

**IMPLEMENTATION OF STUDENT-CENTERED LEARNING
APPROACH AND TEACHER-CENTERED LEARNING APPROACH
TOWARD MARITIME ENGLISH STUDENTS IN LANGUAGE
LABORATORY PRACTICES: AN ACTION RESEARCH**

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ABSTRACT

This research was conducted in an attempt to investigate teaching strategies concerning to both student-centered learning strategy and teacher-centered learning strategy. It is concerned toward teaching strategies implemented by the EFL lecturer, similarities and differences of teaching strategies applied, and problems encountered by the teachers in implementing the strategies.

The settings of this research were Yogyakarta Maritime Academy with Nautical Science students Academic year 2015/2016 as the object of the study. The subjects of this research was the author who taught Maritime English Subject. This research was designed as a qualitative-quantitative research. The data were collected through questionnaire, observation, and document study. Data were analyzed by using Williamson (2008) and Celce-Murcia(2001) EFL teaching strategies.

Based on the data analysis, this study identified some findings. Student-centered learning approach which uses back-chaining drill was different in the implementation with that of teacher-centered learning approach using direct instruction. Back-chaining drill left enthusiastic experiences for students in learning process. The problems which occurred were also different. In back-chaining mostly the problem was at the beginning of the activities and it led to enthusiastic and interesting material. However in direct instruction, it left monotonous activities.

Key words: student-centered learning approach, teacher-centered learning approach, language laboratory practices

INTRODUCTION

In higher national education system, developing student's potential skill to be faithful to God, knowledgeable, creative, skillful, independent, respectful, and democratic citizen is the target goal to achieve (Depdiknas,2003). Therefore, teaching and learning at college is the core to be implemented. Teaching and learning as an activity to reach instructional objectives needs a thoughtful planning.

Regarding the fact, It is needed to make kinds and procedures in teaching and learning activity so that it may have a functional value to reach the objectives.

Kunandar (2007) in his book states that the basic element in teaching and learning is the teacher or lecturer itself. Teacher or lecturer is a professional educator who has great responsibility in educating, teaching, supervising, directing, training, assessing, and evaluating learners (Depdiknas, 2005). Therefore, teacher/lecturer has to be able to create a comfortable and conducive class environment to make the students enjoy the class and learn the material at the same time. As a result, the goal of the learning can be achieved. Since students are various in characteristics and background, teacher/lecturer needs to be careful in choosing the right way to be implemented in order to help the students achieve the learning goal. Therefore, a carefully designed procedure is primary in teaching and learning activities. In other words, teacher/lecturer needs a certain strategy to reach a certain goal in teaching and learning. The strategy set by teacher/lecturer may be those of student-centered learning strategies or teacher-centered learning strategies. All the decisions are made by the teacher/lecturer.

In his book Richards, et al (1992) defines strategy as a set of procedures in learning, thinking, teaching, etc. that is used as a way to achieve a certain goal. Every individual has his or her own way to reach the goal that she or he set. That also happens to teacher/lecturer. A strategy used by one lecturer might be different with another lecturer. It depends on the needs of their students or the learning objectives that they want to achieve. Or it is also possible that the students are the same but the lecturer uses different way of strategy in teaching.

In maritime academy of Yogyakarta especially in Nautical Science study program the English subject taught by the lecturer is called Maritime English subject. Maritime English is breakdown by the *International Maritime Organization* (IMO). This subject is taught in sequence from the first semester up to the fourth semester. It is a type of English for Specific purposes since the terminologies are specifically based on Maritime-term based terminologies. Regarding the fact, the lecturer needed to make a design as well as planning before teaching so that the specific terms in which become the crucial goal could be achieved by each student. It relates to the statement of Orlich, et al (2010) who claim that deciding teaching strategy which should be applied in class involves a thoughtful design and planning. Therefore lecturer must design what strategy to teach, similarities and differences of the teaching strategies applied, at the end of teaching should recognize problems encountered by the lecturer in implementing the strategies. Those cycles could bring benefit input toward the lecturer mostly in giving feedback knowledge whether or not they have already used proper strategy in her teaching method. On the other hand it could be stated that deciding which approach and method that will be used as the basis for using a certain strategy is also important.

Celce-Murcia (2001) in their book state that nowadays in English as Foreign Language teaching (EFL), there have been some developments and changes of approaches and methods over the years. Many approaches and methods are available to be suited and used as the basic for teaching and learning in language class. The strategies rooted from those approaches and methods are abundantly varied. Lots of variations and techniques can be applied to reach the learning objectives. The learning objectives are the basic for the

decision of what approach, method, and strategy that is going to be used in the process of teaching and learning. Whereas Williamson (2008) also list some teaching strategies that can be used for teaching English as a foreign language.

As it is mentioned above that Nautical science study program at Yogyakarta Maritime Academy is intended to create or to produce skillful candidate of deck officers on board ship, therefore the lecturer should give them proper teaching approaches so that the objective of the study could be reached. Moreover It is reported nowadays if seafarers have many problems in expressing themselves in English as well as in using Maritime terminologies. On the contrary, to be a qualified seafarers they have to acquire English language communication skill in order they could meet the requirement from the shipping companies in the near future which are desperately seeking seafarers to run their vessels safely and efficiently. Regarding this communication problems, lecturer should highlight more their teaching design and planning to the effective use of communication design and planning such as the use of language laboratory to effectively boost students with their communication competence. In language laboratory practices, lecturer can set up the best approach to enhance student's competence in communication.

To cope with such communication problems, the lecturer intentionally implemented two different approaches for students in laboratory practices that are student-centered learning approach and teacher-centered learning approach. Student-centered learning approach is an approach which tends to give more time for students to build up their own understanding, competencies through the experienced teaching and learning process. Williamson (2008) state that in student-centered learning, students are the most active

participants and the main subject of learning. Therefore they have to be actively participating to their process of learning. Whereas teacher-centered learning will only place a lecturer or teacher as the source of learning input and lecturer is assumed to be the main role in the process of learning.

As a Maritime English lecturer in Maritime Academy of Yogyakarta, researcher finds problem in teaching maritime English vocabulary to lead students easily communicate in Maritime English context especially in using Standard Marine Communication Phrases (SMCP's). The researcher finds out that the student/cadet's vocabularies are poor. It can be seen from the following aspects: the low scores of cadet's test on vocabulary, the difficulties in pronouncing the words correctly and the difficulties in using Standard Marine Communication Phrases (SMCP's). The preliminary observation also reveals the possible causes of the problem above that the cadets attention and motivation is low, some of them are not aware how important it is to use Maritime English in their future either because they are not sure if they will pursue careers in this field or because they rely on their knowledge on general English, underestimating the role of maritime terminologies. Another difficulty of cadet is memorization of maritime vocabularies when they do not know the meaning of the words in their native language.

Regarding the above explanation, to teach students with their communication practices in laboratory class especially to introduce students with the basic maritime vocabulary which is more common with Standard Marine Communication Phrases (SMCP's), researcher used different approach of teaching both student-centered learning approach and teacher-centered learning approach to describe which approach is properly and suitably contribute to the ease of learning

especially in communication practices in language laboratory practices.

In teacher-centered learning approach, teachers/lecturers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information via lectures and direct instruction with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In this study, researcher used the direct instruction approach in term of teacher-centered learning approach which is given to the third semester Maritime English students as many as thirty students of Nautical science study program of academic year 2015/2016. Here researcher keep instructing the students by giving a model or examples then students follow the instruction and so on and so forth.

As it is claimed by Arends (1997) in Trianto (2009) that direct instruction is one model of teaching which is designed specifically to support learning process through declarative and procedural knowledge which is given step by step systematically by teacher. Therefore the role of teacher or lecturer is very important and could not be replaced by any other else. It means that students mostly rely on their lecturer instructions. Grasha (1996) states that teaching style in the teacher-centered learning is viewed as a particular pattern which more or less the preview can be seen as in the table below;

Table 1. Design in teacher-centered learning

Formal Authority	Expert	Personal Model
Formal Authority teachers are in a position of power and authority because of their exemplary knowledge and status over their students. Classroom management styles are traditional and focus on rules and expectations.	Expert teachers are in possession of all knowledge and expertise within the classroom. Their primary role is to guide and direct learners through the learning process. Student are viewed solely as the receptors of knowledge and information (“empty vessels.”)	Teachers who operate under the “Personal Model” style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher’s process.

Whereas in student-centered learning approach, students themselves are the key of learning process. While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction. The preview table can show the scheme in student-centered teaching and learning approach in which teacher/ lecturers act as facilitator.

Table 2. Design in student-centered learning

Facilitator	Personal Model	Delegator
Facilitators place a strong emphasis on the teacher-student relationship. Operating under an open classroom model, there is a de-emphasis on teacher instruction, and both student and educator undergo the learning process together. Student learning loosely guided by the teacher, and is focused on fostering independence, hands-on learning, and exploration	Teachers who operate under the “Personal Model” style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher’s process.	Teachers act as a “resource” to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student’s learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process.

In this study, researcher used a drilling which is called Back-chaining drills in class of Maritime English subject with the topic of Standard Marine Communication Phrases (SMCP's). The approach is done to let the students find that it is easy in memorizing the vocabularies or terminologies in maritime industries as it is much shown in SMCP's. It is under consideration of the researcher that vocabulary knowledge moreover specific terms knowledge is not something that can ever be fully mastered. It is something that expands and deepen over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. However it is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and words learning strategies.

As in the student-centered learning approach given to all students in language laboratory practices, researcher chose "Back-Chaining Drills" to improve cadet's mastery on vocabularies as it is states in SMCP's. This technique can be alternative technique in teaching rather than just undergoing direct instruction teaching technique because back-chaining drill can be an interesting and innovative way of the teacher/lecturer to help students master the vocabulary knowledge given.

Drilling is a form of pattern practice which involves the repetition by learners of teacher models of restricted amounts of oral language input. It is a basic teaching technique of the method developed around the second world war in the United States of America (Army method, oral approach) which eventually developed into the Audio-Lingual Method (Richard & Rodgers,2003). The audio lingual method drills students in the use of grammatical sentence patterns in which principles from behavioral psychology (Skinner,

1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement.

Back-chaining is a technique used in teaching oral language skill especially with polysyllabic or difficult words. In this study, the lecturer pronounce the last syllable, the students repeat, and then the lecturer continue, working backwards from the end of the word to the beginning. Back-chaining makes natural stress easier for students. Beside on syllable, it can be applied through words and in the whole sentences as well. Here it is an example of the back-chaining drill in the laboratory practices in Maritime English class discussing about SMCP's;

Lecturer : “ assistance”

Students : “immediate assistance”

Lecturer : “need”

Student : “ I need”

Lecturer : “ I need”

Student : “ I need immediate assistance”

Based on the above explanation, researcher believed that the implementation of teacher-centered learning approach and student-centered learning approach in the language laboratory practices upon the topic of understanding SMCP's toward Maritime English students are likely different in the goal achieved. Therefore researcher tried to describe what it was like includes the similarities and differences also what problems were encountered in applying the approach and strategy.

RESEARCH METHODOLOGY

The design of this research is Action research. Nunan in Richard & Renandya (2002) states that action research is focused on the immediate application not on the development on theory, nor upon general application. The steps of action research according to Nunan in Richard & Renandya (2002) consists of four sequential steps namely; first, planning (a stage to improve what is already happening), second, acting (a stage to implement the plan), third, observing (a stage to observe the effects of action, fourth, reflecting (a stage to use the fact for further planning).

In this study, the researcher observed the teaching strategies implemented both the teacher-centered using direct instruction and student-centered using Audio-lingual method through back-chaining drill. The detail description of the EFL teachers' teaching strategies is given as the report of the study. The researcher also identified the similarities and differences of the strategies used.

The data in this research collected through three ways, observation, questionnaires and document study. Reed and Bergeman (1992) states that an observation becomes an effective means of learning to observe how certain teaching methods are employed in the schools, how classrooms are organized, and how students responds to the classroom environment. The researcher was a complete observer in this study. In this research, questionnaires were used. It was done to get deep information about the implementation of teaching strategies applied by the lecturer. The documents used in this research were the lesson plans prepared by the lecturer. The lesson plans were used to get information about how the lecturer implemented the teaching strategies in her classes.

The data was analyzed through these following steps; in the classroom action research, each procedures takes six steps in one cycle as follows; 1) identifying the problem, the researcher identified the problem before planning the action. The problem referred to the student's difficulty in mastering SMCP's. The problem was caused by the technique of delivering the material. 2) planning the action, preparing the material, the classroom observation sheets, teaching aids and testing materials are done here. 3) implementing the action. In student-centered learning, lecturer used back-chaining drill and in teacher-centered learning, lecturer used direct instruction in teaching vocabularies of SMCP's. 4) observing the action, lecturer observed all the activities in teaching-learning processes. 5) reflecting the result of observation, the researcher evaluated all actions in each cycle and observed the actions to find problems in using the back-chaining drill as well as direct instruction.

FINDING AND DISCUSSION

This research was conducted to know how is the implementation of student-centered learning and teacher-centered learning in Maritime English class upon the topic of vocabulary mastery especially SMCP's in language laboratory practices. The samples were taken from the third semester cadet of nautical science of Yogyakarta Maritime Academy. The action research was done to see the implementation of both student-centered and teacher-centered learning approach especially using back-chaining drill and direct instruction method in teaching SMCP's. The research was conducted in two cycles. Every cycle consists of a series of steps: identifying problem, planning the action, implementing the action, observing and monitoring the action, reflecting and evaluating the action. Those two

cycles are one for using student-centered learning approach and the other one is using teacher-centered learning approach.

After conducting the pre-test, the researcher moved on to the first cycle. In the first cycle, the researcher explained what SMCP's was and gave the cadet some examples of how seafarers on board ships using SMCP's with direct instruction method. The researcher focused on Distress communication. Distress communication are communication among seafarers in three conditions, they are; (1) Distress messages involving fire/ explosion, flooding, grounding, person overboard, collision, list-danger of capsizing, sinking, armed attack/ piracy, adrift, abandoning vessel, (2) Search and Rescue, (3) Requesting Medical assistance.

Researcher in the next meeting went to the second cycle. In this cycle researcher discuss the topic still about SMCP's but different sub-topic. It was about "Routine Communication" on board ship. In this cycle researcher using student-centered learning approach especially using back-chaining drill in giving the vocabulary knowledge toward the students. In this cycles also, the students looked enthusiastic although some of them felt confused and got difficulty about the technique introduced.

To know the students' mastery and understanding, the researcher gave them individual task based on the SMCP's topic that have been given both using direct instruction method and back-chaining drill. The researcher asked them to fill in the gaps. The students did the task for 10 minutes and the task consists of ten numbers. Finishing the task, the students convert their tasks with their friends and after that they check the answer in pairs. The students were enthusiastic. Afterward lecturer made an evaluation toward the result of the students and this happens the same in the

following weeks until around one-month practices. The result showed difference in the implementation of student-centered learning approach and teacher-centered learning approach.

In the student-centered learning, upon thirty students it is shown that in the post test or evaluation test students mostly were able to use SMCP's better. There were 8 students out of thirty or it is about 26,7% who were categorized excellent in using SMCP's. The other 18 students or 60% could be categorized good in using SMCP's, The rest of students as many as four students out of thirty or 13,3% were categorized fairly. This explanation could be clearly shown as in the table below.

Table 3. student-centered learning implementation

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	13.3	13.3	13.3
	3.00	18	60.0	60.0	73.3
	4.00	8	26.7	26.7	100.0
Total		30	100.0	100.0	

If it shown by the chart it could be seen as in the following charts.

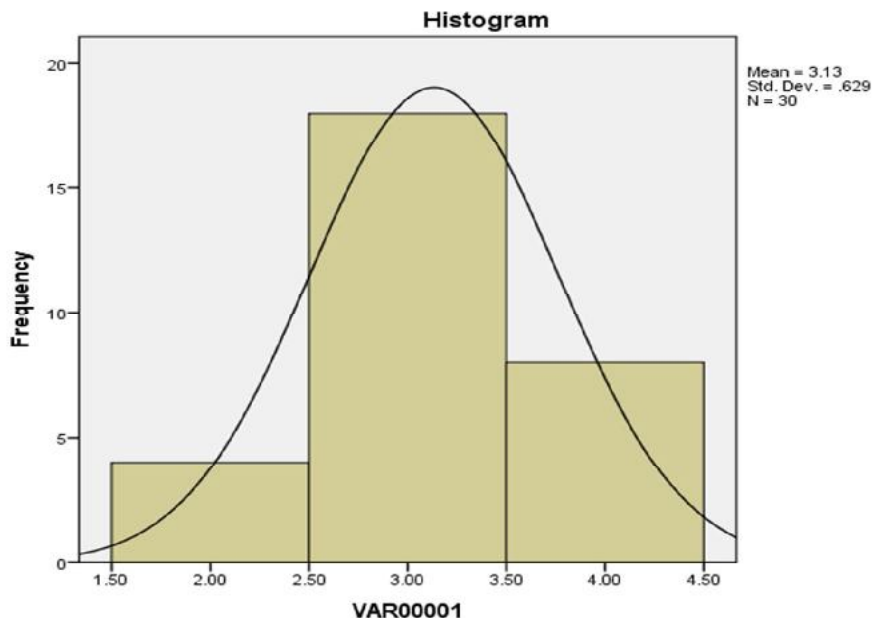


Chart 1. Diagram showing the result of back-chaining drill

In the teacher-centered learning, The result of the evaluation test showed differently with that of the use of back-chaining drill in student-centered learning approach. upon thirty students it is shown that there were 15 students out of thirty or it was about 50% who were able to use SMCP's good. The other 15 students or 50% could be categorized just fairly in using SMCP's. None were categorized excellent. This explanation could be clearly shown as in the table below.

Table 4. teacher-centered learning implementation

VAR00001					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	15	50.0	50.0	50.0
	3.00	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

In the chart, it could be seen as follows,

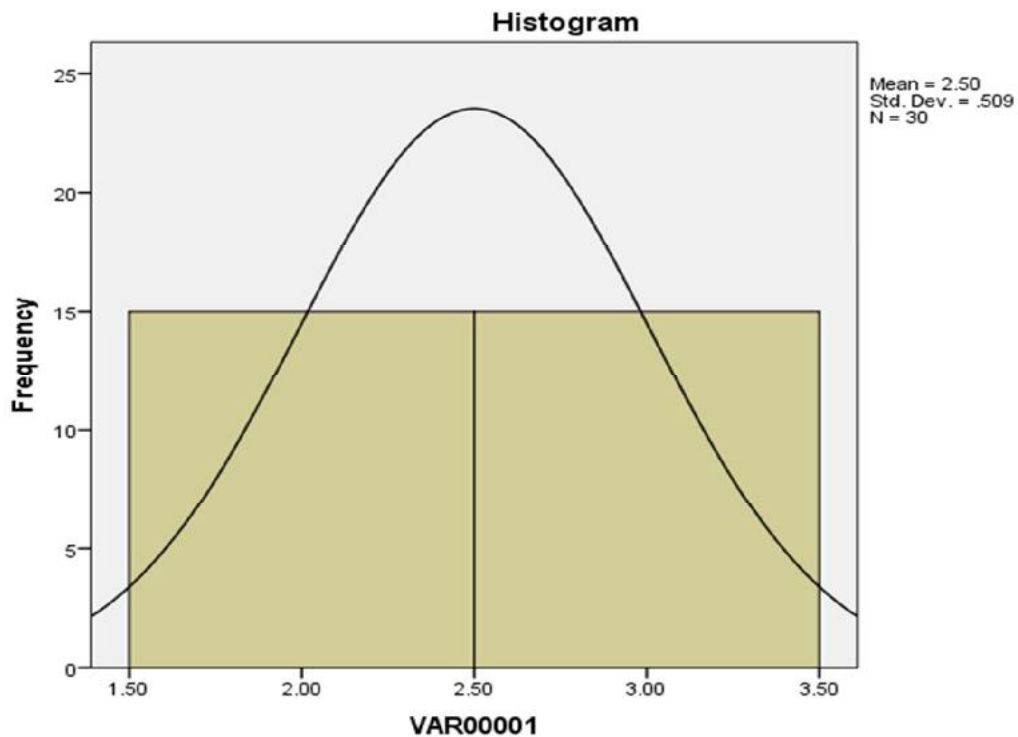


Chart 2. Diagram showing the result of direct instruction

CONCLUSION

After making statistical analysis, researcher elaborates some conclusions and suggestions based on the result of the research. The improvement of student' practice using the topic of SMCP's in two different learning approaches was shown from the conclusion of answering research questions. This research covered the questions about how back-chaining drill and direct instruction as samples of student-centered and teacher-centered learning approaches were implemented in Maritime English subject at language laboratory practices to improve student's mastery on vocabularies moreover SMCP's. Besides it also had to know the problem encountered in the learning process using the two different approaches.

The researcher analysis shows that the implementation of the two approaches are differently giving the impact of the student's mastery on SMCP's. Back-chaining drill could improve students' mastery on maritime vocabularies or IMO SMCP's. The improvement is also supported by the result of the test scores and situations of the class. From the result of the test it can be seen that in student-centered learning, the mean (average) of the good-acquired IMO SMCP's students are the highest in rank whereas excellent is in the second. Whereas for fairly students it was also not many amount. On the contrary, researcher finds that the implementation of direct instruction only place good condition and fairly condition of students. From the chart, it is seen that students were 50% in good competence to use IMO SMCP's and the other half students also 50% were categorized into fairly in understanding and being able to memorize the IMO SMCP's. The problems which mostly occurred toward the students were at first in the back-chaining drill they found it was hard to deal with the technique of back-chaining. Therefore they must need any adjustment at first but after a while doing they were enthusiastic using the technique.

On the contrary, in implementing direct instruction of the lecturer, the students found that it was a type of monotonous classroom activity. The lecturer controlled the class and the students did not get any chance to develop by their own. They had to wait for the instruction without having their own world to be independent and autonomous learners.

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