

**THE USE OF A NEW PARADIGM OR STUDENTS CENTERED
LEARNING OF TEACHING PRACTICES TO HELP STUDENTS'
READING COMPREHENSION SKILL IN LEARNING ENGLISH
(An Action Research at Public School in BLORA)**

A FINAL PROJECT

**Presented in Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree in English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
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SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG**

202

PAGE OF APPROVAL

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Prepared and Presented by:

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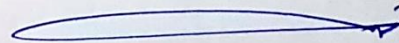
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STATEMENT OF ORIGINALITY

The author hereby truthfully declare that the final project created does not contain the works on part of other people's work, except those whose statements are no longer valid in the future, and the author fully agree to accept an academic sanction in the form of revocation of the paper and the degree obtained from that paper.

Semarang, February 2023

The author,



Herliyana Budi Almadayanti



MOTTO

There is not a single struggle that is not tiring.

"And give good tidings to those who are patient, that is, when a calamity befalls them they say: indeed we all belong to Allah and indeed to Him we shall return."

QS Al-Baqarah: 155-156



DEDICATION

This study is dedicated to the author's beloved husband who always accompany in every single time during this study made, always give spirit and always strengthens when the author feels tired and the author's parents also the author's parents in-laws. They also make the author spirit and strong to pass all difficulties and obstacles. The prayers and support from the family made the author finish this study. Do not forget to the author's family and friends who always give support.

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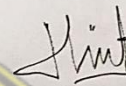
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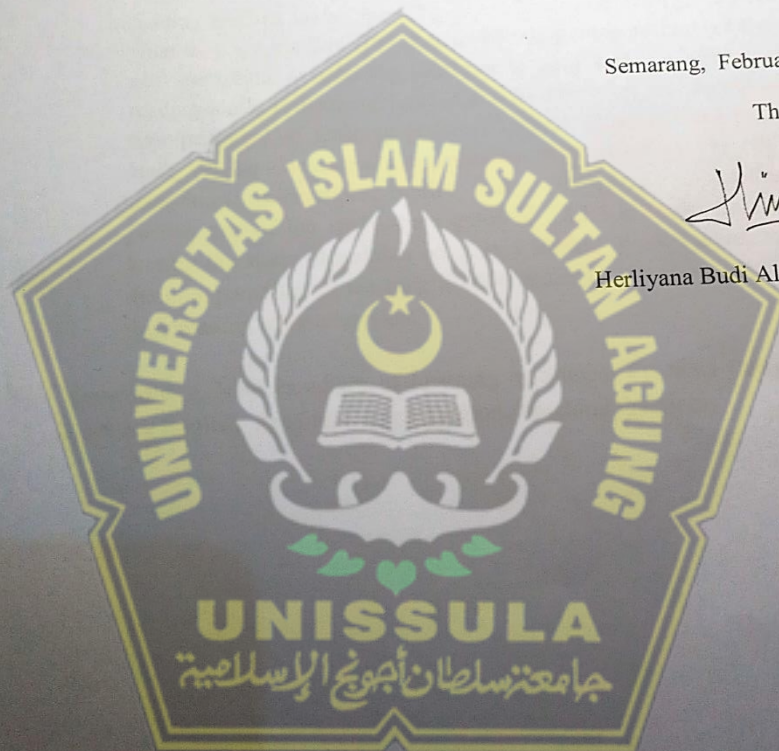
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ABSTRACT

Almadayanti, H. B. 2023. The Use of A New Paradigm or Students Centered Learning of Teaching Practices to Help Students' Reading Comprehension Skill in Learning English (An Action Research at Public School in Blora). *Final Project*. English Education Department. Faculty of Languages and Communication Sciences. Sultan Agung Islamic University. Advisor: Dr. Kurniawan Yudhi Nugroho, M.Pd.

In this era of globalization, many aspects of life have developed rapidly, including education. In order to create a potential and independent generation, the government has made a student centered learning policy or what can be called learning in a new paradigm. Several schools in Indonesia have started implementing student centered learning as a learning method, including in learning English. Many students experience difficulties in reading English texts. From these problems, students will not understand what they are learning. The purpose of this study is to find out the use of a new paradigm of teaching practices to help students comprehend their reading skills in learning English and to determine the impact of using a new paradigm of teaching practices to help students learn English. This study was conducted using a qualitative study in action research that used interviews, observations, rubrics, and portfolios as the instruments. The participants of the study were grade X TKJ 1 and the English teacher. During the study, the author acted as a teacher. From the results obtained, the new paradigm in teaching English practices can help students improve their reading comprehension.

Keywords: A New Paradigm of Learning or Student Centered Learning (SCL), Learning English, Reading Comprehension, Teaching Practices.

INTISARI

Almadayanti, H. B. 2023 *The Use of A New Paradigm or Students Centered Learning of Teaching Practices to Help Students' Reading Comprehension Skill in Learning English (An Action Research at Public School in Blora)*. *Skripsi*. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Dr. Kurniawan Yudhi Nugroho, M.Pd.

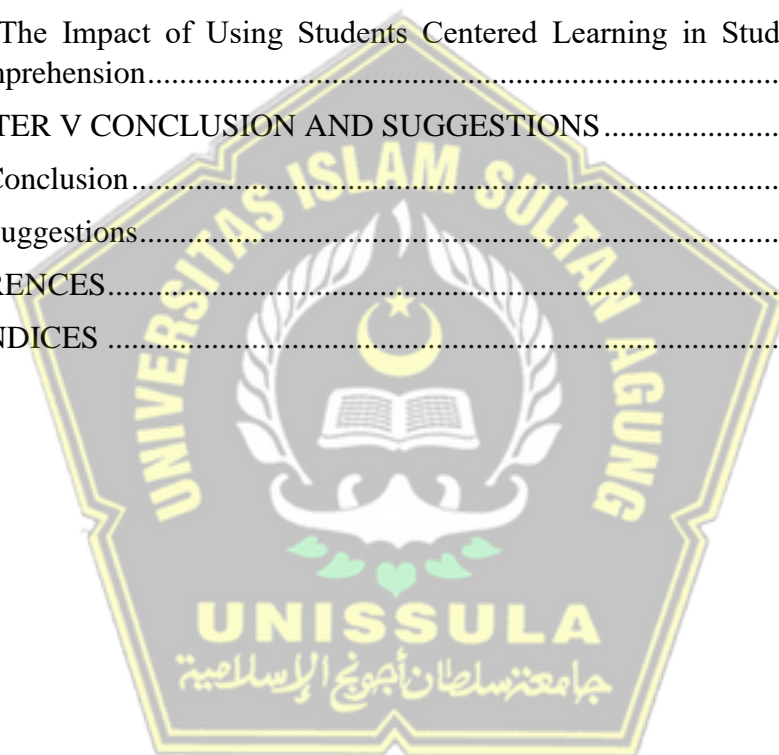
Di era globalisasi ini, banyak aspek kehidupan yang berkembang pesat, termasuk pendidikan. Untuk menciptakan generasi yang potensial dan mandiri, pemerintah telah membuat kebijakan pembelajaran yang berpusat pada siswa atau yang bisa disebut pembelajaran dalam paradigma baru. Beberapa sekolah di Indonesia sudah mulai menerapkan pembelajaran yang berpusat pada siswa sebagai metode pembelajaran, termasuk dalam pembelajaran bahasa Inggris. Banyak siswa mengalami kesulitan dalam membaca teks bahasa Inggris. Dari permasalahan tersebut, siswa tidak akan memahami apa yang dipelajarinya. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan paradigma baru praktik pengajaran untuk membantu siswa memahami keterampilan membaca mereka dalam belajar bahasa Inggris dan untuk menentukan dampak penggunaan paradigma baru praktik pengajaran untuk membantu siswa belajar bahasa Inggris. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif dalam penelitian tindakan kelas yang menggunakan wawancara, observasi, rubrik, dan portofolio sebagai instrumennya. Partisipan penelitian ini adalah siswa kelas X TKJ 1 dan guru Bahasa Inggris. Selama penelitian, penulis berperan sebagai guru. Dari hasil yang diperoleh, paradigma baru dalam praktik pengajaran bahasa Inggris dapat membantu siswa meningkatkan pemahaman membaca mereka.

Kata Kunci: Paradigma Barua atau Pembelajaran Terpusat Pada Siswa, Belajar Bahasa Inggris, Pemahaman Membaca, Praktek Mengajar

TABLE OF CONTENTS

PAGE OF APPROVAL	Error! Bookmark not defined.
PAGE OF VALIDATION	Error! Bookmark not defined.
STATEMENT OF ORIGINALITY	ii
MOTTO	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vii
INTISARI.....	viii
TABLE OF CONTENTS	ix
LIST OF FIGURE.....	xi
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	3
1.3 Research Question.....	4
1.4 Objectives of the Study	4
1.5 The Limitation of the Study	5
1.6 Significance of The Study	5
1.7 Definition of Key Terms	6
1.8 Organization of the Study.....	7
CHAPTER II REVIEW OF LITERATURE.....	9
2.1 Teaching English in Indonesia	9
2.2 A New Paradigm or Students Centered Learning in English Language Teaching	12
2.3 Students Centered Learning Develop Students' Reading Comprehension .	17
2.4 Students Centered Learning in Reading Comprehension.....	18
2.5 Review of the Previous Studies.....	19
CHAPTER III METHOD OF STUDY	22
3.1 Design of Study	22
3.2 The Participants of the Study	25
3.3 The Instrument of the Study	25
3.4 Validity and Reliability	28

3.4.1 Credibility	28
3.4.2 Dependability	29
3.5 Procedure of Collecting Data	30
3.6 Technique of Data Analysis	31
CHAPTER IV FINDINGS AND DISCUSSION	35
4.1 A New Paradigm or Students Centered Learning in improving Students' Reading Comprehension	35
4.2 A New Paradigm or Students Centered Learning Help Students Engage the Learning.....	36
4.3 The Impact of Using Students Centered Learning in Students' Reading Comprehension.....	38
CHAPTER V CONCLUSION AND SUGGESTIONS.....	41
5.1 Conclusion.....	41
5.2 Suggestions.....	42
REFERENCES.....	43
APPENDICES	47



LIST OF FIGURE

Figure 3.1 The Action Research Cycle Nelson (2014).....	23
Figure 3.2 Triangulation Method.....	29
Figure 3.3 Component of Data Analysis Interactive Model.....	32



CHAPTER I

INTRODUCTION

The first Chapter provided the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

1.1 Background of the Study

English is an international language and this language is all people needed. McKay (2002, p. 12) separates "English as an international language" in two senses: global and local. As an international language, English is utilized both globally for international communication between nations and locally as a language of greater communication inside multilingual culture. It has been the useful language because people could find good job if they could master English well, beside that it could also helped people to build their own business and the cooperative with other people or even with other country. By the explanation above, it meant that English was very important for every people even more in Indonesia.

In Indonesia, every public school had an English lesson taught by teacher to the students, and it was no exception for one of the public schools in Blora. At this school students were taught a wide range of English vocabulary as well as how to communicate in English. Unfortunately, not all of English lesson in Blora went smoothly. At this school students still had very little knowledge of English, and there were even students who did not understand English at all, so the problem was that the teacher was required to be able to explain and understand the students.

Therefore, studying English is one of important topics which have been studied many previous researchers (Yusri et al., 2018; Romadloni et al., 2017; Yusri et al., 2018; Mantasiah, 2020). Therefore, acquiring English was essential for the students.

Student Centered Learning (SCL) is a learning and teaching strategy that encourages students to be more involved in and in charge of their own learning (Hannafin, 2012; Weimer, 2013). It gave students the ability to choose what they wanted to learn and when they wanted to learn it, rather than having a teacher select for them. Teachers, rather than being the major source of knowledge development, served as coaches or advisors in a students centered learning. This independence from instructor supervision allowed students to acquire a passion of studying early in life. Students obtained valuable information and built learning and other abilities that would aid them throughout their lives. It was necessary to comprehend the difference between rights and obligations. Students found that studying could be fascinating and enjoyable. Several students have said in their course assessments that they learnt more since they were involved and had fun while doing so. Teachers had less traditional work to perform, especially in higher level classrooms at the end of the academic year. Students were more aware and motivated to engage in class.

In this present era, a new paradigm is needed to promote learning. According to Bell (2010), PBL (Project Based Learning) is not a supplemental activity to support learning. It was the foundation of the curriculum. Student Centered Learning was also called Project based learning. A new paradigm or student

centered learning was a new paradigm that needed in the public school to make the education better than before. A new paradigm or student centered learning should be used in learning, but in real life not all public schools implemented that new paradigm. This school used a new paradigm or students centered learning, Students were more engaged and critical in the learning. They could express themselves and even reason with one another, they were also more confident and less afraid to make an opinion. But unfortunately, the new paradigm or students centered learning could not run well and still had little impact for the students because there were still students who did not have an understanding of English and self-confidence when they wanted to issue an opinion. They depended only on teachers to explain when given lessons, but they also knew English from teachers without them figured out first, so it might be said that the old paradigm or centered learning teacher still exists in this school. This strategy of teacher centered learning is ineffective since students' knowledge is evaluated based on their final test scores (Lynch, 2010). The old paradigm (teacher centered learning) must be eliminated in this school because it has followed the new curriculum: a new paradigm or student centered learning.

1.2 Reasons for Choosing the Topic

The following were the author's reasons for choosing the topic:

1. A new paradigm or student centered learning helped students to be more creative and critical. It could help the students to share their opinion without any limitations.
2. Student centered learning gives students the freedom to select what they want to study and when they want to learn it. (Hannafin, 2012; Weimer,

2013). The students as the centered of the learning so the students had an important function in the teaching learning process.

3. Students learnt new abilities and receive knowledge that would benefit them throughout their lives. The link between rights and obligations was learned. Students realized that was is exciting and enjoyable.
4. English is important and useful. (Yusri et al., 2018; Romadloni et al., 2017; Yusri et al., 2018; Mantasiah, 2020). The students could find a good job in the future if they mastered and understood English well.

1.3 Research Question

Following the study's background, the author developed one research question from the topic presented in order to frame the emphasis of this current investigation. The research question was: "How does a new paradigm of teaching or student centered learning help students improve their reading comprehension in learning English?". In this study the author meant to investigate the impact of using a new paradigm of teaching to help students' reading comprehension in learning English. The method of this study was qualitative research. It was an action research. The data acquired from the students' activity in the classroom.

1.4 Objectives of the Study

The objectives of this study were to find out the use of a new paradigm of teaching practices to help students comprehend their reading skill in learning English and to determine the impact of using a new paradigm of teaching practices to help students learn English.

1.5 The Limitation of the Study

The limitation of the study was limited only to the use of a new paradigm of teaching practices to help students reading comprehension skills in learning English.

1.6 Significance of The Study

This study was significant in two ways: pedagogical and practical.

a. Pedagogical Significance

1. This study was anticipated to stimulate Vocational High School English teachers should be more innovative in the English teaching such as, by using various approaches to engage students in learning.
2. This study was intended to increase students' enthusiasm for studying English through the creativity of teachers' techniques of teaching English, so it could make students more creative and critical during the teaching learning process.

b. Practical Significance

1. This study was designed to help Vocational High School English teachers determine learning techniques that suit the needs of students when teaching English.
2. It was assumed that Vocational High School students would enjoy the English class better.

1.7 Definition of Key Terms

1. A New Paradigm of Learning or Student Centered Learning (SCL)

Student Centered Learning (SCL) is a learning and teaching strategy that encourages students to be more involved in and in charge of their own learning (Hannafin, 2012; Weimer, 2013). It gave students the chance to choose what they wanted to learn and when they wanted to learn it, rather than having a teacher select for them. A new paradigm of teaching was required to prepare learners for the future and to generate the momentum needed to drive educational change.

2. Learning English

According to Dardjowidjojo (2003), English has never been regarded an official language coexisting alongside the national language in Indonesia, and English is the first foreign language. Learning English used in every public school and it was important for the students because English could help them in finding a job.

3. Reading Comprehension

According to Holden (2004), reading is a crucial entryway to individual development as well as social, economic, and civic life. One of the language skills is reading. Reading comprehension is a complicated process that requires the reader's active thinking in generating meaning in order to get a thorough knowledge of the concepts and information presented in the text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 cited in Westwood, 2008:31).

4. Teaching Practices

Teaching practices were utilized by the teacher to help the teaching learning process run well. Teaching English is becoming increasingly important. According to Khan (2011), when it comes to countries where English is not widely spoken, teaching English is a difficult undertaking. Another effort to increase students' reading comprehension is to use an interactive style of teaching reading comprehension.

1.8 Organization of the Study

This study was arranged as follows:

Chapter I included the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

Chapter II explained about Teaching English in Indonesia, A New Paradigm or Students Centered Learning in English Language Teaching, Students Centered Learning (SCL) Develop Students' Reading Comprehension, Students Centered Learning in Reading Comprehension, and the Review of Previous Studies.

Chapter III was Method of the Study. This chapter was about the Design of the Study, the Participants of the Study, the Instruments of the Research, the Procedure of Collecting Data, and the Technique of Data Analysis.

Chapter IV described Findings and Discussion. This chapter covered The Findings of the Study and The Discussion of the Study. The Findings of the Study

were the general result of the instruments that used in this study. The Discussion of the Study was presented to explain the result from the instruments.

Chapter V was about Conclusion. This chapter contains the conclusion of the study, as well as the author's suggestions for the future.



CHAPTER II

REVIEW OF LITERATURE

This chapter explained about Teaching English in Indonesia, A New Paradigm or Students Centered Learning in English Language Teaching, Students Centered Learning (SCL) Develop Students' Reading Comprehension, Students Centered Learning in Reading Comprehension, and the Review of Previous Studies.

2.1 Teaching English in Indonesia

English education in Indonesia is currently very apprehensive. According to Lie (2007), there has been a tendency in numerous major cities in Indonesia to begin teaching English in the lower grades of primary schools, and even in kindergarten. When viewed from the conditions, equity in English education could not be ignored. In general, it seemed as if there was a dividing line about equal distribution of English education between cities and villages or inland areas. Students who lived and attended school in cities were far more miserable than those in villages or rural areas. Students who lived in cities could easily get an understanding of English because they could easily take English courses, easy access to learning materials and a supportive environment.

On the other hand, students in villages or rural areas faced many limitations in learning English. Based on the description above, the distribution of facilities and infrastructure that functions as a support in the learning process had a large and different impact. According to Emery (2012) some concerns that arise as a result of inadequate teacher preparation: teachers' inability to deal with challenges that arise in the classroom due to a lack of training, teachers' low language competence, and

teachers hired to teach English but do not have a background in it. Such issues occur in rural areas due to a lack of appropriate and effective teaching and learning materials (Mishra, 2015). Furthermore, the curriculum was the next thing that supports the learning process. The curriculum set in schools has not been able to enable students in Indonesia to speak English actively. The method used by the teacher was also not fully able to provide an understanding to students in teaching English, in Indonesia most teachers were only fixated on using existing books, but there were also schools that have deficiencies in English teaching books.

Furthermore, judging from the intensity of learning English in Indonesia, currently students already had a lot of time to learn English but there were factors that caused students to have difficulties in learning English, there were several obstacles. The first, many students thought English as a difficult subject and they did not have motivation to learn English. The students thought English difficult because they did not understand English and they did not have enough knowledge about English. Students find English is difficult especially when they are asked to express their opinions in English (Nurkamto, 2003). Besides that, student motivation could come from outside such as association with friends, family conditions and a less supportive living environment. The motivation came from inside the students since they had not yet found a moment when they needed to study this international language correctly and seriously. Second obstacle was lack of vocabulary. This might be due to the students' previous minimal knowledge of English and the striking differences from English and Indonesian, especially in the pronunciation of the vocabulary and sentence patterns they use. According to Hasan

(2016) one of the most challenging tasks students encountered is mastering vocabulary. This problem made the students still have little understanding in English.

As a result, teachers should be aware of their actions, such as knowing the consequences of everything they did and coming up with solutions or suggestions in a teaching and learning situation. The students needed to tend to be passive and hesitant to try it. With these problems and obstacles, there had to be efforts to solve these problems and obstacles. As for the efforts made by the school, teacher and the governments. There were some efforts, included first reforming attitude. it could be done through the efforts of students, teachers, and school in improving English teaching and learning. According to Fatiloro (2015) an absolute commitment to comprehend English language should be made among teachers and students. Ajibola (2010) explained that one way to overcome shortage of teachers' training is holding professional development activity for teachers by having partnership with universities and experts. It meant that students had to change their attitude to be more active and curious about English. The second effort was applying various teaching methods and techniques. Teaching methods and techniques that used by the teacher were too old so the teacher must change the teaching methods and techniques to the new one. Fatiloro (2015) argues that in handling English teaching problems, teachers must use a variety of methods for teaching English language. Therefore, it could make the students interested in engaging in English teaching learning process.

Next Improving resources and facilities. There was some resources and facilities which did not support English learning process. For example, there were some school which did not have a place especially for students to practice their English, it could be some place or area English. In that place students could express and speak with their friends using English and it could automatically improve their English skills. And the last, change the old curriculum. Government had to change the old curriculum into the new one. The old curriculum was teacher centered learning, where this curriculum was centered by the teacher so the students just listen to the teacher about English lesson, teacher always explained the material one by one and focussed on the book. It had to be changed into the student centered learning (a new paradigm), where this curriculum was centered by the student and they could be active about English and have good critical thinking. Teachers should all be aware of their actions, such as understanding the consequences of what they did and offering answers or suggestions in a teaching and learning situation. Self-reflection was also listed as a necessary teaching ability. Knowing how to act "in interaction with students, their parents, and colleagues at school" is what self-reflection entails (Christodoulou, 2010, p. 19). Based on the discussion above, so the teacher should have an interaction with all of the students to keep good relationship.

2.2 A New Paradigm or Students Centered Learning in English Language Teaching

According to Collins and O'Brien (2003) Student-centered learning (SCL) is a method of teaching in which students direct the content, activities, resources, and

speed of learning. This learning model centered the learning process on the student (learner). The instructor gave opportunities for students to learn independently and from one another, as well as coaching them in the skills required to do so effectively. This learning paradigm centered the learning process on the student (learner). The teacher allowed students to study freely and from one another while also coaching them in the skills required to do so effectively. Student centered learning, also known as active learning, was a technique of education in which the student was the main subject and the teacher or the instructor as the facilitator has the least influence. Student Centered Learning was also defined as one of the learning ways that make students become an important part or the main part or influence on the content of the material, activities, and material itself as well as the influence speed in learning. Through this learning method, students took the main role or became a center in the learning process, then whatever concerned with student learning material should be independent in searching for sources of reference and reference. So the teacher could also be called the facilitator who played a role to facilitate what the student has been. Compared to the teacher-centered Learning (TCL) learning system as a source of information, Student Centering Learning (SCL) made students deeper and more specific students on English by making students as a learning center, so that ultimately improving the quality of students in English.

In Students Centered Learning there were some characteristics that the students should have in English learning in order to run well. The first active, centered on students (independent learning) and the latter interactions. The first discussion was

active, students could be actively involved by an interesting and meaningful learning process. According to Huerta (2007, p. 238), The essential is that students are not passive participants in their learning; rather, they are engaged and active in the learning process. He was describing active learning. Operating, Active Learning could be defined as follows: An instructional activity involving students in working on things and thinking about what they were working on. Active learning took place when students were given the opportunity to interact with their friends and the teacher of the subject of the subject, it developed knowledge and didn't just receive information from teachers. In the active learning atmosphere then the teacher acted as a facilitator, didn't dictate the students. In English study, students were required to be active in teaching learning. Students were required to find the material themselves taught by the teacher, as the material in the English study was reading and the teacher asked the student to look for the basic idea, so the student have to read the text itself and find the basic idea in the text itself, In addition to the basic idea teachers might ask students to look for the message in the existing text so that students will write the message and also the conclusion from the text that they could find it. That way the active learning could be accomplished here and students centered learning would be able to receive the students centered learning method well.

Furthermore, centered on students or the self-directed learning was a student centered learning approach where the process and ultimate learning experiences were governed and controlled by the students themselves. The students decided on how, where, and when to learn about a matter that they consider to be a matter of

importance. According to Duck Worth (2009), students do better when they are asked to think about the issues rather than performing the thinking for them. In other words, the emphasis is on the learner's thoughts rather than the teacher's. Students practice to identify various issues that need to be studied further, figuring out where to find the sources of learning materials related to the problem, being able to prioritize and design learning materials, being able to learn materials. Judging from the operational aspects of independent learning was defined as one's ability in disciplined matters, logic, collaborative characteristics, curiosity and openness, creative, motivated, and confidence. These complex qualities, the student had acquire opportunities to develop and practice skills and skills in the English language. Because of these characteristics, students truly became a leading role in learning. Centered learning on students also expected students to be more active to study, such as in English it was expected that students would be able to use English by speaking English in everyday life or by practicing. For example, during learning activities students could communicate with their friends in English even with limited language, but with such practices the student would become familiar with English and would begin to speak English continuously. Then the students needed to practice the thing.

The last was interaction or interactive. Interactions could occur in various different forms, between students with student materials, between students with learning activities, between students with teachers/facilitators, and between students. According to Astuti (2011), the interaction that occurs in the classroom determines the success of the teaching and learning process as well as the students'

linguistic competence and achievement. In the interactive study, each student had been worked on a paper, according to the knowledge or materials it was learning. Interactions with content might result in an active process that combined the content with the knowledge and experience. Social interaction could be free of the barriers of time and place. In the interaction of English learning class, students would develop their English reading skills by read the text that given by the teacher. In speaking skill, it could be improved in communicating with English friends or teachers, had these interactions which would eventually enable students to speak English or could be said by such interactions that the student's English could sharpen the ability of the English and could improve properly. Interactions were needed in English learning because English requires active communication from students as well as teachers.

There were consequences to implementing student centered learning. The benefits of student centered teaching and learning include shared leadership, in which students present their assignments, writing, and testing, as well as facilitate their groups (Walters, 2011). In the classroom, the students shared duties. This might encompass various tasks outside from studying, yet they also assisted one another in their studies. Students participated actively because they collaborated in groups to achieve the intended principles or results. They participated in conversation, therefore improving their communication abilities as they learnt from their mistakes. Another benefit was that the teacher and students studied together. In English learning, student centered learning was important because it could improve student's skills in learning English. Students centered learning helped

students to improve their speaking, writing, reading and also listening, with this method they had a good English. For examples in reading skill, they could read the text correctly and could answer the questions given. In the other hand, in speaking skill, they could be confidence and brave to speak.

2.3 Students Centered Learning (SCL) Develop Students' Reading Comprehension

Reading is one of the language skills. Reading comprehension is a complicated process that requires the reader's active thinking in generating meaning in order to get a thorough knowledge of the concepts and information presented in the text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 cited in Westwood, 2008:31). Students' reading comprehension in English in the new paradigm or student-centered learning was very important because reading was one of the skills that students must have. With reading skills, students could improve their English skills. Of course they were always asked by the teacher to read a text, not only reading but they also have to understand the content of the text given. In this students' reading comprehension, the focus lies on the success of students in reading the text properly and correctly and students could answer the questions according to the text, for example determined the main idea, created the conclusion and also found the message from the text.

In this study, the author tried to find out the extent of students' ability in reading comprehension in English, especially in recount text. In the teaching learning process, the author provided a text which contained events that have occurred in the past. In the text there were several questions related to the text, students were asked

to read the text and then they were asked to answer the questions that have been given. With the answers from students, the author could find out how much students' reading comprehension skills were in the new paradigm where they have an important role in learning and they also have the freedom to express their opinions as well as be active and think critically.

2.4 Students Centered Learning in Reading Comprehension

Student Centered Learning (SCL) is a learning and teaching strategy that encourages students to be more involved in and in charge of their own learning (Hannafin, 2012; Weimer, 2013). Students centered learning focused on the students as the centered of the teaching learning process. Students centered learning could help the students to improve their reading comprehension skill. Reading comprehension is a complicated process that requires the reader's active thinking in generating meaning in order to get a thorough knowledge of the concepts and information presented in the text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 cited in Westwood, 2008:31). Reading is one of language skill. The students had to have and master the reading skill. This learning and teaching strategy helped students to be more creative and have a good critical thinking. Students centered learning gave the students freedom to study and express their opinion. In reading comprehension, the teacher just gave the text to the students , the text was recount text. The students were given the freedom to read and understand the text well or they could work together with their tablemates before they would answer the questions given. If they got difficulties in reading the text, so they could ask to the other friends who understood the content of the text. After they understand the

content of the text, then they could answer the questions given. Exactly, in this teaching and learning process, they had important role where they were as the centered of the teaching learning process and they were in complete control.

In result, students centered learning was the learning and teaching strategy which could help students improve their reading comprehension. They had a good reading skill when they were given a time or freedom to read and understand the text. They did not feel afraid and they have a good confidence when they wanted to share their opinion. Before there was student centered learning, students were just glued on the teacher, they just listened and saw what the teacher was giving and explaining without their interference, because previously learning was centered on the teacher, so they were just silent and did not dare to express their opinions, and so did in reading comprehension where previously they only read when asked by the teacher. With students centered learning, students could read the text provided well by discussing with their tablemates or classmates and they could answer the questions given and they could express or argue without fear. It could be concluded that students centered learning played a good role in teaching and learning process and also it could help students to improve their reading comprehension skills.

2.5 Review of the Previous Studies

In this part, the author would present the review of previous studies that related to this study. The review would be presented based on the topic which was relevant to the study. The previous related studies which related and have relevant theme that same as this study. The first topic is Student Centered Learning, (Overby, K.,

2011; Rao, N. K., 2020; Wright, G. B., 2011; Thanh, P.T.H., 2010; Harsono., 2008; Wardani N. P., 2016; Wright, G. B., 2011; Kaput, K., 2018; Zairul, M., 2020.) The next articles comparison between Student Centered Learning and Teacher Centered Learning (Zohrabi, M., Torabi, M. A., Baybourdiani, P., 2012; Emaliana, I., 2017; Al-zu'be, A. F. M., 2013.) The explanation above were the articles which have the similar theme with this study but there were also the differences between those articles.

The similarity of the previous studies between this study was similar in the use of Students Centered Learning. In the other hand, the difference of the previous studies between this study was that this study focused on students' reading comprehension skill. There have been many articles which examined and explained about the student centered learning but from the studies there was still its shortage, in which one of there were no study which found on the new paradigm or students centered learning as one of the teaching methods that could be used to help students improve their reading comprehension in learning English, then from the explanation above and to complete the previous studies so the author decided to arrange and make the study of the title "The Use of A New Paradigm of Teaching Practices to Help Students' Reading Comprehension Skill in Learning English: (An Action Research at Public School in Blora)".

In conclusion, this study entitled "The Use of A New Paradigm of Teaching Practices to Help Students' Reading Comprehension Skill in Learning English: (An Action Research at Public School in Blora)". It was necessary to conduct this study as a final project in order to assess the impact of using a new paradigm of teaching

practices (student centered learning) to help student' reading comprehension Skill in learning English at public school in Blora, which had not been done in previous studies.



CHAPTER III

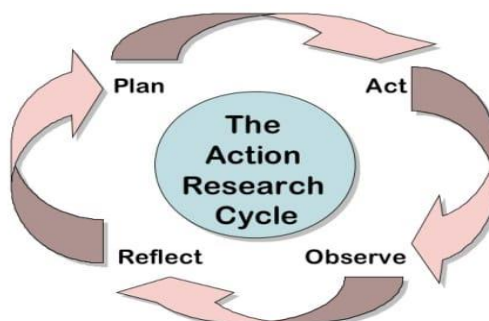
METHOD OF STUDY

This chapter describes research methods, which include the Design of the Study, the Subject of the Research, the Variable of the Research, the Instrument of the Research, the Procedure of the Study, and the Technique of Data Analysis.

3.1 Design of Study

Research planning was essential for doing research. This research would be conducted systematically. Kothari (2004) defines research design as "an inquiry strategy, roadmap, or plan meant to obtain answers to a research issue." This study would apply one of the qualitative methods. It was Classroom Action Research. Action research is a type of study that is undertaken in the classroom by the teacher of the subject, with the goal of solving or enhancing the teaching learning process. Teacher research is frequently related with action research, as evidenced by a growing body of literature, action research is simply professional development for teachers (e.g., Mertler, S. 2011, 2008; Bruce, S.M. & Pine, G.J., 2010; Gordon, S. 2008; Pine, G.J., 2008; Sagor, R. 2000 Stringer, 2008). The major goal was to identify the issues that instructors experience when teaching and learning. So, the major goal of action research was to address a problem. This study conducted the action research cycle by Nelson (2014). There were 4 cycles that would be used.

Figure 3.1 The Action Research Cycle



(Nelson, 2014)

1. Planning

Planning was the initial step of research to perform treatments or after determining the problem of the study, the author have to make a preparation before conducting action research. In this step, the author prepared resources for use in the study process and created a lesson plan based on the syllabus, chose one of the topic that would be given, prepared the tools needed for teaching learning process such as the material, laptop or even a printed text of the material.

2. Acting

This section covered the steps and activities that the author would do. The author gave the material to students based on the lesson plan, in reading comprehension the author would ask the students to read the printed text given. After they read it, the author would ask them to answer the questions based on the text. After they answered the questions, they were allowed to ask to the author as the teacher about what they did not understand yet. We would discuss it and try to understand together. After it already done, the printed text would

be submitted and the students would be asked by the teacher to answer the questions in the text outright based on their memories. It would be their assessments.

3. Observing

In observing phase, the author examined the circumstances in the classroom during the lesson, as well as the responses and attitudes of students when they were given explanations, perform tasks, and were aware of their challenges. The author would interview the students randomly about today's class or material, if they understood so the class run well and if they didn't understand and felt bored so the author as the teacher would ask what must I do in the next meeting. In this step, the author knew about students' ability in teaching learning process.

4. Reflection

Reflection was the inspection effort on the success or failure in teaching the temporary purposes in order to discover the alternative measures that were likely created to attain the research's final aims. In this study, the author as the teacher and the students had the same chance to share their reflection. The reflection was orally as well as in writing. Reflection on learning in terms of the benefits after studying a material obtained by students. This indirectly taught students to think critically, out of the box, and created a quality mindset. Reflection which students could give personal messages to teachers whether the criticisms and suggestions they expressed could be published or not, it was usually about what was desired and expected in the next learning activity.

3.2 The Participants of the Study

A research participant, also known as a human subject, was a person who voluntarily participates in human subject research after giving informed consent to be the subject of the research. A research participant differs from people who couldn't give informed consent, such as children, infants, and animals. Subjects were the preferred term for such individuals. The participants of this study were grade X TKJ 1 and the teacher. The total participants for about 26 students and 1 teacher. They were 16-35 years old. There were 15 female students, 11 male students, and 1 male teacher.

3.3 The Instruments of the Study

Arikunto (2010) defines research instruments as "items used to simplify labor while collecting data." This study's instrument collects data using:

1. Observation

According to Creswell (2012), observation is a set of specific tools for acquiring open-ended, firsthand knowledge through observing people and situations at a research site. The author utilized checklist to document the data in this observation. Based on the authors' function, there were two sorts of observations: participant observation and non-participant observation. In this study, the author used participant observation. The reason for using this study technique was that in this study, the author was sitting with a student or object in the classroom, so the author built a friendship relationship with the subjects studied, not only that, the author also tried to follow the activities that occurred in the classroom. Observation was utilized to investigate the impact of employing a new

teaching paradigm to help students learn English. In this observation steps, the author would observe the problem and this step is to find out the use of a new paradigm of teaching practices to help students comprehend their reading skill in learning English and to determine the impact of using a new paradigm of teaching practices to help students' reading comprehension skill in learning English.

2. Questions for Interview

A questions for interview were conversation between two or more people between the resource person and the interviewer to obtain information orally with the aim of obtaining data that could explain the problems of the research. According to Dörnyei (2007), interviewing is a natural and socially acceptable method of data collection because it may be utilized in a variety of contexts covering a wide range of themes. Some of the important objectives of the interview process include: to obtain information directly in order to explain a particular matter or situation and condition, to complete the study, and to obtain data. In this study, the author used interview to know how satisfied or understood students with the material or the teaching practices, next it could give the students chance to ask the teacher about the others teaching practices if they were bored with the teaching practices given by the teacher, beside that this interview could improve the teacher to be better teaching practices and it could also make the class more interesting. This interview was not structured (unstructured) and it would been directly given or asked by the author as the teacher to the teacher and also to the students in the class randomly after the teaching and learning process, so it would not be disturb the teaching and learning process. The tools used direct interview questions.

3. Rubric

A good rubric could help to remove the mystery from assignments for all students. More than what educators defines, more than what curriculum guides defines, evaluation techniques tell both students and teachers what matters. (Eisner, 1991) How these techniques are used, what they address and what they ignore, and the format in which they occur all speak loudly to students about what adults value. (Eisner, 1991, p. 81). The table of students reading comprehension assessments rubric was obtained from (Setiyadi. et al., 2019). Based on rubric there were some aspects that used to assess the students' reading comprehension. Beside that, there were also the score for students' reading comprehension. This score was obtained from student' exercises by answering the questions given by the teacher based on the text. By answering those questions, the teacher could assess students' reading comprehension based on the rubric provided. There were some scale to give score to the students based on the rubric. The scale was 1-5, namely 1 for very bad, 2 for bad, 3 for pretty good, 4 for good and 5 for good. The rubric assessment could be seen in appendix 3.

4. Portfolios

Portfolios is a social platform showcasing the achievements, usually it contents the students' homework, task or also their test result or final score. According to Hedge (2000), portfolio evaluation is considered as a more thorough image of students' writing skills than a single essay written under limited circumstances. It would be the instruments for the author as the teacher to collect this portfolios to know how the students during the teaching learning process is. It

would be kept and collected all of the students' portfolios by the author as the teacher.

3.4 Validity and Reliability

Validity and reliability are important characteristics for a successful tool. The better reliability, the more accurate the outcomes, which raises the likelihood of choosing the correct research conclusion (Mohajan, 2017). The word reliability refers to the consistency of measurements administered to the same persons at various periods, as well as the equivalence of groups of items from the same test.

The terms validity and reliability are unfamiliar to qualitative study. However, the same notion that the study must be accurate, trustworthy, and objective is seen as the strength of study. According to Lincoln and Guba (1985), in a qualitative investigation, credibility replaces validity and dependability replaces reliability.

3.4.1 Credibility

According to Trochim and Donnelly (2007), as referenced by Kumar (2011), establishing credibility means suggesting that the findings of qualitative research are credible or acceptable from the perspective of the study participant. To ensure the credibility of this study, the validation rubrics of the instrument were supplied, which included interview questions validation rubric and observation checklist items validation rubric. The instrument validation rubrics used in this investigation were modified from Simon (2011).

This validation was utilized to help the expert provide a review of the instruments. It enabled the expert to make necessary corrections and suggestions to

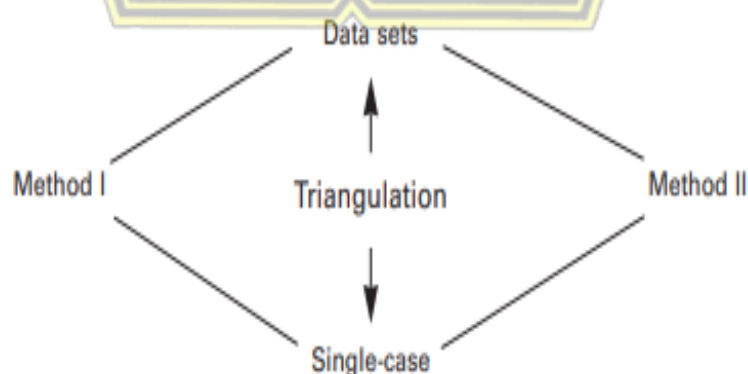
increase the instruments' validity. Appendix 6 contains information on instrument validation.

3.4.2 Dependability

In qualitative research, the dependability test is carried out by completing an audit of the whole research process (Sugiyono, 2013). The instrument's reliability was tested using triangulation in this investigation. According to Merriam and Tisdell (2016), triangulation entails assessing and combining data obtained from observations conducted at different times or in other locations, data gathered from people with diverse viewpoints, or follow-up interviews with the same people.

There are three forms of triangulation: source triangulation, technique triangulation, and time triangulation. In this investigation, the triangulation approach was used. According to Sugiyono (2013), the triangulation method or methodology is how researchers use several data collection methodologies to obtain information from the same source. The author combined participatory observations, in-depth interviews, and documentation of the same data source.

Figure 3.2 Triangulation Method



3.5 Pro

In When
 the author came to the school, the author asked permission (Flick. et al., 2004) lo
 the study, before hand, the author brought the permission letter from the faculty to

do the study and the author gave the letter to the headmaster. After the author got the permission then meet the English teacher to talk about the study. The author talked to the teacher about the purpose of the study, it was to investigate the impact of using a new paradigm of teaching to help students' reading comprehension skill in learning English. The teacher asked the author to follow in the class when he taught in the class. The author came to the school to follow him in the class, he told that X TKJ 1 would be the participants of the study. The author saw how he taught in the school so the author could understand and know how to conditioning the class. After the class was over, the author asked to the teacher about the syllabus that the author would use, then after the author got it and learned it.

The next steps, the author did the study as the time scheduled. The author entered to the X TKJ 1 class as the study' participants. The author was conditioning the class and introduced to the students and what would the author did during the study in their class. The author started the class with the simple things to do, they introduced themselves one by one, after finished the author got ready to start the teaching learning process. In a new paradigm of teaching, the students were asked to be more active and have good critical thinking. By that teaching approach so the author just gave to the students one text (recount text) then the author asked them to read it by themselves. After they finished read the text the author gave them a few questions to answer based on the text such as determine the main idea, create the conclusion, and message of the text, if they could answer the questions correctly so the teaching learning process of a new paradigm or student centered learning could run well. After the class was over, the author would randomly ask to the

students about today's activity or teaching learning process, if they answered or say satisfied or ok and they understood about today's discussion so the teacher would make the conclusion that today's class was success, then if they were still confused and said that today's discussion bored so the teacher had to change the teaching practices and made the class more fun. The author would also interview the teacher about the teaching learning process based on the interview questions prepared. Not only the teacher but also one of the student would be interviewed by the author about the teaching centered learning in a new paradigm or student centered learning. They must be answered the questions given honestly based on their understanding.

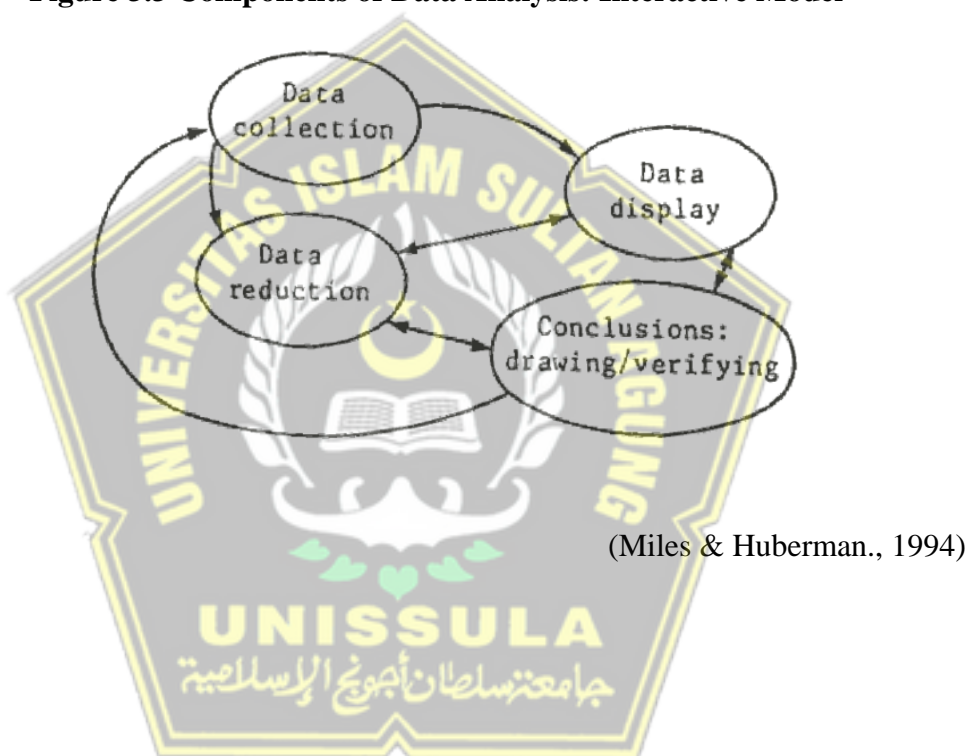
The last instrument portfolios, it was also an important thing to do. This portfolio would be saved by the author during the study, because in the last of this study on the result it would be used and the data could be appeared from this. From this step, this study would get the result of the treatment. After all the instrument have done, so the author will tell the English teacher that the students enjoyed and they were happy with the teaching learning process, besides that they could understand English well then before, their reading skills of English was improved little by little. After the author told the teacher about the students so the author would write the data and collect all the data.

3.6 Technique of Data Analysis

The data analysis in this study followed the theory of data analysis from Miles and Huberman which said that there were several steps in analysing data. Data analysis in a qualitative study comprises consistently and properly

summarizing data, which leads to the presenting of study findings in an indisputable manner. The steps of data analysis used in this study are based on the theory of Miles and Huberman (1984) as quoted by Sugiyono (2013) They mentioned the steps in analysing data, namely data reduction, data display and conclusion drawing and verification.

Figure 3.3 Components of Data Analysis: Interactive Model



1. Data Reduction.

The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written-up field notes or transcriptions is referred to as data reduction. Throughout the life of any qualitatively oriented project, data reduction occurs continuously. As data collection continues, more episodes of data reduction occur. After fieldwork, the data reduction/transformation process continues until the final report was

completed. Data reduction was not a separate process from analysis. It was a part of the analysis. Data reduction was a type of analysis that sharpens, sorts, focuses, discards, and organizes data in order to draw and verify final conclusions. Data reduction did not always imply quantification. Qualitative data could be reduce and transform in a variety of ways, including selection, summary or paraphrase, subsumption in a large pattern, and so on. It might be necessary to convert the data into primitive quantities on occasion. It was critical not to isolate the data from the context in which it occurs.

2. Data Display

Data display was the second most important flow of analysis activity. A display was, in general, an organized, compressed collection of information that allowed for conclusion drawing and action. Looking at displays helped us to understand what was going on and then did something based on that understanding—either further analysis or action. In the past, extended text was the most common way to display qualitative data. Many types of matrices, graphs, charts, and networks are discussed in this study. All were intended to assemble organized information into an immediately accessible, compact form so that the analyst could see what is going on and either draw justified conclusions or proceed to the next step of analysis suggested by the display. The creation and use of displays, like data reduction, was an integral part of analysis.

3. Conclusion Drawing and Verification.

The qualitative analyst began to decide what things mean from the start of data collection, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions might not be available until data collection was completed. As the analyst moves forward, the conclusions were also verified. Verification could be as brief as a fleeting second thought passing through the analyst's mind while writing, with a brief return to the field notes, or it could be lengthy and elaborate, with lengthy arguments and review among colleagues to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set. The meaning derived from the data must be tested for plausibility, strength, and confirmability—that was, validity. Otherwise, we're left with intriguing tales of what happened, with unknown truth and utility. According to this viewpoint, qualitative data analysis was a continuous, interconnected enterprise. As analysis episodes followed each other, issues of data reduction, display, and conclusion drawing/verification emerge sequentially. The other two issues, however, are always present.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covered The Findings of the Study and The Discussion of the Study. The Findings of the Study were the general result of the instruments that used in this study. The Discussion of the Study was presented to explain the result from the instruments.

4.1 A New Paradigm or Students Centered Learning in improving Students' Reading Comprehension

A new paradigm of teaching or students centered learning was assumed could help students improve their reading comprehension exactly in recount text. In this study, the author use observation to know how was students' ability on reading comprehension in a new paradigm. In his research, Hall (2012) noted that students who have difficulties comprehending the text do so mostly due to a lack of vocabulary; this reading issue is the students' fundamental problem that impacts their ability to understand the meaning of words and passages. As the teacher said in the interview, he said that "The students' reading speed was slow. Furthermore, they lacked confidence in answering the question, lacked a strong vocabulary, and struggled to comprehend a word and a phrase. Students read the text very slowly. Furthermore, they were unable to create correct inferences, and the students struggled to memorize and forgot the material or terms that they had reviewed in the previous meeting". In the instruments of observation, there were two observations notes that would be used as the references to write the important things during this study, where the author invited friend to make the second observations

notes based on the results of their observations. It was the implementations of Triangulation method. It could be seen in appendix 2. The next instruments were rubric, this rubric used to assess the students' reading comprehension based on the activity during the teaching and learning process. The rubric instruments could be seen in appendix 3. And the last instruments were portfolios, this was a collection of student assignments that have been assessed by the teacher as a result of learning, the portfolio contained a collection of student assignments. See in appendix 4.

The students still had difficulties in reading comprehension. But students centered learning could help them to improve their reading comprehension skill. This teaching and learning strategy motivated the students to learn more independently because the students as the centered of learning, therefore students became the subject of teaching and learning process. In result, students centered learning was the learning and teaching strategy which could help students improve their reading comprehension. They had a good reading skill when they were given a time or freedom to read and understand the text. They did not feel afraid and they have a good confidence when they wanted to share their opinion. It could be said that the students were to be actively involved and their reading comprehension improved significantly with their hard work.

4.2 A New Paradigm or Students Centered Learning Help Students Engage the Learning

The roles of students and teacher are altering in the ever-changing educational scene. We as educators must recognize that kids must be prioritized while the teacher stands back and lets the students lead the learning. Several of these diverse

aspects must be included into units and daily lesson plans by teachers. A student who is engaged is better prepared to study and succeed both in and beyond of the classroom. Students are allowed to explore subjects of interest while learning new skills and information is empowering. Students must be connected or passionate about what they are learning in order to be successful in their educational journey. A new paradigm or students centered learning was allowed students to be the centered of the teaching learning process. In this teaching practices students had the important impact. According to Nelson, N. J. (2016), Students engagement is the level of attention, curiosity, interest, optimism, and enthusiasm that students have when learning or being taught, which extends to the level of motivation they have to study and succeed in their education. In teaching learning process, the students were already actively involved in learning English with teaching practice, namely student centered learning. Students began to engage in teaching learning process because they have begun to be able to adapt this learning. Although not all students were actively involved but they showed changes for the better.

As in the interviewed, the teacher told the author that the students were already engaged in the teaching and learning process. He said that “They did not always participate in the discussion sessions and did not always read the content. They made a lot of noise and talked with another friend. And many of them were afraid, lacked confidence, and were afraid of making a mistake in answering the question. But the passage of time, they were already engaged in learning English, their ability to read also increased, besides that their behaviour changed significantly for the better”. It showed in the students’ abilities which their abilities improved. It meant

that they were engaged in the class and they could follow the teaching learning process as expected. There were two observations notes in the instruments of observation that would be used as references to write the significant things throughout this study, and the author requested a friend to produce the second observations notes based on the findings of their observations. It was the implementations of the Triangulation method. Appendix 2 showed it. The next instrument was a rubric, which was used to measure students' reading comprehension based on activities during the teaching and learning process.

In the result, students could answer the exercise given. The exercise was about the recount text and the questions were based on the text. They asked to determine the main idea, create the conclusion and find the message from the text. Most of them have been able to answer questions correctly according to the text given, but there were still some students who have difficulty answering the questions, because they have not been actively involved in learning. for example, they still didn't understand the contents of the text, lack of vocabulary and even they still couldn't understand the intent of the questions given. For this reason, by holding this study, it was hoped that students would be able to follow and be able to change in a better direction.

4.3 The Impact of Using Students Centered Learning in Students' Reading Comprehension

According to Al-Zu'be, A. F. M. (2013), Students-centered learning was a teaching and learning strategy that focuses on the needs of the students rather than the needs of other parties involved in the education system, such as administrators

and teachers. The teacher was positioned in this method to support the learning by focusing on the students' interests, needs, and learning styles. Student centered learning had some impact in teaching learning process especially in students' reading comprehension. The first impact was the readiness of students in learning where with student centered learning, the students were more prepared and independently find out about the material provided without waiting for an explanation from the teacher because in student centered learning, they were required to be active and think critically in the teaching and learning process. By finding out on their own or discussing so they could be better in understanding the lessons given. In reading comprehension, students read the contents of the text themselves, besides that they could also discuss with their classmates to further increase their understanding if they still did not understand.

The next impact was changes in student behavior. In student centered learning, students were required to be more active and think critically in learning. Student centered learning was centered on the students, it meant that the teacher was just the facilitator. The teacher only facilitates learning and the learning process was entirely student-centered. In student centered learning, changes in student behavior were very visible, namely students who were previously inactive became more active, students who initially did not dare to express their opinions for fear of becoming more confident when arguing whether it was right or wrong, and students who were initially only glued on the teaching learning process became students who were more curious and find out from other sources or by discussing with friends. Likewise in reading comprehension, students were better able to understand the

content of the reading text given, they could also answer existing questions and they could express their opinion regarding the answers they got or they also could express their lack of understanding. It could be concluded that students centered learning had a good impact for the students in teaching and learning process especially in reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the study, as well as the author's suggestions for the future.

5.1 Conclusion

The changes in students' understanding in learning English, especially in reading comprehension, showed a significant increase when using teaching and learning process in the new paradigm or student centered learning. The changes was in student behavior in student centered learning, at the first students were not interested in English at all, students were not active in learning, they could not read properly and correctly and answer the questions given, but with student centered learning in reading comprehension, it could be seen that the changes in student behavior have increased in a better direction, besides that students' reading comprehension skills became much better, they were more active in learning, had good confidence when giving opinions, thought critically, understood the new vocabulary and understood the contents of the text given, besides that they were also able to read properly and correctly and also they could answer the questions given such as determine the main idea, create the conclusion and find the message from the text. The conclusion from this study was that the process of changing students' behavior changes significantly in a better direction and in reading comprehension they have a better understanding than before.

5.2 Suggestions

After completing the study and reaching a conclusion, the author would want to provide suggestions to people who are interested in the study's topic. It is done in order to improve future teaching, learning, and research.

The first suggestion was for the teacher. From the result of the instruments, the author could see that the teacher was already taught based on the criteria in the teaching and learning process such as students centered learning. Especially in reading comprehension, the teacher had to make the teaching learning process became interesting and the teacher could give the students time or the freedom to discuss with their friends. It automatically could improve their reading comprehension skill.

The second suggestion was for the students. Learning English at the vocational high school level was an opportunity. Students had to master the reading skill such as one of the language skills. In reading comprehension, students should be able to understand the text given well and they could answer the questions given.

The last suggestion was for the institution. The institution had to provide the infrastructure that could support the teaching and learning process.

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