis kannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</td>
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