

## **Chapter Four**

### **Findings and Discussion**

This chapter presents the detail information about the data which has been gathered and analyzed by the researcher. The data presented in this part is the findings of the clarified interview have been categorized based on the interview guideline, and then it was followed by the discussion and also supported by the connected theories. In addition, this chapter is divided into three main topics according to the research questions. The first topic is about the implementation of the student-centered learning at English Education Department of Universitas Muhammadiyah Yogyakarta. The second is about the interpersonal skills developed at English Education Department of Universitas Muhammadiyah Yogyakarta. The last is about the contributions of student-centered learning for student's interpersonal skill development at English Education Department of Universitas Muhammadiyah Yogyakarta.

#### **The implementation of the student-centered learning at English Education Department of Universitas Muhammadiyah Yogyakarta**

To begin with, in answering the first research question of this study which is about how the student-centered learning is implemented at English Education Department of Universitas Muhammadiyah Yogyakarta, the researcher took three participants from three classes in batch 2012 and also the findings derived from the interview after the participants had classroom activities. In addition, based on the interview results, the researcher found out some findings related to the

implementation of the student-centered learning at English Education Department of Universitas Muhammadiyah Yogyakarta.

**Finding 1: Student-centered Learning is effective to be implemented at English Education Department of the Universitas Muhammadiyah Yogyakarta**

The first question in the interview was asking about how the activity or learning process in class. The first finding is the implementation of a student-centered learning in the classroom. Derived from the interview, the participants mostly argued that the process of teaching and learning in class was quite effective and ran smoothly. Then, the process of learning made students more active in the classroom and they were very involved if this process was centered to them.

Based on those three reports, they expressed their opinions about the process of learning through ways that lecturer applied and also tasks given in the classroom. One of them also said that there was difference in the learning process when they learned in high school and learned in University. And they said that learning which was centered on student activity was effective. It could be seen when someone was talking and others were listening. Below are their opinions:

Firstly, lecturer habitually explained his syllabus. Then, he gave some readings. There are novels and articles. Later, we were asked to read the novel first. In every week, we were given some questions and we had to

write something like an essay. By doing so, we were trained to be braver in expressing our arguments. (Whulan/Interview/Appendix3)

When I was in senior high school, the teacher explained something and we could only accept that. But now I am a student of university and it is completely all different. We tend to be more active and have more discussion in class.(Elvira/Interview/Appendix4)

So the effectiveness is something like this, for example, there was a lecturer who was explaining something so we must listen. If we were in a discussion so we must discuss together. By doing that, everything could run well, even when the lecturer was explaining to students or when we were presenting in front of class. Basically, those all ran well.(Sultan/Interview/Appendix5)

Based on the above data, it could be concluded that the process of learning and teaching centered on the student or student-centered learning was effective and runs well in the classroom in EED of UMY because all participants gave good response during that process. Additionally, some ways about learning and teaching that emphasize the students' responsibility for such activities that is student-centered learning (David, 2000). Then, student-centered learning also made students become more active in the classroom.

**Finding 2: Small Group Discussion at English Education has been implemented at the Department of Universitas Muhammadiyah Yogyakarta**

The next question is about learning techniques in student-centered learning that is used in the classroom. The second question is to identify the existence of small group discussion applied in the learning process. The participants had been given the opportunity to express their opinion about it. They had their own opinions about the learning process using the small group discussions. Below are their opinions:

One day, there was a class activity but I forget the class was. In that class, there were only some students in group, 4 or 5 students and in that group we worked together and we made a brainstorming. Then we were asked to present in front of class and there was no one who would. So how could it be if there was no representative right? Later, I voluntarily presented in front of class presenting bla..bla..bla even though, it was still unclear and not in detail but I should be brave and confident.

(Whulan/Interview/Appendix3)

In discussion, we were given the theme of today's lesson, and then we were also asked to distribute us into some small groups. In group, we discussed about the problems and later we presented them.

(Elvira/Interview/Appendix4)

Group discussion was often done in 4 sks. The learning would be more effective because in group discussion we could share every single thing that every student understood and then we united our opinions. Later, we used to have presentation to express out opinions together from group

discussion. In my opinion, it will be better if the lecturer explained about our opinion whether those were correct or not.

(Sultan/Interview/Appendix5)

It can be seen that all of participants said that they had done a small group discussions in the classroom. This indicates that their lecturer taught by using student-centered learning implemented through small group discussion in the classroom. In addition, small group discussion is one of techniques in student-centered learning (Barbara, 2004). In other words, it proves that English Education Department of UMY has implemented student-centered learning through small group discussion.

**Finding 3: Role-play at English Education has been implemented at the Department of the Universitas Muhammadiyah Yogyakarta**

After knowing their opinion about a group discussion, the interviewer asked the participant about the role-play which was one of learning techniques of student-centered learning. Three of participants argued that they had ever used role-play in the classroom at first semester. Their opinions were proven in these quotes:

There was a role-play at the first semester. We were asked to make an event and in the event there was a presenter and guest stars.

(Whulan/Interview/Appendix3)

“The activity was usually the same, there was a theme and we were asked to act like something. There was also a game, we were asked to count, sing and when we stopped counting, and we should guess we acted like what. (Elvira/Interview/Appendix4)

It is effective, for example, to act like something, we knew how the condition and situation in real was though that was just acting. I also ever asked to act to be interviewer and interviewee in a company. So it assisted to train my speaking. (Sultan/Interview/Appendix5)

Based on the data above, it could be concluded that the students mostly ever learned using role-play techniques in the classroom. In addition, they responded positively to the learning techniques using role-play which made their skills trained. And also, they felt that the role-play made them learning to know and to face the real world. Barbara (2004) also stated that in applying role-play, the lecturers must design a situation or activity that is similar to real life. In short, it shows that English Education Department of UMY has implemented student-centered learning by using role play.

**Finding 4: Contextual Learning has been implemented at the English Education Department of the Universitas Muhammadiyah Yogyakarta**

Researcher asked about the characteristics of contextual learning in the classroom. Most of them mentioned some answers that referred to the

characteristics of contextual learning. In addition, they feel that learning with this technique is very well used.

Something that is comfortable and open like in 'closed-book journal' class. In that class we were able to express our opinions. I did not care whether my opinion is correct or not according to the journal that I read. I think if I am sure that I could to answer in good structure.

(Whulan/Interview/Appendix3)

It is good, we could be comfortable to show off our opinions and from that we were able to increase our confidence and critical thinking. So, it would be better if there was a speaking session in classroom. However, we also needed an explanation from lecturer. (Elvira/Interview/Appendix4)

In my opinion, comfort is when we could discuss together with friends. Lecturer did not ask us to be like this or like that. Besides, when lecturer explained in front of class, we could negotiate the lecturer to speak slower and explain repeatedly. Furthermore, the good was there was consultation and for me it is very important when in classroom there were some students who were difficult to express their perspective in front of other friends. So, if it was comfortable and open, we could request directly to have a consultation with the lecturer and it would be more comfortable.

(Sultan/Interview/Appendix5)

It could be concluded that all participants mostly said that they experienced using contextual learning in the process of learning and teaching. As

mentioned, they learned in comfortable situation that made them liberally spoke up and expressed their opinions. They also felt more confident to negotiate with their friends and lecturer and they felt no longer afraid of speaking in public. The principle of contextual learning is talking about the students do and experience, not only watching and writing, and also the development of social skills (Kimberly, 2011). They explained that learning was convenient and open which made them easier to argue and also could train their skills.

### **The Students interpersonal skills developed at English Education Department of the University of Muhammadiyah Yogyakarta**

In answering the second research question, the participants were asked about some interpersonal skills developed at EED of UMY. Based on participants' reports, researcher found some of the capabilities associated with the skill of student's interpersonal skills.

### **Finding 1: the skill of public speaking has progressed well in the English Education Department of Universitas Muhammadiyah Yogyakarta**

Public speaking skill has evolved during the process of learning and teaching in the classroom. Derived from interview, researcher identified that some interpersonal skills developed by the students of EED UMY was an important part of communication. First interpersonal skill presented here is speaking skill especially for public speaking. Here are their statements:



In speaking, though I did not know the grammar whether it was correct or not, I still had to learn. For instance, I asked to my friend and talk something, so I just practice it. (Whulan/Interview/Appendix3)

For me, the benefits are we tend to be more competitive and enthusiastic. I just want to train my speaking skill. So during my study here, I am able to develop my skill in speaking. (Elvira/Interview/Appendix4)

In addition, one of three participants said that he was trained to get used to speaking in public, and he can also be prepared mentally when speaking in front of the audience. Here is his statement:

Exactly, it is developed. I think the difference is very drastic after using group discussion as learning system. It is because we often talk and expand our ideas, so when we speak in front of public or classroom we will be more ready in mentality because we used to think before speaking. (Elvira/Interview/Appendix4)

Based on the data above, one of student's interpersonal skills that are developed is speaking skills especially for public speaking. They argued that their public speaking was trained. In addition, they said that when they often spoke in the public, it would train their mental and speaking skill. In conclusion, student's public speaking skill which is one of interpersonal skills has been completely developed at EED of UMY.

**Finding 2: the skill of leadership has improved in English Education****Department of Universitas Muhammadiyah Yogyakarta**

Researcher asked participants about what abilities are evolved in the classroom. Obtained from participants' answers, leadership skill is one of interpersonal skills developed in the process of learning and teaching. Students felt their leadership skill is developed as they involved in classroom activities like, for instance, instructing something or organizing and guiding his friends in a discussion. Here are their statements:

Ever, for instance, I had ever a group discussion and my friend did not want to speak up, so I should stand up. Perhaps, it came from my leadership skill. (Whulan/Interview/Appendix3)

It is various, I did ever become a leader but it was sometime. So, in group, we must want to be commanded and give command.  
(Whulan/Interview/Appendix3)

Leadership, right? When I organized my friends so I was the organizer, when I was in discussion, I ever took a decision. I give the tasks. Maybe, that is named as leadership. (Sultan/Interview/Appendix5)

Based on the data above, student's leadership skill is developed during the process of teaching and learning. Their leadership skill was trained when they gave instructions to their friends, guided their friends and also managed the discussions because their feeling of responsibility would emerge from those

activities. Robert and Christopher (2013) also stated that the student who has leader skill, they will run a meeting and instruct to form a relationship. The conclusion is that the students develop leadership skills during the process of learning and teaching.

**Finding 3: the skill of teamwork has improved in the process of learning and teaching in the English Education Department of Universitas Muhammadiyah Yogyakarta**

After learning interpersonal skills are developed, they also develop the skill of teamwork. They said that students should have a certain role in a group discussion. For example, they often tell off his friends to be active, and then they are also reminded of teamwork in a team. Besides, they also learned to appreciate for their friends' opinions. This is demonstrated by their statement below:

I just joined it, for instance, asking how this is or how that is. Then, sometimes I said 'you look for this please' he/she said 'ok, I will.

Furthermore, sometimes if there was not friend who wanted to help, I just did it by myself. I was so resentful, why I did it lonely then I said to them to do this or do that. Sometimes I command like that.

(Whulan/Interview/Appendix3)

I often to push and remind them to know how this is or how that is in group. (Elvira/Interview/Appendix4)

Based on the data above, it shows that students develop the skill of teamwork when they are discussing, reminding each other and also telling off a friend who is not active in a group discussion. Amir and Wisal (2012) also stated that success in team work is how people establish a good communication with members. In conclusion, students of EED UMY develop the skill to work together during the process of teaching and learning.

**The contributions of student-centered learning for student interpersonal skill development at English Education Department of Universitas Muhammadiyah Yogyakarta.**

To answer the third research question about the contribution of student-centered learning for student interpersonal skill development at EED of UMY. Participants were asked about contributions given by student-centered learning to develop their interpersonal skills. Researcher found some developing interpersonal skills by using student-centered learning. The following are the results of the interview.

**Finding 1: Group Discussion for Interpersonal Skill Development**

Researcher asked participants about the contribution of group discussion in learning. Students said that they really liked learning with small group discussion because they could explore, express their ideas, exchange opinions with members of the group. In addition, they could also interact socially, increase

self-confidence and are trained to communicate well in public. Here are their opinions:

In group discussion, it will manage more our ideas and speaking skill in expressing ideas. (Whulan/Interview/Appendix3)

It is like the previous, through group discussion, I could be braver in speaking and I had to be more confident to speak in front of class.

(Whulan/Interview/Appendix3)

Ever, for instance, there was a group discussion and my friend in group did not want to speak up. So, I just stand up to replace him speaking in front of class. I think that is the name of leadership.

(Whulan/Interview/Appendix3)

It is increased, group learning consists of 4 to 5 persons, so it is impossible if there is only one who works in group and we have to ask to all members to work together. (Whulan/Interview/Appendix3)

If there were 5 persons in a group, then there was also would be leader, speaker. So he or she distributed our tasks to all members. If there was no one who wanted to speak up, all members had to encourage him or her to present in front of class. (Whulan/Interview/Appendix3)

Based on the above statement can be seen that the small group discussion affects the development of interpersonal skills such as the skill to speak, self-confidence, lead, and skill of teamwork.

Group discussion yes? Social interaction in academic to share and express the opinion to each others. So, I think this is something like this and he said some thing like that. So, we could know that every one had different perspectives. (Elvira/Interview/Appendix4)

Exactly, it is developed. I think the difference is very drastic after using group discussion as learning system. It is because we often talk and expand our ideas, so when we speak in front of public or classroom we will be more ready in mentality because we used to think before speaking. (Elvira/Interview/Appendix4)

It can be seen that through small group discussion participants can improve social interaction to express an opinion, respect each other's opinion and also develop public speaking skill.

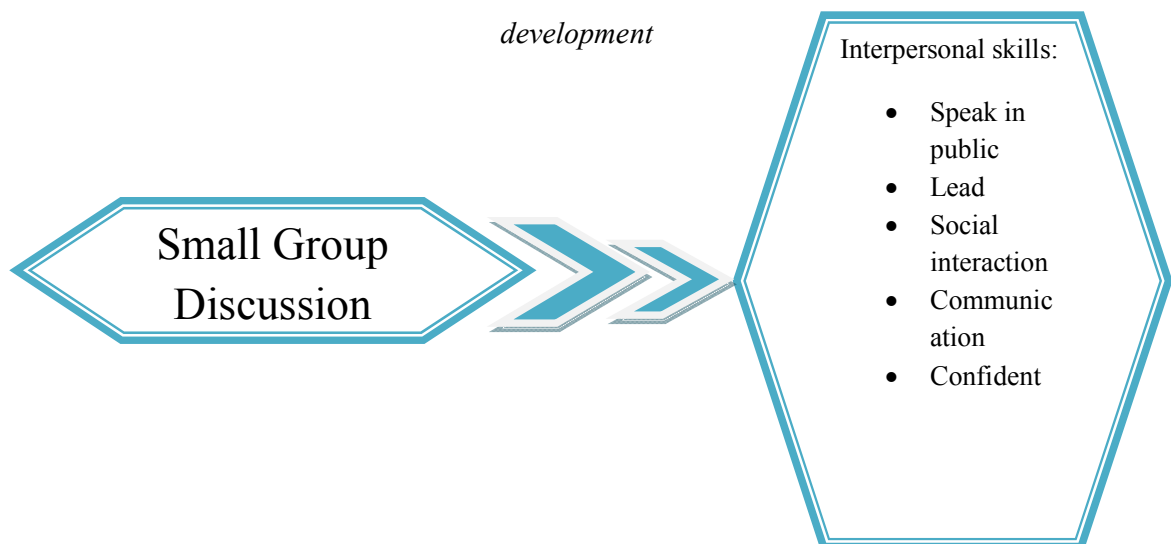
Communication in expressing our ideas and confidence. There are a lot of friends in group, everyone will surely look at us, and we have to show up. (Sultan/Interview/Appendix5)

Discussion, I argued my opinion, manage the words first in order to make my friends understand about my opinions. Maybe, it increased from the previous and only one person who is scared to speak up. (Sultan/Interview/Appendix5)

It can be seen also that small group discussion contributes to the development of student communication and can reduce the fear of speaking in front of their friends.

Based on the data above, small group discussion provides a great contribution in developing interpersonal skills of students. First, discussion in group is able to develop the skill to speak, lead, collaborate and make the students become more confident. Second, social interaction is increased because of the communication that occurs in small group discussion. Kim (2005) also stated that the student centered learning is a learning strategy to put students as the active learners. And then, students can develop communication skills so that they will feel confident and not afraid to speak in public.

Figure 4. *The contributions of small group discussion for interpersonal skill development*



### **Finding 2: Role-play for Interpersonal Skill Development**

The next question is about the contribution of role play in developing student's interpersonal skills. Participants were asked about what skill developed during learning process using role-play. Here are their statements below:

If in role play, it can increase our speaking and pronunciation. I ever practiced in front of class, I did wrong when I was saying focus become focus and then my friends were laughing at me. Then my lecturer corrected my word. So, from that, I could know what is right or wrong. (Whulan/Interview/Appendix3)

Maybe, it was comfortable with my friends when I did role play. And role play was often used when I was in first semester, so I could know more and deeper in communication. (Elvira/Interview/Appendix4)

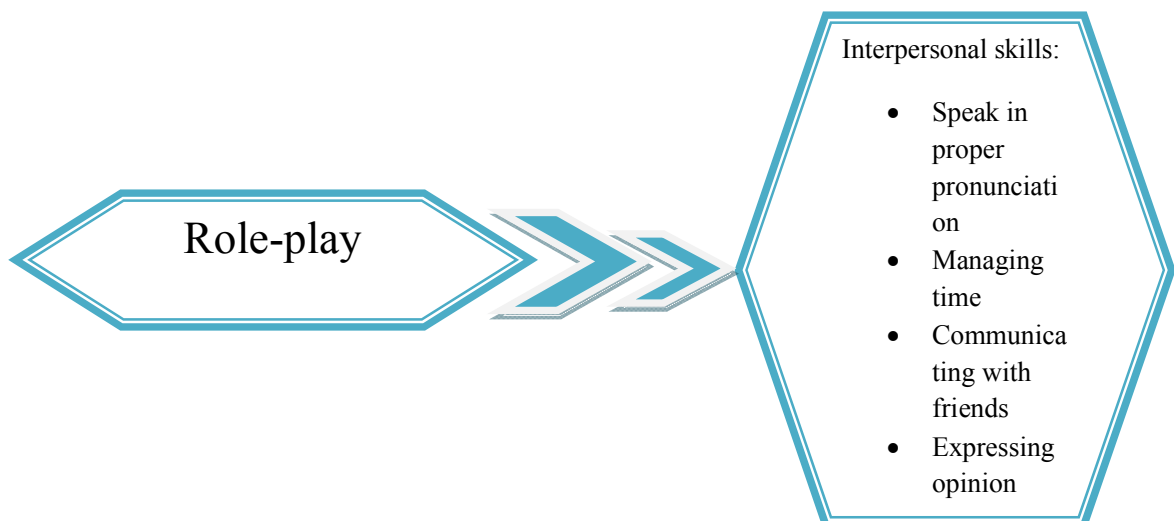
I feel it actually, in role play automatically we had to speak up and we had to do it, I should be confident, I had to argue what I was going to say. Something like that, so when we could do that, we could increase our speaking skill. (Sultan/Interview/Appendix5)

In role play, we had to prepare what we were going to say. Automatically, when we were at home, we had to train our pronunciation. We should manage our speaking according to information that was going to be said. Then, role play was not only done by one person, it should be done by many persons and they should be cohesive. They had to know what we had to do in this step or in that step. They had to be active also. And the most important thing is exercising in order to be braver in speaking up in front of friends. So role play is so beneficial. (Sultan/Interview/Appendix5)



Data above indicates that using role play contributes to the development of students' interpersonal skills. Some interpersonal skills are the skill to speak in proper pronunciation, managing time, communicating with friends, especially in expressing opinions. In addition, the role-play is able to train teamwork, leadership, and public speaking. In conclusion, role-play has contribution to the development of student's interpersonal skills.

Figure 5. *The contributions of role-play for interpersonal skill development*



### **Finding 3: Contextual Learning for Interpersonal Skill Development**

The last question is about the contribution given by contextual learning for interpersonal skill development. Contextual learning is convenient and open situation of the learning in the classroom. So, the researcher asked participants what they think about comfortable and open learning situation. Then, what skills have improved with the contextual learning process. Below is their statement:

The skill that was increased in comfortable class was first I could be confident. Being good listener when I was talking and I was listening.

(Whulan/Interview/Appendix3)

In a comfortable learning, we are as the student should be feeling free to argue something to our friends or lecturer. So we feel good and comfort in learning process. Our public speaking will be increased, so we train to speak up in front of public. It is easy to speak.

(Sultan/Interview/Appendix5)

Yes, something like that. Sometimes is good but sometime is bad. So if the system is comfortable, we will be easy to talk.

(Sultan/Interview/Appendix5)

Yes mas, and we will be comfortable in learning. So it can train us to show up in front of class without ashamed. (Sultan/Interview/Appendix5)

From data above, it can be concluded that the contextual leaning students can develop confidence when they are speaking in front of the class. Then, students can be more liberated to express what is on their minds, so that they are not afraid to speak in public. And also, students are trained to be able to explore their selves and reveal their ideas without feeling embarrassed. In conclusion, learning using contextual learning contributes to the development of students such as interpersonal, communication, talking, self-confidence, and also they are free to express opinions.

Figure 6. *The contributions of contextual learning for interpersonal skill development*

