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

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

Surakarta, January 2015

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