

EFL JUNIOR HIGH SCHOOL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF STUDENT-CENTERED LEARNING MODELS IN THE ENGLISH LESSON BASED ON THE 2013 CURRICULUM

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ABSTRAK

Penelitian ini bertujuan untuk meneliti persepsi Guru Bahasa Inggris Sekolah menengah Pertama dalam penerapan model pendekatan pembelajaran yang berpusat pada siswa di dalam pelajaran Bahasa Inggris berdasarkan Kurikulum 2013. Penelitian ini menggunakan desain penelitian kuantitatif dengan survei. Sampel pada penelitian ini adalah seluruh Guru Bahasa Inggris Sekolah Menengah Pertama pada 11 sekolah di Kota Tabanan, berjumlah 21 Guru. Data dikumpulkan dengan menggunakan kuisioner, dimana penelitian ini bersifat tertutup dan dianalisis dengan deskriptif. Kuisioner menggunakan skala likert lima poin untuk menilai tingkat respons dari pernyataan, yaitu; 1(sangat tidak setuju), 2 (tidak setuju), 3(netral), 4(setuju), 5(sangat setuju). Hasil penelitian ini memperlihatkan bahwa banyak Guru Bahasa Inggris di Tabanan memberikan respon positif.

ABSTRACT

This study aimed to investigate EFL Junior High School Teachers' Perception of the Implementation of Student-Centered Learning Models in the English Lesson based on the 2013 Curriculum. A quantitative research design was used for this study, which included a survey. The sample of this study are all of EFL Junior High School Teachers in 11 schools in Tabanan city, a total of 21 teachers. The data were gathered by questionnaire for this close-ended study and, they were analyzed descriptively. The questionnaire used a five-point Likert scale to measure the level of response from the statements, namely; 1 (Strongly disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly agree). The result showed that a lot of Teachers in Tabanan give positive responses.

1. Introduction

In this era, the education has an important position in our environment. Everything of education is important, especially in teaching English. English is vital in the world as an International language. In fact, English is differently used in every country as their first language, second language or foreign language. English as being an important subject that must be teach in schools. English is a critical important aspect of all constructing communication with all countries. This policy allows government to make good quality of education, especially in teaching English. Well, the skill of English has a priority in life.

English as a foreign language is not often used in the classroom. In this case, the Indonesian students are usually speaking Indonesian language or their mother language and the students used it while English learning. This condition give affects for Indonesian student's mastery. The Indonesian students have lack of understanding about English and students' mastery is unsatisfied. The poor performance is affection from the factors; students' characteristics, teacher and English aspects.

According to the class situation on the classroom, the students are more passive than active and bshful while perform. Based on the performing, some of students doesn't look to participate in the class although the teacher give a time to participate. The learning practices that students typically employ are what led to this condition. They only do writing and note-taking in the learning process. This is the results of the teacher centered approach to learning and teaching

Teachers play an important role of the process in the class, especially in English teaching. In fact, teacher qualification also supports the students in learning process. The strategy used by teacher in teaching English -will give effect to the student in develop the knowledge. As a teacher could be a good leader in the classroom if planning the communication to show the actual language used students. In this case, teacher should develop the quality of education for students. The attention of that, teacher settings refer to the teaching method in English lesson. The Introduction of English in High schools is a principal part in which must do a good delivery to the students. However, there are a number of problems with this action appear. This situation concerns should be directed to the teacher quality as the key factor in the classroom. As known, most of English Teachers are teach students according what they know and tend to use teachers centered instead of students centered in classroom, in which teachers are the main source in English language learning.

Realizing that English is an International language, the Indonesian government decides that English one of the required subjects from junior high school to University. The Education will be a good foundation for every country. A good foundation of education that come from how the approach that applied in every school. In generally, Indonesian government gives authority to all schools to design, implement, and evaluate their own curriculum. This is known as Kurikulum 2013. The curriculum 2013 is developed using competency-based curriculum. Furthermore, Curriculum 2013 also to implement curriculum with competency as base of the course to up the process interactively in students experience of learning and aid them to evolve their potential (Quillen,2001). Based on that statement, curriculum 2013 is the important thing for the potential of education in Indonesia. The power in development of educational is already make by Indonesian government. In this case, Indonesian government set national standards for education in the curriculum.

In this study, there is a research problem that is formulated to be discussed in this study, What is EFL Junior High School teachers' perception on the use of Student-Centered learning Model in the English lesson?

2. Method

This study will be conducted in Junior High School in Tabanan regency, academic year 2019/2020. This study purposed to conduct in SMP N 1 Tabanan, SMP N 2 Tabanan, SMP N 3 Tabanan, SMP N 1 Kerambitan, SMP N 2 Kerambitan, SMP N 1 Selemadeg, SMP N 1 Selemadeg Timur, SMP N 2 Selemadeg Timur, SMP N 3 Selemadeg Timur, SMP N 1 Penebel, and SMP N 3 Penebel as the population. As the sample of this study is English teacher of Junior High School in Tabanan regency.

This study was conducted in quantitative research design in which one survey was used as a method to collecting the data. Survey research design is used to investigate variables such as opinions, perceptions attitudes, achievement, and motivation. In this study focus on the teachers'perception on the implementation of Student-centered learning model. The population of this study are all English teachers of Junior High School in Tabanan. There are 11 schools involded in this study. There are 24 teachers from the 11 schools. This study used schools purposeful sampling procedure. Based on the interview, all of teachers used Student-centered learning which in the 2013 curriculum.

All of the Junior High School English teachers in Tabanan regency throughout the academic year 2019–2020 comprise the study's population. In this investigation, 11 schools are included. From the 11 schools, there are 24 teachers. For this study, a systematic sampling method was applied in schools. All 24 instructors from the 11 schools answered.

In this research, the data will collect with non-test technique by using instrument of questionnaire. The questionnaire will used to close-ended statement for the teacher. To know EFL teachers' Junior High School perception about implementing of student-centered learning models in the English lesson. A Five-point likert scale will be used to measure the level of response from the statements, namely: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). Moreover, research's respondent of this research will assign to give response for the item by giving check mark ($\sqrt{\quad}$). The questionnaire used English, because this research setting to give the English Teachers.

In this sttudy, the data was collected with non-test technique by using instrument of questionnaire. The questionnaire was used close-ended statement for the teacher to know EFL teachers' Junior High School perception about implementing of student-centered learning models in the English Lesson. A five-point likert scale used to measure the level of response from the statements, namely; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). The questionnaire was adopted from Jony article with the statements total of questionnaire were 17 items. There are five dimensions that used to the questionnaire, they are; planning, material, structure, assessment, and student preferences.

Data analysis is a process of collecting data to get an usefull information and transforming the result of the data into conclusion. In this study, the analysis of the data measured in term of data. The steps of the data analysis of quantitative research based on Creswell (2009).

3. Finding and Discussion

In this section, it explains about the finding of the study. This reasearch is survey reasearch used a quantitative with non-experimental design. The data were analyzed by using descriptive statistics. The researcher used a questionnaire as the instrument in collecting data. The questionnaire consisted of 17 items that was adopt from a study by Jony (2016) and the items with 5 scales as the rate. The instrument used to investigate EFL Junior High School Teachers' Perception on The Implementation of Student-Centered Learning Models in The English Lesson based on curriculum 2013. After the data colected, All values of each item were calculated with Excel and converted into percentages.

In this section explain about the result of the data. It was used to answer the research question to assess EFL Junior High School teachers' perception on the Implementation of Student-Centered Learning Models in the English Lesson based on curriculum 2013. The questionnaire consisted of five aspects (5) which that influenced with on EFL teachers' perception on the implementation of student-centered learning by Kilic (2010) cited in Jony (2016). The five aspects were planning, material, structure, assessment, and students' preferences. The questionnaire result of EFL Junior High School teachers' perception on the implementation of student-centered learning models presented in the table below.

Table 4.1 Percentage of EFL Junior High School Teachers' Perception on The Implementation of Student-Centered Learning Models

Aspect	Number of Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Planning	2	33.33 %	62.50%	0.00 %	4.17%	0.00%
	13	37.50%	58.33%	4.17%	0.00%	0.00%
	15	25.00%	70.83%	4.17%	0.00%	0.00%
	16	12.50%	45.83%	12.50%	20.83%	8.33%
	17	20.83%	75.00%	4.17%	0.00%	0.00%
Avarage of planning		25.83%	62.50%	5.00%	5.00%	1.67%
Material	7	29.17%	58.33%	12.50%	0.00%	0.00%
	12	54.17%	37.50%	8.33%	0.00%	0.00%
Avarage of material		41.67 %	37.50%	10.42%	0.00%	0.00%
Structure	1	54.17%	41.67%	4.17%	0.00%	0.00%
	4	41.67%	54.17%	4.17%	0.00%	0.00%
	14	25.00%	62.50%	12.50%	0.00%	0.00%

Avarage of structure		40.28%	52.78%	6.95%	0.00%	0.00%
Assessment	8	37.50%	54.17%	4.17%	4.17%	0.00%
	10	16.67%	66.67%	16.67%	0.00%	0.00%
Avarage of Assessment		27.09%	60.42%	10.42%	2.09%	0.00%
Student	3	20.83%	66.67%	12.50%	0.00%	0.00%
Preferences						
	5	12.50%	62.50%	12.50%	12.50%	0.00%
	6	20.83%	45.83%	16.67%	16.67%	0.00%
	9	20.83%	66.67%	12.50%	0.00%	0.00%
	11	37.50%	58.33%	0.00%	4.17%	0.00%
Avarage of student preferences		22.50%	60.00%	10.83%	6.67%	0.00%
The average result of all subject		31.47%	54.64%	8.72%	2.75%	0.33%

Based on table 4.1, it show that five aspects such as planning, material, structure, student preferences have different percentage score. In general, the highest percentage results from five aspects in the agree and strongly agree categories. From the table above, we can see that the highest percentage score for all items or subject was 54,64% in the 'agree category' and 31,47% in 'strongly agree category'. It means that positive response was dominat.

As we can see, for items 2,13,15,16 and 17 which that from the planning aspect, it can be conclude that the highest percentage score in the 'agree' category it was 62,50%. For items 12 and 7 which that from the material subject, it had the highest percentage score in the 'strongly agree' category which number 41,67%. It means that the highest percentage score of planning aspect, and material aspect were different in the category and percentage score. The items 1,4 and 14 in the structure aspec had a different the highest percentage score in the 'agree' category, it was 52,78%. Futhermore, for the items 8 and 10 in the assessment aspect also had a different the highest percentage score. It was 60,42% in the 'agree' category. This means that for the structure aspect and assessment aspect had the highest percentage in the 'agree' category.

The result of the data in this study, it was used to assess EFL Junior High School teachers' perception on the implementation of Student-centered Learning Models in the English Lesson based on the 2013 curriculum. The questionnaure consisted of five aspects which that influenced with on EFL teachers' perception on the implementation student-centered learning by Kilic (2010) cited in Jony (2016). The five aspect were planning, material, structure, assessment and, students' preferences. The questionnaire result of EFL Junior High teachers' perception on the implementation of student-centered learning models presented in the form of diagram.

The categorization of the mean score of EFL Junior High School teachers' perception based on the planning aspect that was calculated, it show that the mean score 20.62 in the very high category an it was in the interval (20≤25). it conducted with positive perspective. The percentages of each scales are presented in the form of a diagram below.

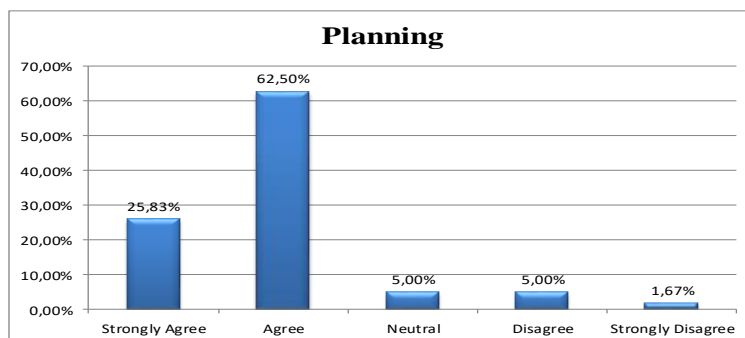


Diagram 4.1 EFL Junior High School Teachers' Perception on planning aspect

In the Planning aspect, there were 5 items that used in the questionnaire. Based on the diagram above show the percentage result of the questionnaire. It shows that the percentage total of the planning

aspect. Based on the result, the highest score is 62.50% in the 'agree category' and the lowest score is 1.67% in the 'strongly disagree category'. It is mean the majority of the teacher positively based on their planning to implement the Student-centered learning models. Moreover, there were some differences that found in the scales 'strongly agree', 'agree' and 'disagree' which that was choozen by the teachers. It was because the participants or teachers have a different point of view based on their perception which influenced from planning aspect.

The result of the mean score of the EFL Junior High School Teachers' perception based on the Material aspect was 8.62. In the categorization, the mean score in the high category or very positive qualification. It was in the interval ($8 \leq < 10$). The mean score was appropriated with positive perception. The percentages of each scale of the material aspect presented in the form diagram.

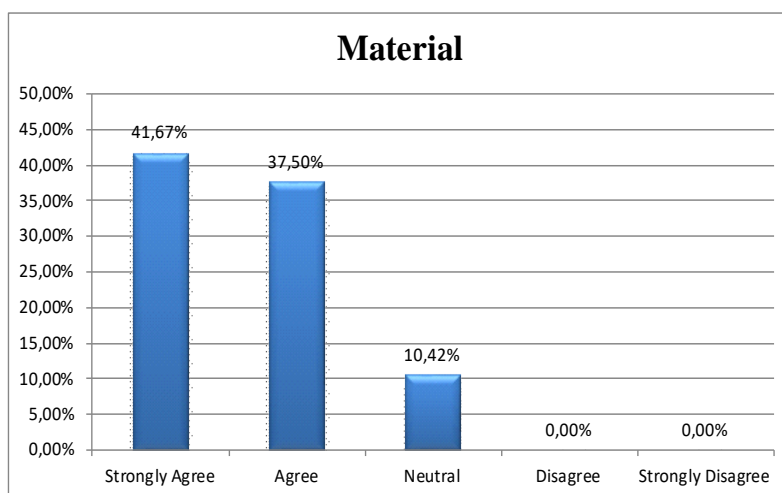


Diagram 4.2 EFL Junior High School Teachers' Perception on Material Aspect

In the material aspect there were 2 items that used. Based on the diagram of material aspect, it showed that the highest score in the 'strongly agree category', which the total score was 41.67%. For the lowest score was 10.42% in the 'neutral category'. Moreover, in the 'disagree category' and 'strongly agree category', it had same score which that 0.00%. It means that the majority of EFL Junior High School teachers implement the student-centered learning positively. However, there were neutral response from some teachers, it means that teachers give a positive perception and neutral perception of models' approach in material and EFL Junior High School teachers had different material on the implementation of student-centered learning.

In addition to planning and material aspect, there was structure aspect. The result of the mean score of EFL Junior High School Teachers perception based on the structure aspect was 13 which that in the high category or very positive qualification and it was in the interval ($12 \leq < 15$) in the categorization. It appropriated with the very positive perception. The percentages of each scale shown into the diagram based on the questionnaire result of the Structure aspect.

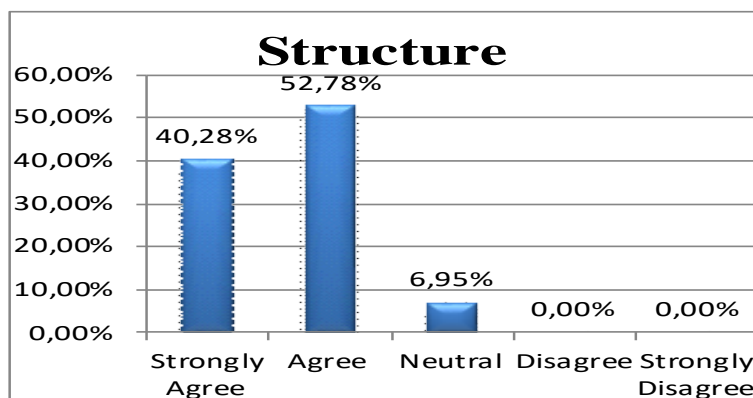


Diagram 4.3 EFL Junior High School Teachers' Perception on Structure Aspect

Based on the diagram form of structure aspect, it seen that the highest score in the 'agree category' with total score 52.78% and the lowest score in the 'neutral category' with the total score 6.95%. Moreover, in the 'disagree category' and 'strongly agree category' with total score 0.00%. It means that the majority of EFL Junior High School teachers in Structure aspect positively to implement the student-centered learning. There was also neutral response from some teachers. It means that the teachers give neutral perception on the implementation of student-centered learning based on the structure aspect. The teachers also give positive response.

In this study, assess about EFL Junior High School Teachers' Perception on the implementation of student-centered learning based on Assessment aspect. Assessment aspect is very important in the English lesson, because it can help the teachers easily to give a value. Based on the result of the mean score of EFL Junior High School Teachers' perception based on the Assessment aspect was 8.25. In the categorization, the mean score was in the very high category or very positive qualification. That was in the interval ($8 \leq < 10$). It was appropriated with very positive perspective.

The percentages of each scale based on the assessment aspect presented in the diagram. It shows about the result of the percentages of the questionnaire which the respondents give their responses or perception on the implementation of student-centered learning based on the assessment aspect.

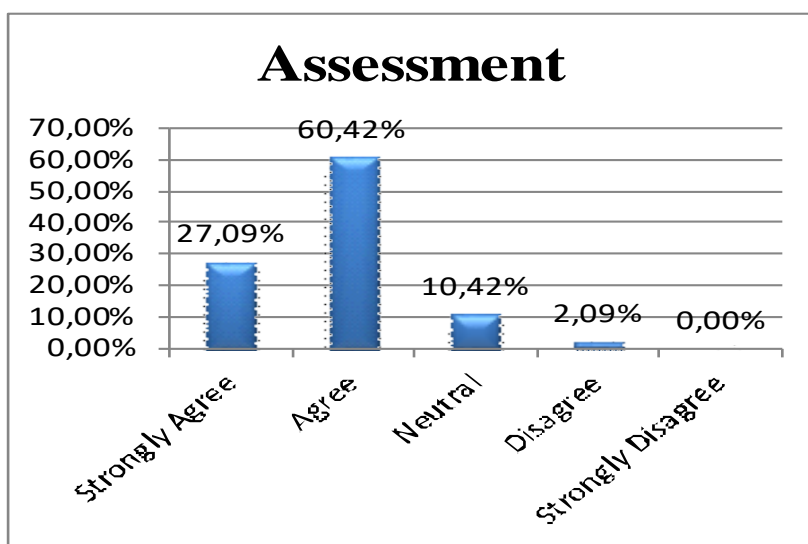


Diagram 4.4 EFL Junior High School Teachers' Perception on Assessment Aspect

There were 2 items which include in the assessment aspect. Based on the diagram of the percentage total of the assessment aspect, the highest score was 60.42% in the 'agree category' and the lowest score 2.09% in the 'disagree category'. From the result, it can be seen some teachers choose 'disagree category', but the majority of teachers choose 'agree category'.

It means that EFL Junior High School teachers on assessment aspect positively to implement the student-centered learning. However, there was still a negative response from some teachers. It means that the teachers give a positive and negative perception to Student-centered learning based on Assessment Aspect. It was because teachers have a different assessment aspect on the implementation of student-centered learning.

In the English lesson was especially on the implementation of student-centered learning, student-preferences as important thing which that to assess. It was because student-preferences show that good or not the used of the approach by the teachers.

The result of the mean score of EFL junior High School teachers' perception based on the Student-preferences aspect was 19.92 which in the high category. It was in the interval $(16.67 \leq < 20)$ and it was appropriate with the positive perception in qualification. The percentage result of the Student Preferences aspect presented in the form of diagram.

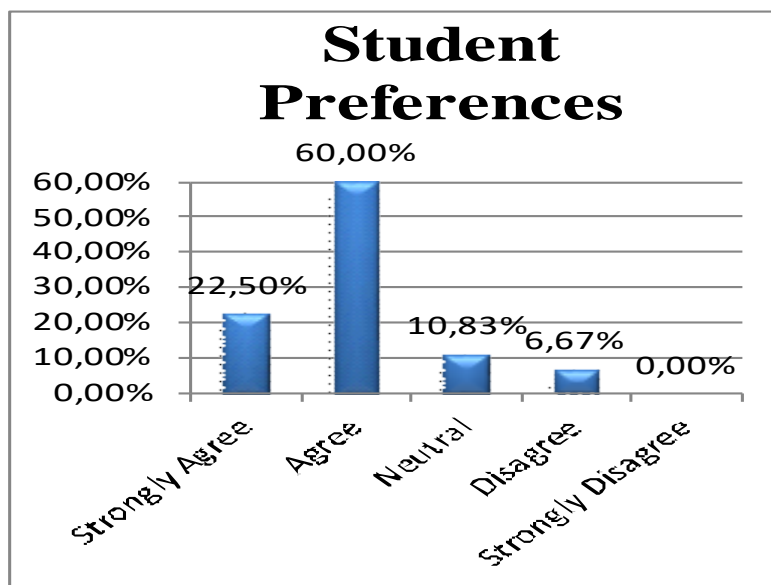


Diagram 4.5 EFL Junior High School Teachers' Perception based on Student Preferences Aspect

There were 5 items which include in the Student Preferences Aspect in the questionnaire. Based on the diagram show the percentage of each scale in detail. For the percentage total of Student Preferences aspect, the highest score in the 'agree category' with total score 60.00% and the lowest score in the 'disagree category' with total score 6.67%. Moreover, the diagram of the percentage also showed that the total of 'strongly agree category' was 22.50% and 'neutral category' with total score 10.83%. It means that a lot of teachers positively on the implementation of student-centered learning based on Student-Preferences aspect. However, a few of respondents who choose a negative response or disagree in the implementation of student-centered learning models as a Student Preferences. It was because different people have a different perception or point of view based on the Student Preferences.

Based on the data result which that presented and explained before in the findings, it shows that a lot of EFL Junior High School teachers give a positive perception on the Implementation of Student-centered learning models and it appropriate with the high mean score of the data result. A study from Jony (2016), also showed a positive response or perception about student-centered learning models. The result in that study showed the teachers choose to apply a student-centered learning which they believe that approach leads to improve student learning.

According to this study, the result of this study also same with the previous study, where the EFL Junior High School teachers have a positive response or positive perception to apply Student-centered learning model in the English lesson, because it helps the teachers in improving students' ability to learn the content. In this case, the teachers perceive that Student-centered learning increase the students to focus on retain their learning rather than their grades.

Moreover, EFL Junior High School teachers also perceive that student's variant preparation for the class. They gained stress reduction learning circumstances. From the result of the data, it showed that teachers perceive that course rules and objectives can supporting the student learning in the student-centered learning.

As the continuation of the previous study, it showed that a lot of EFL Junior High School teachers in Tabanan town perceive on the implementation of Student-Centered learning models in the English lesson positively. Based on their perception which related to the data result of this study, Student-Centered Learning can help the student to improve their learning and EFL junior High School teachers in teaching at the classroom. In this case, on the implementation of Student-centered learning also help the EFL Junior High School teachers to more preparing in their planning, material, structure, and assessment to make the learning process became different.

The result of this study appropriate that Student-Centered Learning can help EFL Junior High School teachers in Tabanan town to control and manage the learning process, besides that it also can help the teachers to improve their teaching process. Based on the result, the teacher's dominant gives a positive perception. However, there are some teachers give a negative perception to the Student-Centered Learning, based on the personal data clarification of the participants. It showed that, different person has different perception. This implied that in the future, other researchers can investigate this study to find out the reasons why the teachers perceive Student-Centered Learning negatively.

4. Conclusion

EFL teachers are important in teaching and learning process. They could be a good leader for the students. As a leader, teachers must have a good foundation. The foundation is an approach. In this case, the teachers in Indonesian used the 2013 curriculum as a basic in Teaching. Student-centered learning is one of the approach that used in teaching. Based on the data result, it can be concluded that EFL Junior High School teachers perception on the implementation of Student-Centered Learning models based on curriculum 2013 in Tabanan town give a positive response. Student-centered learning give a good benefits in the English Lesson. For the Students, student-centered learning is one of effective and helpful approach for increasing and improving students' content mastery in learning, especially in English. It can give the student prepare differently for the class and less stressful in learning. For the teacher, based on the result of the study that showed, EFL Junior High School teachers have positive response on applying Student-centered learning approach. It recommended for the teacher to apply Student-Centered Learning approach in teaching. It help the teachers to manage and control the class. In this study, used non-experimental design to get the result of EFL Junior High School teachers perception on the implementation of student-centered learning. The result of this study found that the teachers have positive response or perception on the implementation of Student-centered learning models in the English Lesson. The next study is recommended to conduct the study related to this study.

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