

DESIGNING A PROJECT OF USING LEARNER-CENTEREDNESS IN TEACHING ENGLISH AT SENIOR HIGH SCHOOLS IN MANOKWARI

Sukristiningsih

+6281344211898

Jurusan/Prodi. Pendidikan Bahasa FKIP UNIPA

Yansen M.I. Saragih

+628524401192

Jurusan Sastra Inggris Fakultas Sastra dan Budaya UNIPA

Abstract

Special Autonomy Law (UU OTSUS Provinsi Papua) Chapter XV; article 52, verse 2, confides the implementing of English as a second language in Papua (West Papua province and Papua province). However, some complexities are faced to implement English as a second language in Papua. The complexities are; the difficulty in teaching English at school, lack of motivation to study English by student, different level of student's English competence, and lack of good English teacher. This article aims to give contribution to solve the complexities above, especially in English teaching-learning process at senior high school level in Manokwari regency, west Papua province. The concept offered to solve the problems in teaching – learning English process is by using *Student Centered Learning* (SCL) concept. This concept is recommended by experts and suitable to be applied in senior high school level. There are some steps to implement SCL concept, they are; designing the project, implementing the design and evaluating the project. By implementing SCL concept, the teaching-learning English process in senior high school in Manokwari regency is expected to be useful for students and English teachers.

Keywords: *Teaching English, Student Centered Learning, and Senior High School*

Abstrak

Undang – undang Otonomi Khusus (UU OTSUS) No. 21 Pasal 52 butir 2 mengamanatkan penggunaan Bahasa Inggris sebagai bahasa kedua yang harus diimplementasikan di Tanah Papua (Provinsi Papua dan Papua Barat). Namun dalam pelaksanaannya sangat sulit diterapkan karena beberapa hambatan seperti kesulitan dalam pengajaran Bahasa Inggris di sekolah, kurangnya motivasi belajar dari siswa, beragamnya kecakapan Bahasa Inggris dari siswa, dan kurangnya guru Bahasa Inggris yang berkualitas. Tulisan ini bertujuan untuk menawarkan sumbangan pemikiran terkait dengan pola belajar mengajar Bahasa Inggris yang dapat diterapkan pada tingkat pendidikan menengah atas di Kabupaten Manokwari, Provinsi Papua Barat. Pendekatan yang ditawarkan adalah konsep *Student Centered Learning* (SCL). SCL adalah pendekatan yang sangat direkomendasikan oleh para ahli, karena bertumpu pada kreativitas dalam mengembangkan proses belajar mengajar dengan pola pendekatan yang berorientasi tidak hanya kepada siswa tapi juga kepada pengajarnya. Setidaknya ada tiga langkah penting yang ditawarkan melalui pendekatan *Student Centered Learning* (SCL),

yakni; mendisain proyek, menerapkan desain yang telah dibuat dan mengevaluasi proyek yang telah dilaksanakan. Dengan menerapkan tiga langkah dalam pendekatan SCL dengan tepat, maka proses belajar mengajar Bahasa Inggris di tingkat sekolah menengah atas diharapkan dapat lebih efektif dan bernali guna baik bagi siswa maupun guru yang menerapkannya.

Kata Kunci: pengajaran bahasa Inggris, pusat belajar siswa, dan Sekolah Menengah Atas

INTRODUCTION

Indonesian government set up a policy that English is one of the compulsory subjects for all high schools (juniors and seniors) students all over Indonesia. As in other subjects, English teachers have to follow the national curriculum which is usually called KTSP. That curriculum is a key or a very crucial element for the professional teachers.

Teaching English as a foreign language in this country or specifically teaching English as a second language in Papua based on Special Autonomy Law (UU OTSUS Povinsi Papua; BAB XV; Pendidikan dan Kebudayaan, Pasal 52, Butir 2 yaitu tentang ditetapkannya bahasa Inggris sebagai bahasa kedua di tanah Papua) is a heavy duty. It is because teachers have to face the phenomenon that teaching English as a second language in high schools, especially in West Papua, is a matter of fact of preparing their students to pass the national examination. It seems like the issue of developing ability in using English is ignorant. Moreover, in higher level, students are not only facing text books if they continue their study to university but also the application of using it at the work place if they do a certain job.

On the other hand, teachers face problems such as low motivation from students, diverse proficiencies, big classes, and in most parts of Indonesia there are insufficient professional English teachers for this level. Thus, time consuming in teaching this subject is becoming a big problem in facing varieties above. However, it does not mean that teachers are not finding solutions to overcome these situations. In fact, they have tried to solve those problems as much as they can.

By looking at that situations, actually, the big concern is to develop the process of teaching and learning English in West Papua, especially Manokwari, so that scheme for teaching English at high schools by using ‘Student Centered learning’ (SCL) is offered. This approach according to Sparrow, et al (2000, online) is the key pedagogy at university level and highly recommended by many experts. In addition, Barraket (2005, online) draws that SCL is a ‘principal implication of constructivist understandings for the way in which knowledge is produced by students’. Moreover, Gibbs in Sparrow, et al (2000, online) defines that this approach is not only ‘gives students greater autonomy and control over choice of subject matter, but also ‘learning methods and pace of study’. Furthermore, Burnard in O’neil and McMahon (2005, online) interpret the idea of SCL beside giving students space in choosing ‘what’ to study, it is also giving students exploration on ‘how’ and ‘why’ that topic is interesting to be studied.

This paper will present one of the examples of teaching English materials development and will focus on developing a creative English teaching material by looking at students’ interest without neglecting the curriculum.

BACKGROUND

The first year students of senior high schools in Manokwari are relevant to the beginners 2 level. The term used as beginner does not mean that those students have not brought the knowledge of English with them. In fact, they have learned it when they were in junior high school for 3 years plus some of

them attended English courses. Thus, some of them can be categorized into high English proficiency for their level. So that in presenting the materials, a teacher has to be sensitive. The teacher's role in this situation should be in the middle due to the teacher's duty which is transferring knowledge to their students. Most of them found this difficult, especially for those who are not really creative and active in the class.

In the real teaching time, all teaching methods are sometimes applied in presenting all English skills and sometimes needed in developing something that may help the delivery topics based on curriculum, but then teachers found out that they were run out of teaching time. As a result, teachers have to arrange extra hours to carry on the topics left over due to fulfillment of the national curriculum.

AIM OF THE PROJECT

This piece of study focuses on showing and motivating English teachers to develop a simple project for their English teaching materials based on SCL.

THE OBJECTIVES

The objectives of this study are:

1. Teachers are able to create their own creative teaching materials.
2. Teachers will become more sensitive to the situation of their English class.
3. Teachers are motivated to set up a SCL atmosphere in teaching and learning process.

THE PROJECT

This project design is divided into three stages in order to make the procedure easier in developing from one step to another. Those three stages are; how to design a project, how to implement the project, and evaluation.

STAGE ONE: HOW TO DESIGN A PROJECT?

In constructing a good teaching project, we will need a good preparation. On this stage, teachers have to understand first the curriculum, the materials or sources or books, and their students. To make the delivery session of the materials interesting, teachers need to be able to make a connection to the real life and environment due to the term useful. Those are the aspects of validity of the teaching materials. To support and enrich the data, teachers can also do some research about the teaching materials development and the development of creative teaching in foreign or second language.

When the preparation is done, we can move to the next step which is the way of conducting the data collection. Before the data collection is carrying out, it is important to frame some questions. Those questions aim to guide us to select the information that really needed in this project.

On this issue, the questions can be focused on to the teaching technique as follow;

1. Does the latest technique or strategy in teaching English work out or not? If we found out that it seems like did not satisfy enough and needed to be changed. What kind of technique or strategy is suitable for this situation?
2. How does the technique or strategy apply in the class?

Once the research questions set up, we can see that on this case what we need is the information on the latest technique(s) used in teaching English and need to be really understood about the current situation. From the understanding of the situation, there will be further step which is selecting a suitable new teaching technique(s) and the way of applying the new technique(s).

The next step is conducting need analysis. According to Nunan (1988), need analysis is to justify on what kind of data need to be collected, when it should be collected, by whom, through what means and what the purpose. Moreover, he summarizes that need analysis is ‘a set of procedures for specifying parameters of a source of a study’.

Furthermore, Robert, et al (1992) in their study indicates that student-centred approach in International Language Teaching (ILT) is based on understanding students’ aspirations and perceptions as learners. Similarly, Tudor (1996) says that a learner-centred approach is when language teaching is more responsive to the needs of learners. In general, it can be summarized that this approach is applied by knowing the needs of the learners.

There are many benefit can be gained from this approach. It is because;

- This approach accepts the diversity among the learners, learning contexts, and learning goals.
- This approach opens to any sources, within or outside language teaching, providing better understanding and more effective teaching and learning.

Thus, I conclude that this approach matches with the situation of teaching and learning English in West Papua, especially Manokwari. It is because this teaching technique gives the learners more time to gain any things they want to earn from this subject. In addition, teachers do not need to present or give everything in the class, but then to come to the level of achievement, teachers need to be creative in providing suitable activities for students to learn at outside the class, with the intention that teachers can maximize the limited time allocated by curriculum.

Before applying the technique, curriculum development based on this approach is needed. Consequently, preliminary data is considered necessary. The data may include some biographical information such as language proficiency, age, gender, educational background, etc (Nunan, 1988). To gain the needed information, questionnaires can be used on this stage as can be seen on appendix.

As a basis for the learner-centered approach, teachers can identify students’ needs in learning English through the questionnaire that they filled in. from there, teachers can identify numbers of students interested in learning skills of English (listening, speaking, reading, and writing). Teachers also can get information about how do they like in learning English, why do they want to learn English, and so on. These kinds of information are really needed because every person has their own style in studying.

Apart from these, teachers have to organize the next step because changing the curriculum is impossible, so that they can find a way to fulfill the national curriculum in teaching English and also can accommodate the learners’ needs. On this part, teachers should be able to make a connection between the curriculum and the approach will be used. To starting with, teachers can collect activities as much as possible and create interesting activities for the class. Before bringing the activities into the class, it is better to have such discussion with colleagues in order to gain inputs or comments. Based on their inputs and comments, teachers may do the selection of suitable activities for their students’.

STAGE TWO: HOW TO IMPLEMENT THE DESIGN?

This part is stage at which a programmove from being a written text to be a ‘performance’ and teachers’ role is to present, to demonstrate, to organize group activity, to answer students’ questions and give them more information (Boomer, 1992).

As decided from the beginning that the approach of student-centered will be applied in the real class without changing any part of the curriculum, teachers need to make lists of things will be done. The followings may help to prepare the class:

- a. Managing the time property;
 - How many meetings in a week?
 - How many hours per meeting?
 - For how many meeting should the topic be discussed based on the National Curriculum?
- b. Supporting materials from other sources;
 - Are the extra materials suitable with the topic?
 - Are they suitable with the level of the students?
 - Are they suitable with their needs?
 - Are they attractive enough to the students?
 - Will they useful for them in doing their final exam later on?
 - Will students give more response?
- c. Selecting the activities;
 - Should we give them games in some topics? If so, what kind of game is suitable with it?
 - How will the students do their work? Is it individually, in pairs or in groups? If it is in groups, how big the group is.
 - What kind of activity should be done in the class? Besides explanations, will they do some exercises, task discussion, small debate, or small project?
 - What should students do at outside the class? Is it reading, translating, writing short stories, writing journals, vocabulary building activity, listening or practicing short dialogues?

As mentioned above that there is beneficiary in applying the learner-centered approach. Looking at the beneficiary from teachers’ sides, teaches can use many sources such as television program, magazine, newspaper, internet, journal, book, and other sources to enrich both teachers’ and students’ information and knowledge. Moreover, for students doing this approach are free to increase their English skills and enhance themselves with more information through English.

The following is the example of teaching grammar with Simple Present Tense as the topic: (a) As an ice breaking, teachers can start by giving some simple sentences using Simple Present Tense as examples; (b) The activity can be followed by asking three or four students to develop a simple sentence using the Simple Present Tense; (c) On this stage, teachers can add the sentence with the time marker for frequent, gradual, or constant activity; (d) Teachers also need to give extra focus on subjects in this case is the singular pronouns; (f) When teachers get the message that students are ready to study the tenses then give them the explanation such as how to use the tense, when to use it, how to identify it in the text, how to change from one subject to another, for example; I, She, Mathew, John, Tom, etc; (g) After the explanation session, teachers have to have time for students’ questions and the moment will appeared right after every session in order to not only create a good relation between teachers and students but also to understand the process of learning; (h) Tasks and exercises also need to be given such as class is divided into groups and they need to arrange a jumble short

about a daily activity from breakfast to dinner; (i) In giving such activity, teachers need to consider the familiar topics for the students so that they are eager to do it; (j) Teachers need to check students' understanding on every activity especially before it starts; and (k) Students can bring assignment home as individual work but not always. It can be as a small project that can be done as a group so that they will not get bored with the assignments given.

For other skill base learning, teachers can create their own base on their needs and situation.

The following is an example of a group work assignment:

In creating a group project or assignment, on the first stage, class is divided into groups. For this activity, class is divided into small group. The group is set up into skill base which are reading group, writing group, speaking group, and listening group. However, before the groups are settled, each student should know the area of the skills interest (reading, writing, speaking, and listening). By knowing students' interest, teacher can easily suite the class into the group. The project is a small presentation project which can present one of the four skills and the topic is free due to develop students' confident in their area of English knowledge and level. This project can be done in one or two weeks-time depends on the situation.

On the presentation process, each group will come up with their topics. During the presentation period, any student does not allow to ask or give comment. However, other students from different groups can give their comment or input or question to the presenter group at the end of the session. This intends to give opportunity to others to learn from classmates. The teachers' role here is an observer, but s/he need to be ready to give further explanation if necessary. So that to carry out this approach, not only a creative teacher is needed, but also a love reading and learning character of teachers are required.

Stage Three: Evaluation

To find out a work has been achieved or not is necessary. It can be done by doing an evaluation on both teachers' and students' sides. As boomer (1992) claims that to complete a work, teachers need to carry out an evaluation which can be done by doing a discussion or an informal reflection. Thus, teachers can get a feedback from the students in order to reflect to the aim(s), objective(s), teaching technique(s), and teaching material(s) weather the work is fully success, success with changing, or not success. In addition, to evaluate students, Bowen et al (1985, 356) emphasizes that using diverse techniques is advised such as 'homework assignment, in-class exercises, reports, projects, team activities, and class discussion or participation'.

In conducting an evaluation, teachers can do a simple thing such as making a list of some questions as can be seen bellow:

I. About the starting point:

- Did the new approach suit students' situation?
- Could teacher make a link between the new strategy and curriculum?
- What was going to happen with the students when it has been applied?
- Would the outcome of these were good or bad?
- Would this approach expected by other fellow teachers?
- Would the institution accept this approach?

II.1. About the implementation:

- Did the students follow the new system easier than the latest one?
 - Did the new strategy help the students in learning English?
 - Did it make them help the students in learning that language?
 - Did it help teachers in managing the teaching time?
 - Did students make a change in doing their tasks or assignments?
 - Was it a good change or bad change?
 - If they make a bad effort then teachers need to make an improvement for next time. It also can be a change in a way of developing the materials or in delivery the materials. In which part should be improved or changed?
 - Was the new strategy useful?
2. About skills and knowledge acquired:
- Can the learners improve their understanding of English?
 - Can they communicate with their teachers and friends by using English according to their level?
 - Can they understand the written instructions given?
 - Can they answer the questions properly?
 - Can they express their ideas in class or in study group by using English?
 - Can they use their knowledge of what they have learnt at school in the real situation?
 - In learning structure, can they make any transform from one tense to other tenses?
 - Is teacher giving opportunities to the students to critique the teacher?

III. About the evaluation:

- Is the new approach helping the teacher to become a more effective and professional high schools English teacher in Manokwari?
- Is it helping the students to become more active and effective learners in learning English?
- Is there any other strategy can be used to improve the teaching and learning processes of English in high schools in Manokwari?

To answer those questions above, there are some strategies that teachers can follow:

- Make an observation informally when the students study at outside the class (study group or in pairs).
- Observe formally and informally the language that they use in or outside the class, whether they continue in using English or not.
- Observe formally and informally their behavior during and after the class.
- Make some tape-record the class' interaction when they do task or discussion in pairs or in a small groups, and discuss it with other teachers or colleagues.
- Asks other teacher or colleagues to evaluate the teaching process and asks some feedback after that.
- Make a comparison between the own strategies and others.
- Observe whether the students do their tasks or assignment seriously or not.
- Asks them to evaluate the way of teaching.
- Asks them for some suggestions of other activities that they would like to do and asks them

to give their reasons.

- Formally evaluate the result by grading their works, tasks, assignments or by giving them a formal exam.
- Need to discuss this to other teachers or colleagues to seek critiques, inputs, corrections, comments and suggestions to make an improvement in the way of teaching.
- Once or twice teacher need to make an evaluation on students' speaking ability by doing interview.

In addition, conducting class evaluation can also be done by using a chart in order to illustrate teachers' principles on 'how language is learned' (Orr, 1999:181). Orr set a very simple chart to equip teachers in doing their evaluation that every teacher can understand easily in evaluating their teaching and learning process as follows;

Chard 1. Evaluation Chard

Language Learning Paradigm	What Occurs in the Classroom	Evaluation Paradigm

CONCLUSION

This paper intends to assist high schools English teachers in facing varieties problems that lead to a main crisis which is the limitation of teaching time. Thus, learner-centeredness approach is offered to change the latest approach used. In applying this approach, the national curriculum does not need to be changed but the modification of teaching techniques needs to be varied. With the limitation of teaching time, this approach aims to allow students to study without burden and help them to become more active and effective by both teachers and students sides and can be expanded out of Manokwari City in the future.

REFERENCES

- Barraket, Jo. 2005. 'Teaching Research Method Using a Student-Centred Approach? Critical Reflection on Practice', Retrieve: March 12, 2009, http://jutlp.uow.edu.au/2005_v02_i02/barraket004.html
- Boomer, Grath. 1992. Chapter 3 'Curriculum composing and evaluating: an invitation to action research', In Negotiating the Curriculum: education for the 21st century, Edited by G Boomer, N Lester: C Onore and J Cook, London: the Falmer Press, page 32 – 45.
- Bowen et al., 1988. Chapter 2 'Points of Departure", In Defining Syllabus Design, Oxford: Oxford University Press, page 10 – 20.
- Nunan, David. 1988. Chapter 2 'Points of departure", In Defining Syllabus Design, Oxford: Oxford University Press, page 10 -20.
- Nunan, David. 1988. Chapter 4 'Pre-course planning procedures', In The learner Centred Curriculum, Cambrige: Cambridge University Press, page 42 – 53.

O’Neil, Geraldine and McMahon, Tim .2005. ‘Student-Centred Learning: What does it mean for students and lecturers?’, Retrieve: March 12, 2009, http://www.aishe.org/readings/2005-1/oneil-mcmahon-Tues_19th_Oct_SCL.htm

Orr, Janet K. 1999. Chapter 8 ‘Evaluating Language Performance’, In Growing Up with English, Edited by Melvia A. Hasman, Washington: Materials Branch, Office of English language Programs, United States Department of State, page 180 – 186.

