

CHAPTER FIVE

Conclusion and Recommendation

Conclusion

Finally, three research questions of this study have been completely answered. The first research question is about how is the implementation of the student-centered learning English Education Department at the University of Muhammadiyah Yogyakarta. Implementation of student-centered learning was very effective in teaching and learning at EED of UMY because all participants supported and responded positively. Besides, using group discussion during the process of learning was also stated by three participants. Then, role-play was also used in class where students got a task to demonstrate a particular role and to act as real as possible. And also, learning using contextual learning in EED UMY where lecturers provided the opportunity for students to express their opinions freely. Three of the participants found their own comfort in learning because they could explore themselves without feeling ashamed. In conclusion, the implementation of student-centered learning is very effective and run smoothly. Hence, the students are able to enjoy the learning process and the lecturers can also teach well.

The second research question is about what interpersonal skills are developed at English Education Department, University of Muhammadiyah Yogyakarta. There are some interpersonal skills developed at EED of UMY. First

is public speaking skill in which two of the respondents felt their speaking skill became well trained and they often trained their mentality to speak up in public. Second, their leadership skill was developed by training to deliver instruction and to guide all members in a group discussion. And the third is teamwork skill when they are discussing in group, two of the three participants said that they were told off if there were members who were not active and also they reminded each other. The conclusion is that interpersonal skills such as public speaking, leadership and teamwork have been developed in EED of UMY.

The third research question is about the contribution of the student-centered learning for the student interpersonal skill development at English Education Department, University of Muhammadiyah Yogyakarta. In this study, researchers previously had limited the types of student-centered learning and interpersonal skills to identify their learning process, and then to determine the contribution of student-centered learning for student interpersonal skills development. Some of the contributions made by the student-centered learning for student interpersonal skills can be seen from three learning techniques. First, small group discussions contributed to the development of interpersonal skills such as public speaking, working in a group, sense of leadership to guide the group, confidence, and social interactions that occur because of frequent communication within a group discussion. Second, role play contributes to the development of student interpersonal skills such as communicating with friends, talking and expressing opinions, teamwork skill, sense of leadership and public speaking. Third, contextual leaning students can develop confidence in speaking,

so students feel free to express an opinion without feeling ashamed to speak up and to explore themselves in public. In conclusion, student-centered learning has beneficial contribution to the development of interpersonal skills student at EED UMY.

Recommendation

The researcher presents the recommendation about the contributions of student-centered learning for student interpersonal skills development. This recommendation is for the lecturers, the students and the future researchers.

For the lecturers. From the contribution of student-centered learning for student interpersonal skills, it is hoped that lecturers can apply student-centered learning more as we can see that the student-centered learning has many benefits in the development of students' abilities. In addition, lecturer can guide students to develop their leadership skill, teamwork skill, and public speaking skill.

For the students. Students can use the student-centered learning to train their interpersonal skills. Through the contributions of student-centered learning, students are able to train their leadership skill, public speaking skill and teamwork skill. In addition, student-centered learning is very beneficial for classroom learning English.

For Future Researchers. This research actually used qualitative research, and hopefully for other future researchers can be done the same research concern in quantitative research to measure numerically the contribution of student-

centered learning for student interpersonal skill development in order to gain more detail and specific result. In addition, future research could undertake extensively on student-centered learning and examine in depth on interpersonal skills.