

**Nama Rumpun Ilmu: Ilmu Sosial**

**USULAN  
PENELITIAN UNGGULAN PRODI**



**THE IMPLEMENTATION OF STUDENT-CENTERED LEARNING  
AT ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH  
YOGYAKARTA: ITS SIGNIFICANCES AND CHALLENGES**

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**Judul Penelitian** : The Implementation of Student-Centered Learning at English Education Department of Universitas Muhammadiyah Yogyakarta: Its Significances and Challenges

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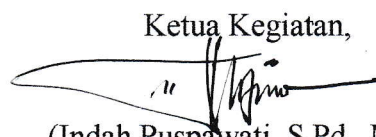
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Yogyakarta, 27 September 2016

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## **Abstract**

A paradigm shift in curriculum has resulted in the implementation of students-centered learning (SCL) approach, putting students as the center of the learning process. This approach suggests different strategies from conventional learning which involves students' active participation. This study aims at investigating teaching and learning strategies implemented in the classroom context to foster students-centeredness. This study also attempts to explore how the strategies are executed in the teaching and learning activities. Moreover, the significances and the challenges of implementing those strategies on the students-centeredness are identified at the last phase of the study. Six teachers, purposively selected, teaching at English Education Department of Universitas Muhammadiyah Yogyakarta became the participants of the study. Descriptive qualitative served as the research method employed in the current study. The data gathering instruments used were in-depth interview, classroom observation, and supporting documents. The interview data were transcribed, coded and categorized, then the observation checklist was constructed based on the interview result. Besides, each teachers' syllabus was also analyzed as a secondary data to clarify and validate the research findings. The results of this study predict the implementation of various teaching strategies resulting on students-centered learning. The procedures, rules, and regulations of implementing the strategies in the teaching and learning activities are also highlighted. Furthermore, the findings also identify the significances and challenges of those learning strategies on students' participation the learning process.

*Keywords:* student-centeredness, student-centered learning, teaching strategies, significances, challenges

# The Implementation of Student-Centered Learning at English Education Department of Universitas Muhammadiyah Yogyakarta: Its Significances and Challenges

## Chapter I

### Introduction

This section discusses the reasons of conducting the study and the advantages the study provides. It covers the discussion of background, problem identification, problem limitation, research questions, research objectives and research benefits.

#### A. Background

There have been significant changes in the ways the languages are taught. The focus of instruction has expanded from the teaching of grammatical structures to the improvement of communicative skills. The teaching techniques have also been expanding, from the traditional teaching technique which is a teacher-centered instruction using traditional grammar-translation method into modern teaching technique, a student-centered instruction, focusing not on the accuracy but more on the fluency (Brown, 2000; Richards & Rodgers, 2001; Richards & Renandya, 2002). Therefore, the need to develop alternative methods in language teaching is considered a high priority. Teachers need to figure out ways to make their teaching performance effective and fit into their students' characters in order to empower students as active language users.

#### B. Problem Identification

Being urged by the educational changes, English teachers need to carefully consider the following aspects of classroom instruction. The first aspect is creating students' friendly learning environments which can minimize students' anxiety to communicate in English and which can stimulate students to actively participate in the classroom discussion. The other aspect is providing a variety of practical English activities and tasks which can be applied in the real-life communication contexts.

Referring to the main challenge faced by English teachers which is to actively engage students so that they could learn, discover, experience, and become autonomous learners, the goal of language learning especially in higher educational level is then to develop what John

Dewey (1938) and Rogers (1951) refer to as a 'student-centered learning' which is an approach to education that focuses on learners and their needs, rather than relying upon the input of the teacher's (cited in O'Sullivan, 2003). According to Collins and O'Brien (2003), student-centered learning (SCL) or student centeredness is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places students in the center of the learning process. This is a learning model in which students play an active role in their own learning styles and learning strategies.

Some educational experts have pointed out the importance of adapting student-centered learning (SCL) in language learning. SCL which is based on experiential learning helps knowledge and skills to be grasped more extensively and permanently (Lont, 1999). SCL also helps students to get their own goals for learning, and determine resources and activities guiding them to meet those goals (Jonassen, 2000). Because students pursue their own goals, all of their activities are meaningful to them. Besides, it empowers and enables students to take control over their own learning and rely less on the teacher as a dictator of knowledge (Pedersen & Williams, 2004). Seng (2014) further identifies the significance of SCL implementation in his study that teachers who exposed students to some elements of SCL, saw students actively engaged in the learning process, aware of their own responsibilities, sense of autonomy in learning and learned from their experiences. Having those advantages being provided for students, thus, student-centered learning should be adopted throughout the lesson.

However, there are some challenges and constraints faced by teachers in implementing SCL approach. SCL focuses preliminary on the individual learner without considering the needs of the whole class (Simon, 1999). Besides individualism, argues that Western learning approach may not be suitable for developing countries where there are limited resources, different learning cultures and large classes like in Asian countries, such as Indonesia. Besides, implementing the SCL approach requires a careful design of the learning process, which includes the classroom setting, flexibility of the curriculum, teaching methods, assessment policies, and course content (Jones & Thomas, 2005).

### **C. Problem Limitation**

In consideration to the problems and the related theoretical perspectives, the investigation over the implementation of interactive, enjoyable and stimulating teaching strategies into language instruction, thus, becomes indispensable. A descriptive qualitative will be conducted in English Education Department of Universitas Muhammadiyah Yogyakarta. This department has been adopting the use of students-centered approach since the beginning of its establishment. Six teachers from this department will be interviewed and observed to find out the learning strategies they apply in the language learning context. Besides, in order to find out the implementation of those teaching strategies as an attempt to student-centeredness, the procedures, rules, and regulations are highlighted. At last, the teachers are interviewed to investigate the impacts of those learning strategies on students' awareness, participation, and engagement in the learning process.

### **D. Research Questions**

This research attempts to answer the following questions:

1. What strategies are used by PBI UMY teachers to foster students-centeredness?
2. How are the strategies implemented in teaching and learning activities at PBI UMY?
3. What are the significances and the challenges of the strategies on the students-centeredness?

### **E. Research Objectives**

This study attempts to explore the application of student-centered approach from the perspectives of teachers of the selected university. In detail, the study tries to:

1. Find out the learning strategies used by PBI UMY teachers as an attempt to promote students-centered learning.
2. Identify how PBI UMY teachers integrate students-centered approach during the teaching and learning process in the classroom in terms of procedures, rules, and regulations.
3. Figure out the significances and challenges of the implementation of students-centered learning approach from the teachers' perspectives.

## **F. Research Benefits**

The results of this study particularly will provide multiple benefits either directly or indirectly to the following parties. First, the study is hoped to benefit teachers, especially the teachers of English Education Department, UMY. Understanding the educational challenges, the teachers become aware of providing meaningful and practical activities in their teaching practices, so that they can revisit their teaching strategies. Moreover, the study describes some possible steps or stages in acting-out the teaching strategies in the effort of promoting students-centeredness. Second, this study would give significant benefits for students. They can take advantages from this study in terms of being provided by interactive, practical and meaningful learning activities. By the implementation of learning strategies within the context of SCL, students become active users of the target language. Last but not least, the study might help as a stepping stone for those experts who want to carry out further investigation in similar field or for those who want to design and implement intervention action.



## **Chapter II**

### **Literature Review**

#### **A. Student-Centered Learning**

The most prominent 21<sup>st</sup> century skills that people should possess are critical thinking, problem solving, collaboration, effective communication, and global literacy (Zmuda, 2009). Thus, many educational institutions are changing their approach in teaching and learning in order to prepare its students to have those prominent skills. The traditional teaching methods that emphasize on either subject-centered or teacher-centered are considered no longer suitable to be applied in teaching and learning process. Many educational experts and practitioners have suggested to moving away from those traditional teaching toward student-centered learning (SCL) because it is sought to be a more effective method to prepare the students with those prominent skills.

Student-centered learning is a teaching approach that puts the students in the center of the learning process where they will have the opportunity to learn independently, and from one another (Collins & O'Brien, 2003). Collins and O'Brien (2003) also described that the SCL approach includes such techniques such as opting for active learning experiences than lecturing, assigning open-ended problems that require the students to think critically or creatively to solve the problem, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Similarly, Westwood (2008) also stated that SCL concerned not only with knowledge construction but also the development of effective learning strategies, often encompassed by the expression 'learning how to learn' (p. 27). The distinctive feature of the SCL is, as stated by McCombs and Whistler (1997) that learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration. It means that in SCL, learners are not merely the objects who only receive knowledge from the teachers, but they should also be the agents who are involved in knowledge making process.

Besides, the student-centered model requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and

they may be in different stages of development. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the learner feels appreciated, acknowledged, respected, and validated. Rather than trying to "fix" the learner, the learner has the power to master his or her world through the natural process of learning (McCombs & Whistler, 1997).

Therefore, implementing SCL may improve the students' independent study skills, autonomy in learning, collaborative work skills, ability in constructing knowledge from firsthand experience, and skills to apply their basic academic skills for authentic purposes (Westwood, 2008). When implemented correctly, SCL may also increase students' motivation to learn, improve retention of knowledge, deepen understanding, and create more positive attitudes toward the subject being taught (Collins & O'Brien, 2003). In addition, SCL is also claimed to give more advantages compared to the traditional subject-centered and teacher-centered environment since SCL allow the learners to address their own learning interest and needs in learning which may lead to a more effective learning.

## **B. Principles of Students-Centered Learning**

In order to appropriately implement student-centered learning in classroom, there are principles that teachers should keep in mind. According to Weimer (2002), there are five principles in student-centered learning. The first is that there is a shift in the power balance from teachers to the students that should foster active learning and engagement among the students. It means that students should be actively involved in the learning process and intrinsically motivated (Westwood, 2008). This shift in the power balance also leads to the shift of the roles of both students and teachers. The right to make decision on what and how the students will learn is no longer the teachers' privilege, but the students also have right to do so. Therefore, the teachers should encourage and facilitate learners' shared decision making (Corley, 2012).

Second principle is that student-centered learning enables critical thinking and is a means to develop knowledge (Weimer, 2002). For this second principle, Corley (2012) suggested that teachers can help students to improve their critical thinking by asking open ended questions to help students arrive at conclusions or solutions that are satisfactory to them. On the other hand, the students can actively construct their new knowledge and skills by building on current

knowledge and skills, or work in collaboration with other students to help them improve their critical thinking skills (Corley, 2012).

The third principle suggested by Weimer (2012) is that student-centered learning situates the teacher as facilitator and contributor rather than authoritarian and director of knowledge. In order to implement this principle, teachers should be able to recognize and accommodate different learning modalities, so that they can facilitate students appropriately. The teachers should also be able to provide structure in teaching and learning without being overly directive, because it may negatively influence the students' independence in learning. Similarly, the students are also expected to be able to take active role in their own learning, without depending too much on the teachers' instructions (Corley, 2012).

The next principle in student-centered learning is that the responsibility for learning lies in the students, so students are expected to be able to discover their strengths and weaknesses and take part in directing their own knowledge gain (Weimer, 2002). Corley (2012) also stated that in SCL, students should be able to monitor their own learning so that they will be able to develop strategies for learning. Thus, it may be imperative that teachers teach students about effective learning strategies, so that the students will be able to use it from. Besides, students should also be aware of what are the expectations or the goals of the teaching and learning process, and are encouraged to use self-assessment to measure whether they have met those expectation or not.

Finally, student-centered learning also employs effective assessment to promote learning and inform future practice (Weimer, 2002). Therefore, Westwood (2008) suggested that whenever possible, learning experiences should take place in real-life situations where the relevant knowledge and skills will really be needed and used (situated learning) (Westwood 2008). Besides, the assessment should enable students to produce work that demonstrates authentic learning (Corley, 2012).

## **Chapter III**

### **Methodology**

This chapter discusses the methodology applied in conducting the study which provides an explanation of how the study is planned and conducted in order to answer the research questions. This chapter is organized into research design, research setting and participants, data collection instruments, and data analysis.

#### **A. Research Design**

To investigate the application of student-centered approach in English language teaching at EED of UMY, a descriptive qualitative will be employed as the research design. The selection of descriptive qualitative design is as it fits the study aim which attempts to explore and understand qualitatively the implementation of student-centered learning from the teachers' perspectives.

#### **B. Research Setting and Participants**

The setting of this study is at English Education Department of Universitas Muhammadiyah Yogyakarta. This department has been implementing student-centered learning approach since it was established in 2010. Its curriculum has also been reviewed and revised twice ever since. Six teachers teaching at this department will be the participants of the study. Their academic qualifications ranged from master to doctor with more than 2 years teaching experiences in this department. The selection of respondents for this research is based on the fact that they are all experienced teachers who implement some forms of SCL in their teaching. Therefore, respondents will be able to give their views about their experiences in implementing SCL approach in the classroom. Permission is sought from all participants orally before the interview and observation. Hence, the sixth-teacher participants are selected purposefully based on their willingness to participate in the study, gender, and subjects they are teaching. Accordingly, an attempt will be done to locate one teacher for each course provided at each semester (semester 1, 3, and 5) during academic year of 2016/2017.

### **C. Data Collection Instruments**

According to Denzin (1989) quality of qualitative research can be ensured via employing combinations of methods that enable researchers see the phenomena from different angles or perspectives. The present study utilizes the combination of methods (interview and observation), sources (teachers and the supporting documents: syllabus), and investigators (two investigators have been involved together in facilitating interview and observation as well as in transcribing and analyzing the findings).

Primary data of this study is gathered through interviews with 6 teacher-participants. One-to-one interviews will be carried out to understand the teachers' points of view and their experiences with regard to SCL approach. Semi-structured are constructed and the questions are open-ended thus not limiting the participants or interviewees choice of answers (Gubrium & Holstein, 2002). Interviews will be held in a quiet place that is the self-access room or the meeting room. The participants' identities will be made pseudonyms throughout the research report. Besides, other information related to the participants would not be exposed. All interviews are audio recorded with an average duration of 15 to 20 minutes.

Besides interview, observation is used to investigate the integration of students-centeredness into the teaching and learning activities within the classroom context. The observation will be done once for every teacher participated in the study. Schedule is agreed prior to the observation. All classroom observations will be video recorded with an average duration of 100 to 200 minutes length depending on the course credits.

### **D. Data analysis**

For the present study, data collected from the interview will be transcribed verbatim, then categorized into the corresponding theme. This categorization should be made since qualitative analysis involves categorization and interpretation of data in terms of common themes in the way it serves the overall portrait of the case (Cohen, Manion, & Morrison, 2011). The data will be analyzed in terms of the following three major themes: first, the kinds of learning strategies applied in the classroom within the context of SCL approach; second, the implementation of those strategies in the teaching and learning activities, in terms of procedures, rules, and regulations; and the last is the impacts or the strengths and weaknesses of SCL approach implementation. In this way analysis will be presented in the subsequent sections.

Prior to data analysis processes, several efforts will be made to address validity and reliability issues in the qualitative data analysis. First, possible factual errors in the interview data will be checked by cross-checking with each teacher interviewed. The transcribed interviews will be sent to each participants or interviewee for review. Second, for triangulating the interview data, the recorded classroom observation will be analyzed using the observation checklist developed from the interview results. Some of the notes and information penned down in a memo during the observation sessions are also checked. The supporting documents are also referred including teachers' course syllabus to further triangulate the data.



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## LAMPIRAN

### Lampiran 1: Biodata Ketua dan Anggota

#### A. Ketua Peneliti

##### 1. Identitas Diri

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10	Nomer Telepon/Faks	0274 387656/387646
11	Mata Kuliah yang diampu	<ul style="list-style-type: none"><li>- Issues in Language Teaching and Learning</li><li>- Theories of Language Teaching and Learning</li><li>- Material Design</li><li>- International Language Testing</li><li>- Education and Teaching Practices</li></ul>

##### 2. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Negeri Yogyakarta, Indonesia	Indiana University of Pennsylvania, USA	-
Bidang Ilmu	Pendidikan Bahasa Inggris	TESOL	-
Tahun Masuk – Lulus	1994 - 2001	2010 - 2012	-
Judul Skripsi/Thesis/Disertasi	An Analysis of Grammatical Error in Speaking	EFL/ESL (English as a Foreign/Second Language) Students' Perception toward the TOEFL (Test of English as a Foreign Language) Test	-
Nama Pembimbing/Promotor	G. Suharto, M.Pd. Kusman Abdi, M.A.	David I. Hanauer, P.hD	-

3. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah

4. Pengalaman Pengabdian Pada Masyarakat dalam 5 tahun Terakhir

No	Tahun	Judul Pengabdian pada masyarakat	Pendanaan	
			Sumber	Jumlah
1.	2014	Perintisan Kampung Bersih, Sehat dan Nyaman	LP3M	Rp. 10.000.000

5. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/No/Thn
1	Fairness Issues in a Standardized English Test for Nonnative Speakers of English	TESOL Journal	Vol.5/No.3/ thn. 2015
2	A Self-Critical Examination of My Critical Pedagogy	Working Papers in Composition and TESOL	Vol 8, 2012

6. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir

No	Nama Seminar	Judul Artikel	Waktu dan Tempat
1	ASIA TEFL International Conference	Empowering Pre-service Teachers to Create Teaching Materials through A Project-Based Program	October 2013, Ateneo de Manila University, Philippines
2	COTEFL International Conference	Acknowledging Students' voices and identities in the teaching and learning process: How we do it?	May 2013, Universitas Muhammadiyah Purwokerto
3	UAD TEFL international conference	Forming Effective Groups and Managing Effective Group Works: Points to Ponder	November 2012, Universitas Ahmad Dahlan, Yogyakarta
4	Three River TESOL Conference	Factors Influencing Effective Groups and Group Works	November 2011, Pittsburgh, PA, USA
5	Three River TESOL Conference	Integrating Cultures in ESL classes: The Case in Ivory Coast, Saudi Arabia, and Indonesia	November 2011, Pittsburgh, PA, USA
6	Teacher Scholar Forum Conference	EFL Teacher Education Programs across the globe: A case of Indonesia, Ivory Coast, and Saudi Arabia	August 2011, Indiana University of Pennsylvania, USA

7. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jml. Halaman	Penerbit

8. Peroleh HKI dalam 5-10 Tahun Terakhir

No	Judul/Tema HKI	Tahun	Tempat Penerapan	Nomor P/ID

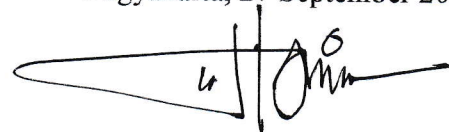
9. Penghargaan dalam 10 tahun Terakhir (dari pemerintah atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1	The 2012 Thomas Farrell IUP (Indiana University of Pennsylvania) Reflective Teaching Award	Composition & TESOL Graduate Program, IUP	2012
2	The Gebhard Family MATESOL Award for Creative Excellence	Department of English in IUP	2011
3	Fulbright Scholarship to pursue Master's degree in Indiana University of Pennsylvania, USA	The J. William Fulbright Foreign Scholarship Board and The Bureau of Educational and Cultural Affairs of the USA	2010

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam mengajukan Hibah Penelitian Fundamental.

Yogyakarta, 27 September 2016



Indah Puspawati, S.Pd., M.A.

## B. Anggota Peneliti 1

### 1. Identitas Diri:

1	Nama Lengkap	Fitria Rahmawati
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7	Nomor Telepon/HP	081808026131
8	Pangkat/Golongan	III B
9	Jabatan Struktural	-

### 2. Riwayat Pendidikan

	<b>S1</b>	<b>S2</b>	<b>S3</b>
Nama Institusi	Universitas Negeri Jakarta	Universitas Sanata Dharma	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Kajian Bahasa Inggris	-
Tahun Masuk-Lulus	2005 - 2009	2010 - 2013	-

## Lampiran 2: Susunan Organisasi Tim Peneliti

### 1. Ketua Peneliti:

- a. Nama lengkap : Indah Puspawati, S.Pd., M.A.
- b. Jenis kelamin : Perempuan
- c. Pekerjaan : Dosen
- d. NIK : 19760930201010193008
- e. NIDN : 0530097602
- f. Institusi : Universitas Muhammadiyah Yogyakarta
- g. Fakultas : Pendidikan Bahasa
- h. Program Studi : Pendidikan Bahasa Inggris
- i. Bidang Keahlian : Pendidikan Bahasa Inggris
- j. Waktu Penelitian : 6 jam/minggu

### 2. Anggota Peneliti 1

- a. Nama lengkap : Fitriah Rahmawati, S.Pd., M.Hum.
- b. Jenis kelamin : Perempuan
- c. Pekerjaan : Dosen
- d. NIK : 19871019201404193023
- e. NIDN : 0519108701
- f. Institusi : Universitas Muhammadiyah Yogyakarta
- g. Fakultas : Pendidikan Bahasa
- h. Program Studi : Pendidikan Bahasa Inggris
- i. Bidang Keahlian : Pendidikan Bahasa Inggris
- j. Waktu Penelitian : 5 jam/minggu

### Lampiran 3: Justifikasi Anggaran Penelitian

<b>I. Gaji dan Upah</b>				
<b>Honor</b>	<b>Honor/Jam (Rp)</b>	<b>Waktu (Jam/Minggu)</b>	<b>Minggu</b>	<b>Honor per bulan (Rp)</b>
Ketua	18500	6	32	3.552.000
Anggota 1	15500	5	32	2.480.000
<b>SUB TOTAL (Rp.)</b>				<b>6.032.000</b>

<b>II. Bahan Perangkat/Penunjang</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Harga Peralatan Penunjang per bulan (Rp)</b>
	Penyusunan Instrumen Penelitian	2	250000	500.000
Kertas	Instrumen penelitian, Laporan dll.	5	50.000	250.000
Tinta asli	Instrumen penelitian, Laporan dll.	2	500.000	1.000.000
Dokumen Clipboard	Administrasi, ceklist observasi, dokumen RPP, dll	12	30.000	360.000
Flashdisk	Administrasi, dokumen	3	300.000	900.000
Digital Recorder	Interview dan Observasi	2	2.000.000	4.000.000
Stapler + isi	Administrasi, ceklist observasi, dokumen RPP, dll	4	25.000	100.000
Souvenir	Interview dan Observasi	6	150.000	900.000
Fotokopi	Interview guideline, ceklist observasi, syllabus, laporan			500.000
<b>SUB TOTAL (Rp.)</b>				<b>8.510.000</b>



<b>III. Perjalanan</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Harga Peralatan Penunjang per bulan (Rp)</b>
Perjalanan	Interview			
	Transport Lokal DIY (6 kali, 2 org)	6*2	30000	360.000
	Akomodasi (6 kali, 2 orang)	6*2	50000	600.000
	Observasi			
	Transport Lokal DIY (6 kali, 2 org)	6*2	30000	360.000
	Akomodasi (6 kali, 2 orang)	6*2	50000	600.000
	Biaya Konference	1	1.000.000	1.000.000
	Perjalanan Seminar hasil penelitian	2 orang	750000	1.500.000
<b>SUB TOTAL (Rp)</b>				<b>4.420.000</b>

<b>IV. Lain-lain</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>harga Satuan (Rp)</b>	<b>Harga Peralatan Penunjang per bulan (Rp)</b>
	Pengolahan Data	6	300000	1.800.000
	Transkrip Interview dan Observasi	6	150000	900.000
Lain-lain	Penyusunan laporan	1	500000	500.000
	Biaya Penulisan artikel di Jurnal	1	500000	500.000
<b>SUB TOTAL (Rp)</b>				<b>3.700.000</b>
<b>TOTAL (Rp)</b>				<b>22.662.000</b>

<b>TOTAL</b>			
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Total</b>	<b>Percent</b>
I	Gaji dan Upah (Maks. 30%)	<b>6.032.000</b>	26.62%
II	Bahan perangkat/penunjang (30 – 40%)	<b>8.510.000</b>	37.55%
III	Perjalanan (15 – 25%)	<b>4.420.000</b>	19.51%
IV	Lain-lain (Administrasi, Publikasi, Lokakarya/Seminar, Laporan)	<b>3.700.000</b>	16.32%
<b>TOTAL (Rp)</b>		<b>22.662.000</b>	<b>100%</b>

#### Lampiran 4: Surat pernyataan personalia penelitian unggulan prodi

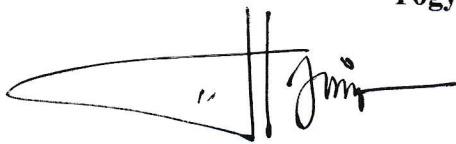
Yang bertanda tangan di bawah ini kami:

1. Nama Lengkap : Indah Puspawati, S.Pd., M.A.  
NIK : 19760930201010193008  
NIDN : 0530097602  
Fakultas/P.S. : Pendidikan Bahasa/Pendidikan Bahasa Inggris  
Status dalam Penelitian / Pengabdian\*) : Ketua
  
2. Nama Lengkap : Fitria Rahmawati, S.Pd., M.Hum.  
NIK : 19871019201404193023  
NIDN : 0519108701  
Fakultas/P.S. : Pendidikan Bahasa/Pendidikan Bahasa Inggris  
Status dalam Penelitian / Pengabdian\*) : Anggota

Menyatakan bahwa kami secara bersama-sama telah menyusun proposal penelitian unggulan Prodi yang berjudul *The Implementation of Student-Centered Learning at English Education Department of Universitas Muhammadiyah Yogyakarta: Its Significances and Challenges* dengan jumlah usulan dana sebesar Rp. 22.662.000,- Apabila proposal ini disetujui maka kami secara bersama-sama akan bertanggung jawab terhadap pelaksanaan penelitian ini sampai tuntas sesuai dengan persyaratan yang dituangkan dalam Surat Perjanjian Pelaksanaan Penelitian.

Demikian Surat Pernyataan ini kami buat dan ditandatangani bersama sehingga dapat digunakan sebagaimana mestinya.

Yogyakarta, 27 September 2016



(Indah Puspawati, S.Pd., M.A.)



(Fitria Rahmawati, S.Pd., M.Hum.)