

Chapter Two

Literature Review

In this chapter, the researcher would like to discuss the theories related to the research. This chapter includes the theoretical description and the conceptual framework. The theoretical description presents the discussion of any literature related to teaching and learning using the student-centered learning and the students' interpersonal skills. The conceptual framework summaries all relevant theories, which help the researcher solves the research problems.

Theoretical description

In this theoretical description, the researcher would like to discuss the theories which include the teaching and learning using the student-centered learning and the students' interpersonal skill.

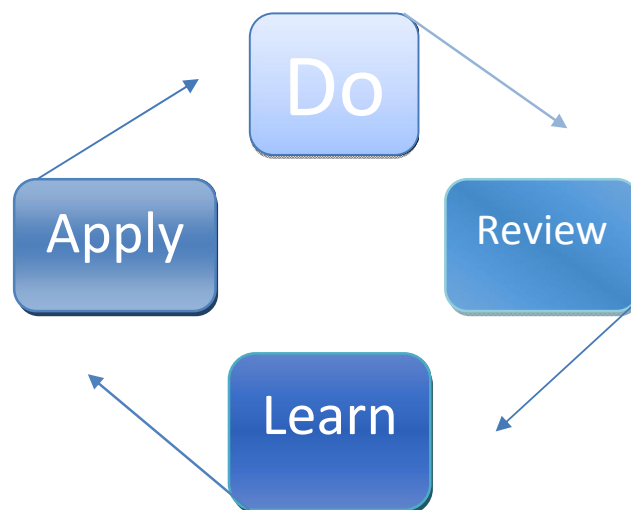
Definition of Learning. Learning is an essential part in education.

Learning is a process of interaction between the students and the lecturers in a learning environment (Mona & Davood, 2013). In order to make interactions, Bax (2003) stated that learning is a process of knowledge acquisition and mastery of skills, as well as the formation of attitudes and beliefs on the students. In addition, learning is a reflective activity which enables the students to draw upon previous experience to understand and evaluate the present, to shape future action and formulate new knowledge (Dennison & Kirk, 2002). In other words, learning is a process to help the students to learn well and learn all the time experienced by a person and can occur at anytime and anywhere. For example, the students of English education who experience of teaching practicum in the school and also

want to know how to be a good educator, they are eagerly recommended to use appropriate learning strategies for the students which can make the class active and interesting. From these activities, if the students apply some ways to do and to learn about how to be a good educator, it means that the students do the learning.

The learning process is a cycle of activities carried out during the learning takes place. Learning activities may include procedures that are interrelated from one to another. Dennison and Kirk, (2002) described the four elements in a learning process, drawing on the models follows:

Figure 1. *Learning Process*



This cycle highlights the activity in learning (Do), the need for reflection and evaluation (Review), the extraction of meaning from the review (Learn), and the plan of learning in future action (Apply). The models may describe the process for a learner who is actively making sense of a learning occasion or for a group of learners involved together. The overall time scale, time is required for individuals to reflect, make meaning, and move forward.

Learning Objectives. The learning process as a way of bringing together the components needed to create a learning process that meets a learning goal. The purpose of learning is essentially an expectation, which is expected by the students as a result of learning. According to Samsudin, Haniza, Talib, and Ibrahim (2015) learning intent on communicated opinion with describing changes expected from the students. Daryanto (2005, p. 58) also stated that the purpose of learning is a goal that describes the knowledge, abilities, skills, and attitudes that should be owned by the students as a result of learning outcomes expressed in the form of behavior that can be observed and measured. It means that the students getting all inputs from the lectures where the goal of learning here is process of getting inputs which is proved from the results of learning.

In summary, the definition of learning can be summed up as the process of interaction between the lecturers and the students where the students gain the knowledge from their experiences and surroundings. In the research also, the student will conduct learning activities, then they will review as reflection and apply knowledge, getting information, and experiences in life. Basically, each lesson has a goal to achieve the desired results.

The teaching and learning process using student-centered learning (SCL) in the classroom. Learning using the student-centered learning is that the students work in both of groups and individually to explore problems and become active learners as well as they do not become passive recipients. David (2000)

argued that the student-centered learning describes some ways about learning and teaching that emphasize the students' responsibility for such activities. The activities of the student-centered learning seem like a planning learning, interacting with the lecturers and other the students, researching, and assessing learning (Pan & Hawrizkiewicz, 2000). Kim (2005) also stated that the student-centered learning is a learning strategy to put the students as the active and independent learners. The students grow with a psychological condition as an adult learner and they are fully responsible for learning, as well as able to learn beyond the classroom.

The students are expected to have and appreciate the characteristics of life-long learning so that they understand to master the hard skill, soft skill, and life-skill that would be supported each other. The lecturers are switching function, of a the lecturer to be a partner or they are as a facilitator of learning (from the mentor in the center to guide on the side) (Kimberly, 2011, p. 4)

This system includes the functional relationship of the lecturers to the students (tutors, advisors, critics, giving help, consultants, and agents) and the lecturers' activity, such as teaching, guiding, giving visualization, explaining, criticize, argue, and inhibit. Talking about the earlier system, the lecturers involve in the learning process-oriented the student-centered learning, they need to have appropriate competence in learning process.

In this case, the lecturer needs all of the relevant aspects and needs to be involved in the learning process. It is intended so that the entire policy could be

based on ensuring the implementation of conducive, efficient, and effective learning process. The process of the student-centered learning is not only requiring the competence of the lecturers that has to be increased, but also the change of paradigm and mindsets. Related to the changes in mindset, Bush and Coleman (2008), said that the student-centered learning demands not only the lecturers who are expert in their fields but also more importantly that they understand how people learn.

To summarize, teaching and learning using the student-centered learning emphasizes the interests, abilities of individual, and learning to explore the intrinsic motivation. Additionally, teaching learning using the student-centered learning can make the students to be active person in the classroom, so they can show their ideas, knowledge and it develops a society that they like and always learning. This model of learning also improves the quality of human resources needed by the community such as creativity, leadership, self-confidence, self-reliance, self-discipline, critical thinking, and ability to communicate and work in team, technical expertise, and global insight (Pedersen, 2003). It is directed to always adapt the change and development.

Models of learning in the student-centered learning. The student-centered learning has many kinds of learning model. In accordance with style of the learning respectively and the development of learners, the students need to be guided in order to continue the dynamic and a high level competence. This is some the student-centered learning models are as follows by Barbara (2004):

Small Group Discussion. Discussion is one of the elements of active learning. It is the part of many learning approach of the student-centered learning. In small group discussion, the learners are asked to make a small group to discuss the subject matter. The subject matter is provided by the lecturers or by the members of the group. By having a small group activity, the students will learn to be good listeners, work for a common task, give and receive constructive feedback, respect differences of opinions, support the opinion with the evidence, and reward varying viewpoints (Brush & Saye, 1999).

In addition, the small group discussion activity in a model the student-centered learning are the students can generate ideas when they explain the ideas which they have in mind. Barbara (2004, p.3) stated that the students can give argument and resolve their problems and brainstorming to create a directional idea. After that, the students will conclude the important points of the discussion topic. Then, the students unknowingly improve their skills and knowledge. They are able to review the previous topic also.

In conclusion, the learning model of discussion involves between groups of the students and another groups of the students. The groups of the student and the lecturers are intended to analyze, explore and debate a particular topic. By this method the lecturers must have a draft for discussion and discussion's rules. Then, the lecturers also must become the moderator in the end of each session. They review the discussion while the students make a discussion in groups. Then they select a discussion to be discussed and presented in class.

Role-Play. This model formed the interaction between two or more the students on a topic or activity by displaying symbols or equipment (Harefa, 2000). It probably replaces a process, event, or the actual system. By this model of learning the students learn something (system) using a model. In applying this learning, the lecturers must design a situation or activity that is similar to the real life. It could be role-play and discuss the performance of the students. The students will learn a role assigned. They practice to try a variety of models prepared.

Role-play is a kind of motion games. There are goals, rules and involving the element of pleasure (James, Thomas, and Leslie, 2011) in the role-play, the students are conditioned on certain situations outside of the classroom, even though the learning happens in the classroom. In addition, role-playing is often intended as a form of activity. The learners imagine themselves as if they are being outside of the classroom and they play the role of other people (Tarmidi, 2009). The learning model of role-playing is a way of mastering the learning the subject matters through the development of imagination and appreciation of the students. The development of imagination is done by the students in act. It is as a character living or inanimate objects. This game is generally carried out more than one person, it depends on players.

In summary, the model of learning using role-play will essentially train the emotional and senses in social interaction. It is into a real situation encountered problems faced. The students are treated as the subject of learning. They are practicing to speak (ask and answer) with their friends in a certain condition. So,

learning model using 'role-play' is recognized as the model of learning and determined to play a role also. The students are organized the class in groups, and each group demonstrates to display the scenario and it is prepared by the lecturer. The students are given the freedom to improve skill but it is still within the boundaries of the lecturers' scenario.

Contextual Learning. Contextual learning is started with a question and answer orally (friendly, open, negotiation). The students' mind becomes concrete and the condition will become comfortable and enjoyable. The principle of contextual learning is talking about the students do and experience, not only watching and writing, and the development of social skills (Kimberly, 2011). The students also will feel free to speak up what they think and want to deliver opinion.

Based on Pan (2004), there are seven indicators of contextual learning that can be distinguished with other models of learning. First, the concentrations of those things are attention, motivation, competence-destination delivery, and guidance. Those things should be done by the lecturer for getting the attention of the students. Secondly, questioning what the students will do (exploration, guiding, directing, developing, evaluating, inquiry, generalization). Then, the learning community is the whole the students' participation in research groups or individually, minds-on, hands-on, trying, and doing. Fourth, the inquiry is the identification, investigation, and hypotheses, conjecture, generalize, finding a way out of problems. Fifth, constructivism is building its own understanding, construct-rule concept, and analysis-synthesis. Seventh, reflection is a review,

summary, follow-up to the assessment during and after the learning process was done, an assessment of each the student's activity-business, and portfolio assessment. Those are the objective assessment of various aspects in various ways.

This model means that the lecturers must prepare the students for researching a duty and the students do in the real life. The lecturer also gives the stimulus for the students to get the answer and their opinion. It would be easy for the students who share the ideas and negotiate to others. It also trains the student to identify a problem, analysis something, and review the work.

Interpersonal Skills. People are social beings who cannot live alone, certainly we need others and others need us. Muqowim (2012), argued that the ability to build a relationship of fellow human beings is an interpersonal skill because basically humans are interdependent. Therefore, people must establish a communication anywhere, including in the classroom. Furthermore, people who are active in learning process are the students. The students are doing learning process with getting knowledge and information to build their abilities in the classroom. In addition, to explain more detail about it, according to Muqowim (2012), there are three capabilities included in interpersonal skill; they are leadership ability, the ability of teamwork, and the ability of public speaking.

The Ability of Leadership. A leader should know the leadership skills in group including the need to accomplish the common task, how to discourage the group frustration, disharmony, mutual criticism and eventual disintegration of the group. The leader should maintain a cohesive social unity through a group of high

morale and team spirit (Tarmidi, 2009). In addition, the leader must protect his or her members and should be fair in making decisions by knowing what they need. The other hand, the leader must know what he or she should do.

Some of characteristics of leadership abilities are divided into four kinds (Robert & Christopher, 2013). First, they always want to solve a problem or handle a conflict, whereby when a group has a problem, they will lead to solve the problem. Second, they will run a meeting and instruct to form a relationship. Third, they will listen to all opinions of the members and then they give conclusions, solutions, and negotiations to find the answers to the problems. Fourth, they will give advices. It becomes a valuation or feedback to their members in order to be better in the future. It is the characteristic of a leader to run a mission and vision well and wisely.

In summarize, leadership can be defined as the process of influencing and directing the members to do the work that had been assigned to them. In addition, leadership is the process of directing and influencing the task related to activities of group members. It is the process of directing and influencing the members in various activities that must be performed.

The Ability of Teamwork. There are many activities that are done jointly and involving people. If people are not able to work in a team, it can be called that he or she gets failed (Muqowim, 2012). Amir and Wisal (2012) also stated that success in teamwork is how people establish a good communication with members. In addition, to support build in team work, it needs communication will be done effectively if the people pay attention to the five principles of interaction

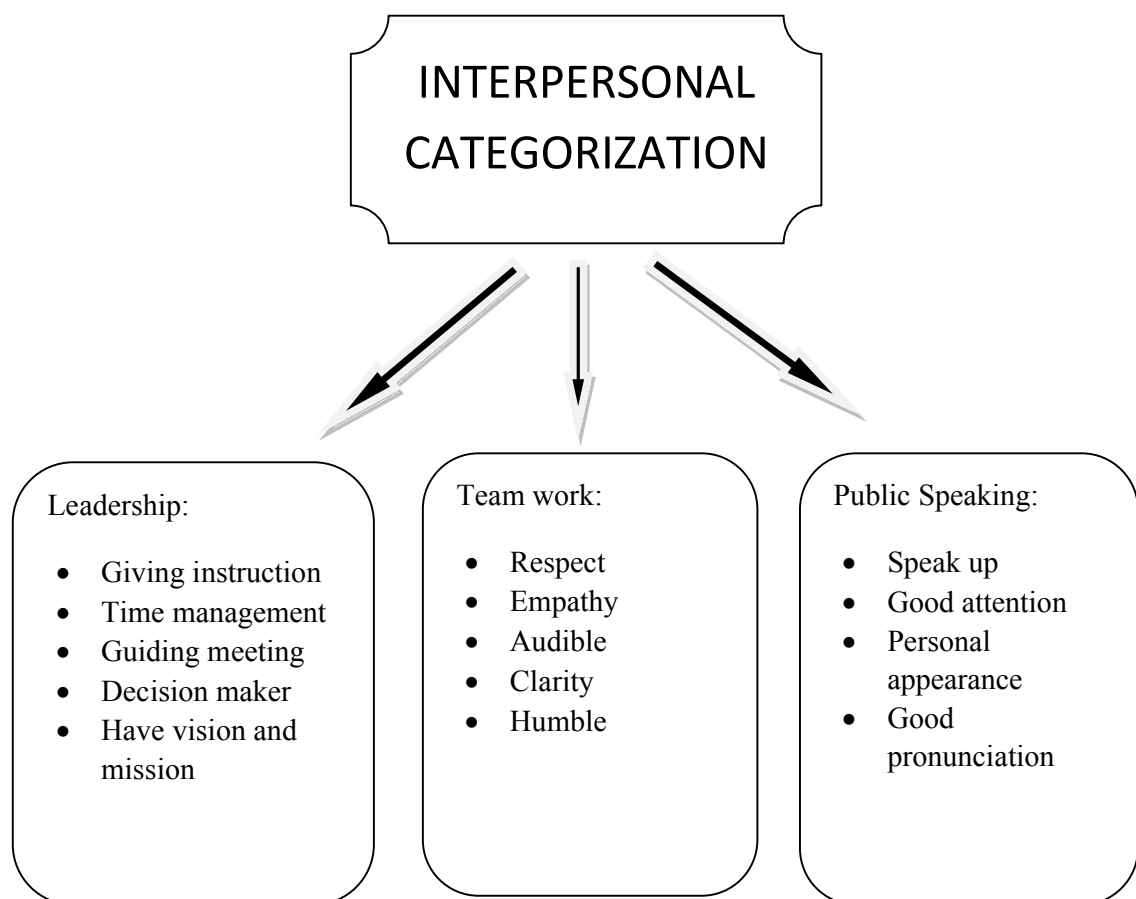
by Muqowim (2012) abbreviated as REACH (respect, empathy, audible, clarity, humble). Respect is a mutual respect for each other with detail that every opinions, proposals, and rejection should be listened. Empathy is the ability to listen.

Then, the case should be understood before be heard. Audible is the usage of media that can be understood and listened to others. Clarity is the clarity of the message or not multiple interpretations. And the last is the humble attitude of humility, to serve, respect, listen, dare to admit mistakes, and put the interests of the principal. Those are some of the characteristics to have communication skills to support the ability of team work where the ability is to create the interaction and relationships with everyone around.

The Ability of Public Speaking. Public speaking skill is a part of interpersonal because there are aesthetic or rules in speaking in every interaction with others, delivering opinion, and refuting the opinion. A public speaker always pays attention to these following points by Pil and Liana, (2009). The first is eye contact which is important when people talk and communicate. The second is the appearance which is a form of respect the people around. Third is the gesture which is essential to help in delivering the message in the form of a movement or body language. The fourth is the pronunciation that pays attention to articulation, intonation, volume that supports to convey the message. This is important to make someone able to carry on as per the norm. This is usually done by the people who have interpersonal skills.

In the process of teaching and learning in English language, basically learning the English language has an atmosphere where every student is required more active and practice in the classroom every day (Marsh, 2008). The students who have interpersonal skills in the process of teaching and learning will be automatically enthusiastic in learning activities. They are expressed through several categorizations in the interpersonal skill by Muqowim, (2012).

Figure 2. *Categorize of interpersonal skill*



The students' interpersonal skill in the process of English language teaching and learning is that the students need good communication (Krista & Wendi, 2010). The students must be able to speak in front of audiences,

cooperation, and become leaders. Those skills are to build relationships with their friends and the lecturers in the class. Besides focusing on the theory, they also have to focus on the class activity. Some of the things included in the activity class are offered to become chairman of the group in discussions, and the theory is not designated by the lecturer. The students will be dared to argue when they are in a discussion in class and invite friends for discussing to solve a problem given by the lecturer. In addition, the students will directly lead and guide the members of the group when discussing, listening to their opinions and getting conclusions fairly. Those are the student activity as their interpersonal skills.

In summary, interpersonal is the ability to build relation with other. It also studies about interaction to communicate. Therefore, people must create a communication anywhere, including in the classroom. In this case, the student is the one who is active in learning in the classroom. In connection with that, the active person has the abilities such as leadership, teamwork, and public speaking that would be build interaction with other.

Review of Related Research

In addition to this research, this section will discuss and demonstrate some of the researches that have been done before by some the researchers. Then, this part will show the difference of this research and other studies.

In the research Matin, Jandhagi, Karimi, and Hamidizade, (2010) on interpersonal communication to build teamwork, they tried to discover whether building teamwork had a relationship in interpersonal communication skills or not. They showed some of the factors that influenced in forming a partnership.

Therefore, they found that the good cooperation would be successful if the interpersonal communication was done. They concluded that both of them had a relationship, because both of them has related. Matin et al (2010) conducted a research to one of the organizations active in the university. They chose the 106 respondents to get the data. They eventually found an answer from the survey that interpersonal communication had a relationship with building teamwork.

In other studies, Gloria (2011) focused on the student-centered learning in higher education (learning environment). She argued that the use of the student-centered learning made the students learned to interact in the environment. She also assumed that both of these the student-centered learning and learning environment have a positive relationship in the learning process. Chung and Chow (2004, as cited in Gloria, 2011, p.96) also has found a positive response to the student concerns can result in a classroom that is even more the student-centered. Gloria (2011) stated that building the capacity of the student interaction is associated with the use of the student-centered. The result the students have a positive response so that the lecturer should be centralized to the student activities.

Hence, from both the previous review related to the use of the student-centered learning and an interpersonal skill, the researcher was able to equalize and distinguish between such research and studies conducted by the researchers. First, Matin et al (2010) and Gloria (2011) spoke about the equality of mind with the researchers about the ability to interact with the environment and the student-centered learning models. However, there is a difference in purpose of the

research. The first research, Matin et al (2010) on interpersonal communication and teamwork building aspect means that he just tried to find the correlation both of them, not for general aspect. The second, Gloria (2011) focused on the student-centered learning in higher education. She did especially for the role the student centered for learning environment in the classroom. Meanwhile, investigators have to look for the general purpose contribution of usage-centered learning to the students for their interpersonal development. Moreover, both these studies examined only one aspect in which the student-centered learning contributes to the development of interpersonal skills.

Conceptual framework

The theories of the research provide the contribution of the student-centered learning toward the students' interpersonal development. This research shows that the student-centered learning has a major influence on the development of interpersonal skill of the students. The students must have the independence to develop their ability to interact with others in the environment. The students will be trained to be active and independent during the learning process so that they will develop their interpersonal skills directly.

Learning is a necessary element in education. Learning is a process of interaction between the students with the lecturers in a learning environment. It is like what Dennison and Kirk (2002) has stated that learning is a reflective activity which enables the learners to draw upon previous experience to understand and evaluate the present. In other words, learning is a process to help the students to learn well and learn all the time experienced by a person which also can occur at

anytime and anywhere. For instance, the lectures give an article for the students, then the students should read and giving the opinion about it. Then, after they read it, the lecturer asks them to know how much they get information from the article. When all finished, the lecturer will give feedback to make clear the content of article and also give instruction to do next. From this example, the student are doing learning process where they start to do, review the article (the lecturer giving feedback), learn more clearly about the content, and apply in their learning process. Dennison and Kirk (2002) described the four elements in a learning process, drawing on the cycle things to see the activity in learning (Do), the need for evidence and evaluation (Review), the extraction of meaning from the review (Learn), and the plan of learning in future action (Apply).

In the process of learning and teaching, the students meet a model of learning using the student-centered learning. This is talking about the students are given a problem to find the answers. Then, they will also set up a group to work well and they will learn to build a right team. With this case, they will learn to argue, lead, led, and appreciate the others' opinions. In addition, they will also get the learning to present the results of the learning team work. One of them is through playing a role when they have a duty to do the role-play. After being completed through learning using the student-centered learning, the students will have a duty to find answers without the lecturers' help. Finally, they will also get the final project in the form of projects to be done at the end of the semester. Those are the things about using the student-centered learning in the classroom

The students' development of interpersonal skills will be improved if the students do teaching and learning process actively. An interpersonal skill is the ability to develop someone to interact with the social environment (Muqowim, 2012). In the teaching and learning process, the students get a lot of ways and tasks in the classroom. When the lecturers give the task to create a group discussion, then the lecturers give problems in the search for the answer and after that, the result of the group discussion should be presented in front of the class. With the task, the students will train and develop their interpersonal skills. For example, they create discussion groups consisting of five persons, in which each the student will choose a person to be the chief of the group. Then, the chief of the group will run and lead the discussion. In the group, they will be divided to make a presentation when they have finished discussing. From these examples, they train and develop their interpersonal skills such as communicating with other members to choose a group leader, and then interacting to express their opinions and solve problems. They also practice their public speaking skills when presenting in front of the class and the chief of the group also train to lead the members for the discussion process. Based on Pil and Liana (2009), the process of teaching and learning using the student-centered learning affected the activity of the students to interact with other. In other word, the researcher assumes that student-centered learning contributes to the development of interpersonal skills of research.

Figure 3. *Conceptual framework*