THE IMPLEMENTATION OF STUDENT CENTERED TEACHING APPROACH IN SPEAKING CLASS AT THE GRADE XI OF MAN 2 AGAM IN ACADEMIC YEAR 2018/2019

A THESIS

Submitted as a Partial Fulfillment of the Requirement to Obtain Strata one (S1) Degree on English Education Section

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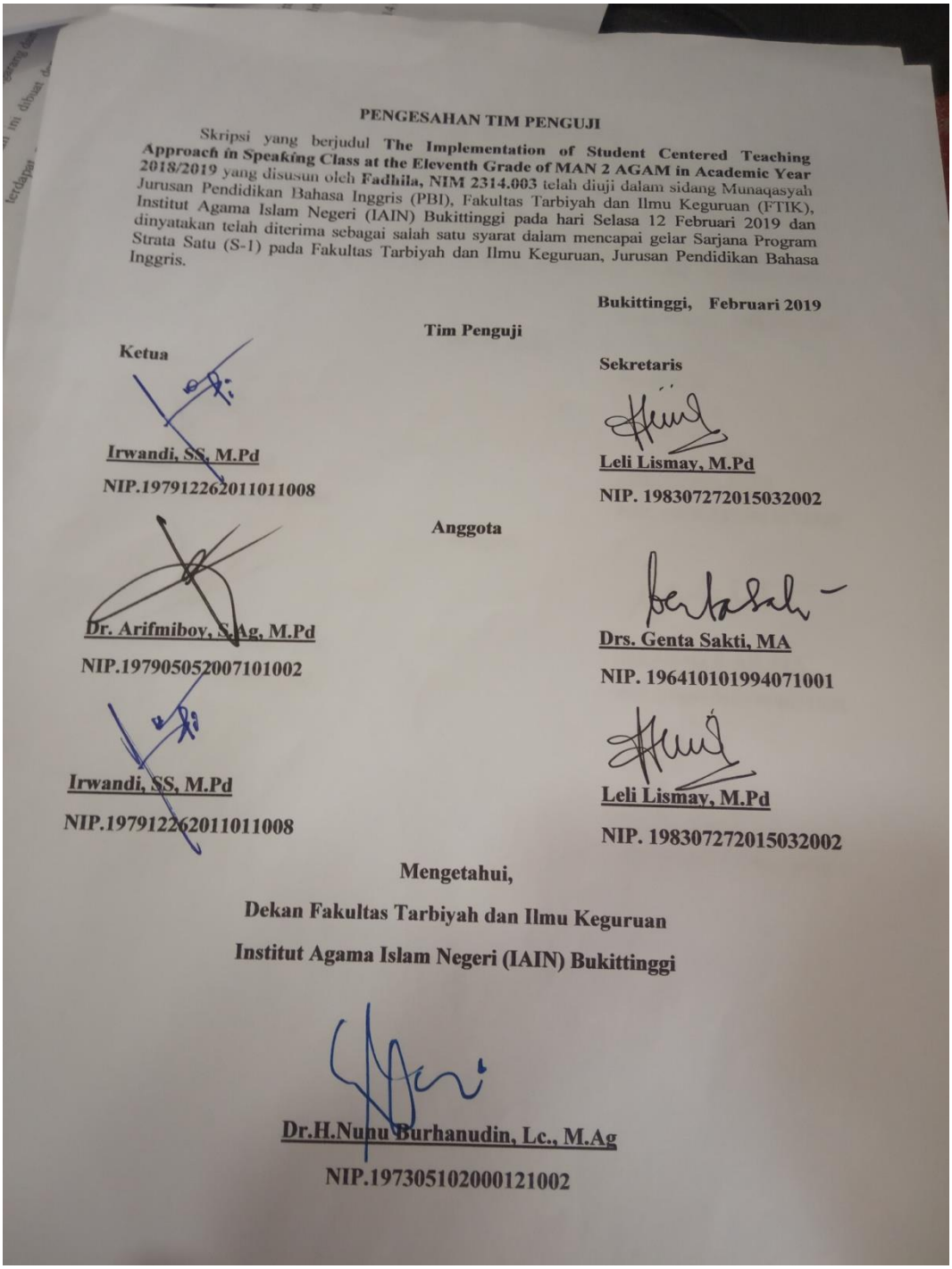
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PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **The Implementation of Student Centered Teaching Approach in Speaking Class at the Eleventh Grade of MAN 2 AGAM in Academic Year 2018/2019** yang disusun oleh **Fadhila, NIM 2314.003** telah diuji dalam sidang Munaqasyah Jurusan Pendidikan Bahasa Inggris (PBI), Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Bukittinggi pada hari Selasa 12 Februari 2019 dan dinyatakan telah diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S-1) pada Fakultas Tarbiyah dan Ilmu Keguruan, Jurusan Pendidikan Bahasa Inggris.

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ABSTRAK

Fadhila, 2314003. Penerapan pendekatan pembelajaran yang berpusat pada siswa dalam keterampilan berbicara siswa di kelas 11 MAN 2 Agam. Skripsi. Institute Agama Islam Negri Bukittinggi, 2018.

Penelitian ini dilakukan berdasarkan masalah yang ditemukan dari guru yang menerapkan pendekatan pembelajaran yang berpusat pada siswa terhadap keterampilan berbicara siswa pada siswa kelas XI di MAN 2 AGAM. Tujuan dari penelitian ini adalah untuk melihat bagaimana penerapan pendekatan yang dilakukan oleh guru terhadap pembelajaran yang berpusat pada siswaterhadap kemampuan berbicara siswa di kelas XI di MAN 2 Agam pada tahun akademik 2018/2019.

Penelitian ini merupakan penelitian kualitatif deskriptif. Informant dari penelitian ini adalah guru yang mengajar di kelas XI IPK dan XI MIPA dan siswa kelas XI IPK dan XI MIPA. Data dikumpulkan melalui angket dan wawancara. Data di analisis dengan cara mengedit, memberi kode, mengklasifikasi, dan mengolah data.

Berdasarkan hasil penelitian, penemuan penelitian menunjukkan bahwa guru Bahasa Ingggris secara umum telah menerapkan SCTA dalam mengajar kemampuan berbicara siswa di kelas XI di MAN 2 AGAM dalam hal: personalitation, agency, dan learner training. Ini dapat disimpulkan bahwa jenis indikator pembelajaran yang berpusat pada siswa yang digunakan guru dalam keterampilan berbicara adalah; kepribadian, agency, dan pelatihan pembelajaran. Komponen yang paling sering muncul adalah personalitation dan agency. Kesimpulannya, guru belum menerapkannya secara proporsional.

Kata Kunci: Pendekatan Pembelajaran Yang Berpusat Pada Siswa , Keterampilan Berbicara

ABSTRACT

Fadhila, 2314003, The Implementation of Student Ctentered Teaching Approach (SCTA) in Speaking Class at XI Grade Students of MAN 2 Agam in Academic Year 2018/2019, A Thesis State Islamic Institute (IAIN) Bukittinggi, 2018.

This research was conducted based on the problems which were found by the teacher who did applied student centered teaching approach for speaking skills at eleventh grade students of MAN 2 AGAM. The purpose of this research was to know how the teacher applied student centered teaching approach in speaking class at eleventh grade students of MAN 2 AGAM in the academic year 2018/2019.

This research was descriptive qualitative research. The informants of this research was the teacher who taught in class IX A, IX B, and IX C and some of the students from eleventh grade. The data were collected throught questionnaire and interview. The data were analyzed by the step ofediting, coding, classification, and tabulation.

According to the resultof the research,the research findings showed that the English teacher has generally applied SCTA in teaching speaking skill at the XI Grade of MAN 2 AGAM in terms of personalitation, agency, and learner training. It can be concluded that the indicators of student centered teaching that the teacher used in speaking class are: personalitation, agency, and learner training. Components that often appear were personalitation and agency.However, theimplementation has not been conducted properly yet.

Keywords: Student Centered Teaching Approach, Speaking Class

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The writer hopes Allah SWT always blesses all of the people those helped her, who have been mentioned or not. The writer honestly admits this thesis is not perfect. Hence, the suggestions, constructive critics, and meaningful advices from the readers are highly appreciated for improvement of this thesis. The mistakes and errors that might be found in this thesis remain of the writer.

Bukittinggi, December 2018

Fadhila
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking skill is one of the difficult ativities in learning English. It is one form to get information through oral communication in the world. It is became mare and more useful for everyone who wants to learn about English. To be able to use English well, speaking is one of the imprtant skills. Speaking is the productive skill to build and share the meaning, it consists of verbal and nonverbal syimbols. According to Nunan, " speaking is the productive aural or oral skill.[9] It means that speaking is the one of the important skill in English. English speaking becomes a more and more important in international communication. Whereas, students need speaking skill to get information from books, magazines, novels, and social media (internet, etc). Therefore the need for speaking and taking out the information from various text above seems to be extremely important.

According to Fulcher that speaking is the verbal use of language to communicate with others.[10] Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to

[9]David Nunan and Caroline Linse.*Practical English Language Teaching* : Young Learner. (New York : McGraw Hill Companies), p. 48

[10]Glen Fulcher, (2003), *Teaching Second Language Speaking*, Mew York : Pearson-Longman, p.24

others. In school, the students learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.[11] So, speaking is ability of people to communicate with other people by using verbal language.

Speaking is an activity used by someone to communicate with other. It takes place everywhere has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling, and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behaviour, asking and giving services and others.

Hadfield states that speaking is a kind of bridge for learners between classroom and the world outside.[12] In order to build the bridge in the speaking activities, the teacher must give them practice opportunity for purposepul communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively enganged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill in real situation. By mastering speaking, they can carry out the conversation with others, share opinions, give ideas and change the information with interlecutor.

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[11]Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking*, Yogyakarta, p.183

[12] Hadfield, *Oxford Basics, Simple Speaking Activities*, 1997 p.7

According to Johnson and Morrow say that speaking which is popular withterm ‘oral communication’, is an activity involving two or more people in whichhearers and speakers have to react to what they hear and make their contributionsat a speed of a high level.[13]So, focusing on their accuracy and fluency is the main learning process to get developing of the students in their speaking. Moreover, the students get optimal standard achievement in speaking because they do not know what their aims to speak English, the condition and situation in the classroom have not been designed naturally for speaking.

Based on the researcher’s pre-observation at MAN 2 AGAM, it was found that the students were still unmotivated in speaking class. From the teacher’s information in that school, it was reported that most of students still had problems in speaking class. One of the problems that the students unmotivated with the approach that used by the teacher. The teacher has using approach in speaking class, but the students still unmotivated with it. In the class, the teacher has using student centered teaching. Student centered teaching is one of the learning approach which is considered applicable and useful in increasing students’ speaking skilland make students active during the learning process or decdes. Student centered teaching approach, with its conceptualframework based on the constructivism theory, has been popular among many educators. According to Nagaraju, activities of students bring some advatages to

[13] Johnson and Morrow, *Communication in the Classroom*, 1981, p.70

students such as when are working together in English they talk more in speaking, share their ideas, learn from each other, feel more secure and less anxious, and use English in a meaningful way.[14]

Teachers at various gradelevels have been applying the student-centered teaching approach for a variety of reasons:[15]to increase student participation, to develop confidence in students, to foster the intellectual development of students, toenable students to build multiple historical perspectives, to improvestudents' understandings of historical ideas and concepts, to shift thelearning responsibility to students. However, little is knownon how the student-centered teaching approach has been defined by various educatorsand researchers, on the impact of this teaching approach upon students' learning andother aspects of their behavior. A study of the research literature seems to be a reasonableway to develop a clear understanding of the student-centered teaching approach. According Lestari, the student centered teaching approach that gives students opportunities to improve their analytical skills, problem solving skills, as well as skills in deep learning, lifelong learning, self doirected learning reflectice learning and motivation.[16]

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[14]Nagaraju, *Teacher entered Learning and Student Centered Learning in English Classroom: the Teaching Methods Realizing the Dreams of Language Learners, International Journal of Scientific Research and Review 2.* p.125-131

[15]Harmer, Jeremy, *English Teaching Young Learner*, p.100

[16]Lestari, *Students' Self Directed Learning Readliness, Perception Toward Student Learning and Predisposition toward Student cenetered Behavior, South East Asean Journal of Medical Education. Retrieved on 29 June 2013 from seajme.mmd.chula.ac.th/articleVol3Nol3,*

Considering this fact, the reasearcher is interested to conduct a research about analysis of student centered approach. It is covered in a research entitle "Analysis of Student Centered Teaching Approach in Speaking Class" . The researcher chooses this title because there are many students still unmotivated with the approach that have done before. By osberving the students difficulties in student centered approach, the researcher tries to identify and analyze them.

B. Problem and Focus of the Problem

In relation to background of the poblem above, the following problems can be identified:

1. The students are bored with approach that used by the teacher
2. The students unmotivated in speaking and they cannot speak English well
3. The approach that used by the teacher is unmotivated for the students in speaking class
4. The students have difficulties to speak English correctly.
5. The students did not confidence to speak English.

Based on the identification above, this research is focused to know the implementation of student centered teaching approach that used by the teacher in speaking class at eleventh grade students of MAN 2 AGAM. The decision was taken by considering the importance of student centered teaching that applied by the teacher to assess students speaking skill

C. Resesearch Question

Based on the background of the problem above and focus of the problem above, the researcher wants to know the implementation of student centered teaching approach applied by the teacher in speaking class at eleventh grade students of MAN 2 AGAM.

The problem of the research can be stated as: How did the teacher implement the student centered teaching approach at MAN 2 AGAM?

D. Purpose of the Research

The specific purpose of the research in line with formulation of the problem above is to know how the teacher implemented the student centered teaching approach for the eleventh grade students of MAN 2 AGAM.

E. Significance of the Research

The researcher expects that this research offer some contribution :

1. For the teacher

   The result of this research is hoped can be input to determines the method in teaching peaking ability. So, the teachers can improve their ability in teaching speaking.

2. For the Students

   For the students, it can make the students easier and comprehend in learning speaking andit can be used to improve and encourage their knowledge.

3. For researcher

   This research increased her knowledge about students centered teaching approach to improve speaking ability for students and it can be used as a source and basic concept for the same research.

4. The collage

   It could be used as the reference for the next researcher

F. Definition of the Key Terms

Some essential terms used in this research are defined as follows:

1. Speaking skill is the productive skill to build and share the meaning, it consists of verbal and nonverbal syimbols
2. Student centered teaching approach is one of the learning approach which is considered applicable and useful in increasing students' speaking skill and make students active during the learning process.

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. STUDENT CENTERED TEACHING

Based on Jeremy Harmer in his book, student centered teaching divided into three components which are:

1. Personalisation, agency, and learner training[17]

There are things we can do to help our students have some control over their own learning:

a. Personalisation

Personalisation is one of the most important stages of any learning cycle. When students use new language to talk about themselves, or to say things that matter to them (such as: in the production phase of the PPP procedure), they have to think about the right language to use to express their own ideas and to talk about their own lives and what interest them.Personalisation in education should enable structures and organisations to bedeveloped that result in personalised learning for all children. Personalised learning means that all children and young people, whatever their starting point, are able to fulfil their potential as learners. Personalisation involves creating a coherent learning environment where children and young people will experience the range of approaches and opportunities that will

[17]Jeremy. H, *Teacher Knowledge, Core Concepts In English Language Teaching* , p.90

enable them to increase their competence as self-motivated learners.[18]To achieve personalised learning, settings and schools need to ensure that pupil level data are used alongside systematic observation and assessment to identify specific underperforming groups or individuals.

b. Agency

When learners have some responsibility for their own learning, they are more likely to be engage than if they are just doing what the teacher tells them to. In other words, if students are sometimes 'in the driving seat', they have some AGENCY, that have some control over what is happening in their learning. They might decide such things as which words from a list they want to focus on, what topic they want to discuss, what activity they want to do next, or what homework they think would be most useful to them. We might discuss with them how and why they want to be corrected.

Agency is about having the power, combined with choices, to take meaningful action and see the results of those decisions. It can be thought of as a catalyst for change or transformation. [19]Learner agency is about students having the understanding, ability, and opportunity to be part of learning design and taking action to intervene in the learning process and become effective lifelong learners.

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[18]*Primary and Secondary National StrategiesPedagogy and Personalisation*, Department for education dan skill p.10

[19]*Learner Agency Final Research Report* , p. 1

c. Learner training

Many students fimd it extremely useful to think about how they learn and we can help them by providing LEARNER TRAINING . This means getting them to think of the best ways of doing things, such as writing words down to remember them, what to do in conversation when you don't know a word, or how to take notes.

Learner training is not about teaching. Rather, it intends to bringto our attention the underside of teaching, i.e. learning, and the second key actor in theteaching/learning process, the learner. [20]Its aim is to help the learner learn how to learn and, to thatend, to make learning the main construct by which we view what happens in whatever contextinstruction is offered, i.e. the classroom, the self-access center, student-teacher conferences, distancelearning, informal settings.

2. Talking about adults

Adult students bring a lot of previous learning experience to the classroom and they bring their own ideas about what good learning looks and feels like.

a) Some adults are not keen on Communication Language Teaching.

As a result, we need to explain why we use pairwork and groupwork. To

1) Help the students to active their language knowledge becausewe think activation helps them to process the language they have

[20]Wenden, Anita, *Learner Training in Foreign/Second Language Learning: A Curricular Perspective for the 21st Century., p.1*

acquired and learnt.

2) We need to listen (where possible) to our students' own learning preferences. We can make a bargain, where they agree to try to do what we want and we agree, when they have done this, to work with individual work meaning.

3) Some older learners have more problems with memory thanyounger students. We need to recycle and revise what we have done constantly, and we should back up what they study with visual and other resources.

4) When we teach middle aged and older adults, we should find outhow they like to be adressed and take care that what we show and tell them is both clearly visible and audible.

3. Talking about teenagers

Although teenagers often learn faster than children or adults, there are other issues we need to take account of:

1) Teenagers don't always see why we are asking them to do the things we are suggesting. It's important, therefore, to explain what benefit they will get from an activity or a lesson.

2) Because some teenagers have unresolved problems with self esteem, we need to be sure that we don't do anything that will make them feel vulnerable or embarrassed in front of their peers.

3) Teenage students can be incredibly creative offering ideas, energy and enthusiasm. We need to direct that creativity, pointing them in

the right direction and helping them to focus on how to make tasks manageable.

4) Students at this age are far more likely to enjoy lessons if they can see the relevance of what they are doing to their own lives and interests.
5) Teenage students want to know and see that their teacher is interested in their progress and their wellbeing and that, above all, the teacher is fair and treats all students the same. This is specially important so that discipline does not become a problem.

Student centered teaching is an extensive training approach including replacing lecture with active learning, integration of self centered programs, or group collaboration and ultimately take the responsibility for progress by the students.[21] Student centered teaching environment has the advantage because people are able to provide complementary and interactive activities. In this way, people will be able to more understand the subject and content. In students centered teaching, the main focus is on knowledge sharing and when learning is used properly, it can become a lifelong learning process. In this way, the student is looking for a solution to solve the problem without complete dependence to a coach.

So, student centered teaching have three components, there are: personalitation, agency and learner training.

[21] Gholamreza Khardemi, The Impact of Student Centered Pedagogy on Training in a Pediactris Course, Vol.2 N.4-3, Serial No.12 Desember 2014

B. SPEAKING SKILL

1. The Nature Of Speaking

Speaking in linguistics term has various definitions. In Oxford Advanced Learner's Dictionary, speak means saying something to express ideas and opinions. Kushartanti defines speaking as set of voices uttered by one and understood by someone else.[22] It means to deliver thought or opinion. While Florez defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information.[23]

In other definitions, Harmer defines speaking speaking as a form of communication, so a speaker must convey what he/she is saying effectively.[24] Speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, and to deliver thought, ideas and feeling. In this case, speaker not only has to know what to be delivered but also knows how to deliver it.[25] Speaking skill is not an instant skill to be acquired. It needs a long process.

Speaking is an essential tool of communicating, thinking, and learning. It is an essential proficiency to be acquired in learning a

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[22]Kushartanti, et all, *Pesona Bahasa; Langkah Awal Memahami Linguistics*, (Jakarta:Gramedia Pustaka Utama, 2005), p.32

[23] Florez, M.A.C, *Communication Language Teaching: The State Of Art* (TESOL Quarterly, 1991), p.261-277

[24] Jeremy. h, *How To Teach English*, (London: addison Wesley Longman, 1996), p.14

[25] Maidar G.Arsjad & Mukti U.S, *Pembinaan Kemampuan Berbicara*, (Jakarta : Erlangga, 1998) , p.23

language. It will help the students to be easier in expressing their ideas, opinions, amd feelings. Caroline T. Linse stated that speaking is play with the utterances that are made to form words amd phrases.[26] It means that play with utterances, the students can communicate the words and phrases in their real communication such as hello, bye, and others.

Speaking skill as Nunan said is the productive aurao/oral skill that consists of producing systematic verbal utterances to convey meaning.[27] Another theory comes from Richards and Rodgers that offer four characteristics of communicative view of language, they are:[28]

1) Language is a system for the expression of meaning.
2) The primary function of language is for interaction and communication.
3) The structure of language reflects its functional and communicative uses.
4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as axemplified in discourse.

[26]Caroline T.Linse, *Practical English Language Teaching Young Learners*, New York: McGraw-Hill, 2005, p.46

[27] David Nunan, *Practical English Language Teaching* , New York: McGraw-Hill, 2003, p.48

[28] JoMeDonaugh and Christoper Shaw, *Materials And Method In ELT*, Oxford : UK and Cambridge USA, 1993, p.152

Chaney and Bruke stated that speaking is the process of bulding and sharing meaning through the use of verbal and non-verbal symbols.[29] That is why speaking in a second or foreign language its importance teaching speaking has been English language teachers have continued to teach speaking just repetition of drills or memorizing of dialogues. However, today's world requires communicative skill, because on;y that way, the students can learn to express themselves and learn to follow social and culture rules.

2. Principles For Teaching Speaking Skill

In teaching speaking teacher should consider the principles of teaching speaking because this is the key for teacher in successful teaching speaking. Without these principles, teacher will not know what should they teach in classroom. Brown stated that there are some principles for teaching speaking skill, they are:[30]

a) **Focus on both fluency and accuracy, depanding on your objective**.\

We need to bear in mind a spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

[29] Caney, J & Bruke, W , *Teaching Oral Communication In Grades K-8*, Boston : Allyan and Bascon, Inc

[30]Brown, H.D, *Teaching By Priciples: An Interactive Approach To Language Pedagogy*, New York : Pearson Education, p.208-209

b) **Provide intrisically motivating techniques**.

Try at all times to appeal to students' ultimate goal and interest, to their need for knowedge, for status, for achieving competence and autonomy, and for being all that they can be. It means that provide their intrinsic motivation when you taught them.

c) **Encourage the use of authenthic language in meaningful contexts.**

The point is encourage the authentic language and try to appear the meaningful interaction with your students when you teach them speaking skill.

d) **Provide appropriate feedback and correction**.

In most ESL, situations, students are totally dependent on the teacher for useful linguistic feedback. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e) **Capitalize on the natural link between speaking and listening**.

Many interactive techniques that involve speaking skill will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goal may naturally coincide, and the two skills can reinforce each other.

f) **Give students opportunities to initiate oral communication.**

Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control

conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

g) **Encourage the development of speaking strategies.**

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies are:

1) Asking for clarifications (what?)
2) Asking someone to repeat something (hub / excuse me?)
3) Using fillers (uh, i mean, well) in order to gain time to process
4) Using conversation maintenance cues (uh-huh, right, yeah, okay)
5) Getting someone attention (hey, say, so)
6) Using paraphrases for structures one can't produce
7) Using mime and nonverbal expressions to convey meaning.

So that, researcher will include each principles as Browb stated above hen will do the experiment in teaching speaking through student centered teaching. With consider this principle researcher believe that it will success to improve students' speaking skill through students centered teaching.

3. Basic Types Of Speaking

There are basic types of speaking:[31]

a) Imitative.

At one the end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b) Intensive.

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c) Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short

[31]Brown, H.D, *Language Assessment : Principles And Classroom Practice*, San Fransisco, State University, p.141

conversations, standard greetings and small talk, simple requests and comments, and the like.

d) Interactive.

The difference between responsive and interactiespeaking is the length amd complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Intraction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e) Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

4. The Reasons Of Teaching Speaking

Teaching speaking seems so dofficut and challenging for English teacher, many activities are implemented in order to increase student ability in spoken English language. The question now is, why does English teacher has to teach speaking in the classroom? For this question, ctually there are some reasons, they are, firstly, speaking activities provide

rehearsal opportunity – chance to practice real lofe speaking in the safety of classroom.[32]

Secondly, speaking activities provide **feedback** for both teacher and learner. It is known that giving feedback to students not only motivates them to do their best in their classroom and to help the teacher to know how well the students get the lesson, but also know the students' problem during the learning process. Thirdly, speaking activities help students to activate the various language elements they have learned and stored up to their brain. The more students practice the target language, the autonomous learner they will be. As the result, students will be able to speak without very much thought. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom.

5. Elements Of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language.[33]

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[32] Jeremy. H, *How To Teach English, (Harlow: Pearson Education Limited, 2007),* Cambridge , p.123

[33] Jeremy. H, *The Practice Of English Language Teaching (3rd Edition Completely And Updated),* Cambridge , p.208-209

a. Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

1) Connected speech

Speakers of English need to be able not only to produce the individual phonemes of English (as in saying Iwould have gone) but also to use fluent "connected speech" (as in I'd gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).

2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

3) Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

4) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of waht we are saying. We often need to "ask for clarifications" when we are listening to someone

else talk. Speakers also need to "structure their discourse" if they want to be understood, especially in more "writing like" speech such as giving presentations.

b. Mental / social processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

1) Language processing

Effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings taht are intended.

2) Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

3) (On-the-spot) information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

6. Teaching Speaking

Teaching speaking is started by teaching the students how to speak in English as their foreign language, for then requested them to be able to pronounce the new language accurately. It's continued then to guide

students to a position where they can begin to judge whether their sound productions are correct or not. At this position, teacher is no longer primarily to correct, but he or she is suupposed to raise students to practice speaking the target language. On the other hand, teacher should be able to encourage students speaking some sounds, repeating, and imitating him / her family. Finally, the students are required to be used to practice and do oral language.

Based on the problem, researcher can conclude teaching speaking is begun at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accrurately.

7. The Goal Of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency.[34] It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

[34] www.nclrc.org/essentials/speaking/goalspeak.htm (accessed on March, 19, 2011)

C. REVIEW OF THE RELATED STUDIES

In supporting this research, there are several studies about student centered teaching approach in speaking class, they are:

First is as reviewed from Ghadah Al Murshidi in his journal that student-centered approach assists students to develop “can- do” behavior, which motivates the students to do their tasks and enjoy their time. Throughout the learning process in student-centered approach, teachers consider their students’ needs and interest as individuals and groups, and inspire them to contribute to the classroom activities.

Secondly is as reviewed from Roxane de la Sablonnaire in their journal that student centered approach is constructivism proces. Constrictivism process proposes that people have no veridical access to objective reality, but are constructing their own version of reality while at the same transforming it and themselves in the process.

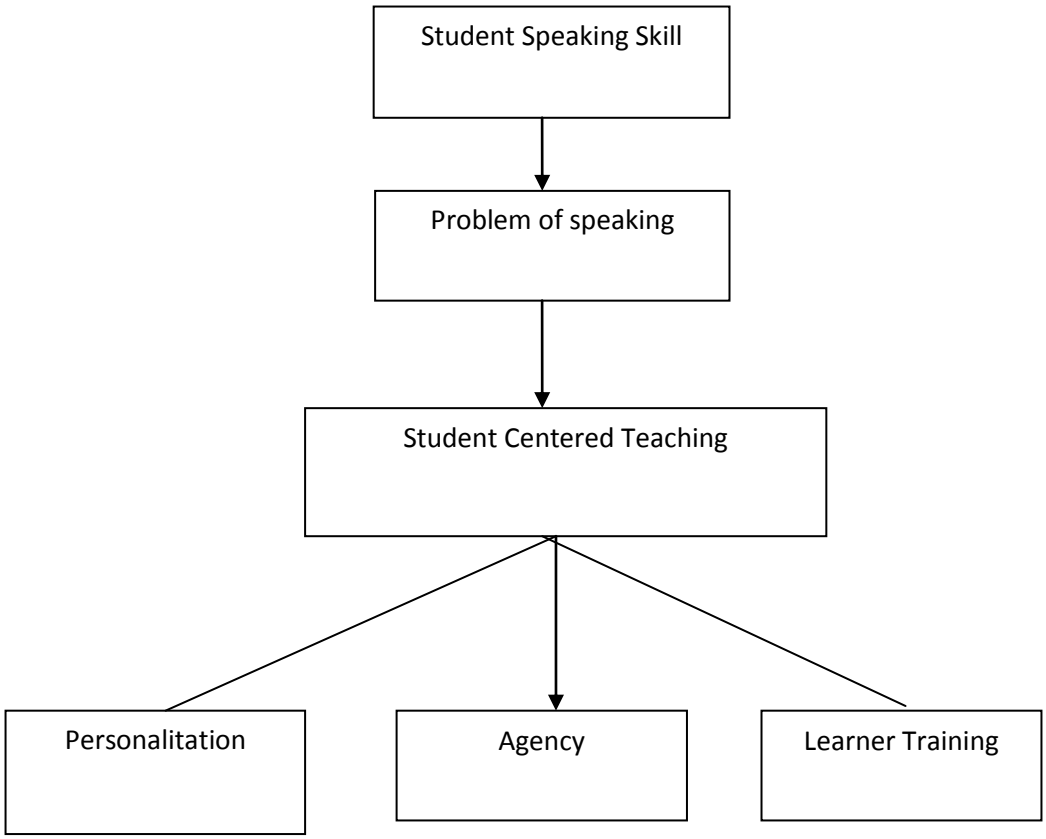
Based on previous research, it can be concluded that the teacher using student centered approach in speaking skill. The similarities of this studies are the researcher and reviewed has used before have same the problem in student centered approach. The differences of this studies are researcher more focus using student centered teaching approach in speaking skiil, while in the journal above also have many focus, such as: students centered teaching approach is constructivism proces, etc.

The researcher was conducted research by focusing on the analysis of studet centered teaching in speaking skill of MAN 2 AGAM in

academic year 2018/2019. So, it can be said that the present study is quite different from previous study above.

D. CONCEPTUAL FRAMEWORK

Conceptual framework of this research can be created as follow:



The speaking skill is one of the productive skills that is very observable and is highly required for communcating. Speaking needs spontaneous ability, while the other skills can be prepared during the time given. However, nowadays students still have difficulties in dping oral communication. It usually happens because in the end, the ones which will be examined are the ability to read, to write, and to listen although in the curriculum, the ability to speak is also obviously demanded. Students are usually good at receptice skills but not at the

productive ones. In fact, students need to be able to perform the productive skills too to communicate in the real word.

Personalitation, agency, and learner training would be conducted and collaborated with the students centered approach. By collaborating these factors, it was expected that students' speaking skill would be improved and they would be able to speak fluently, accurately, and interactively with the student centered teaching

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research have did at the XI grade students of MAN 2 AGAM at academic year 2018/2019. Based on the interview with the English teacher and the students, the approach that used by the teacher still make the students are bored and unmotivated in speaking class.

Including this research, the researcher used the descriptive qualitative research. Sugiyono states that qualitative research can be said as naturalistic research because this research is done in natural condition (natural setting)[35]. It means that in qualitative research the researcher does not give the treatment to the object of the research. Besides, Margono states that in qualitative research, the researcher designs which is developed is almost has the possibility to have changes and flexure with the condition around the field observation[36]. In other words, descriptive qualitative is conducted to collect data of the subject in order to answer the question related to the status of subject. It could be stated that the researcher collected the data and try to describe it based on current status found by the researcher.

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[35]Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: Alfa Beta Bandung, 2010, P. 8.

[36] Margono, *Metode Penelitian Pendidikan*, Jakarta: Rineka Cipta, 1997, P.35.

The design of this research is descriptive. Gay says that descriptive research involves collecting the data in order to test hypothesis or answer questions concerning the current status of the object of the study[37]. It is clear that in descriptive research, the researcher tries to describe the phenomenas based on the current status found in the field.

Based on the description above, the researcher used descriptive qualitative method. Moreover, the goal of the research is to analyzed the student centered teaching approach at MAN 2 AGAM in academic year 2018/2019.

B. Informant of the Research

The informants of this research was the English teacher and the XI grade MIPA and IPK students at MAN 2 AGAM in academic year 2018/2019. The researcher choose them because the teacher has used student centered approach in speaking class. There are two classes as presented in the table below:

[37] L. R. Gay, *Educational Research*, New York: Macmilan Publishing Company, 1990, P. 11

Table 3.1

The Total Number of the XI Grade Students of MAN 2 AGAM.

No.	Class	Total number of students
1	XI.IPK	19
2	XI.MIA	18
Total		37

(*Source: XI Grade English Teacher 2018)*

The table shows that there were two classes from XI grade students of MAN 2 AGAM included XI.IPK class and XI.MIA class. Each class consisted 19 students from XI.IPK class and 18 students from XI.MIA class. So, the totally of XI.IPK class and XI.MIA class of MAN 2 AGAM were 37 students. As Arikunto states, if the population is less from 100 respondents, it will take all respondents as the sample.[38] Because the population was under one hundred, so the researcher took all of the population as the informants of the research. So, the totals of informants were thirty seven students.

[38]Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Penekatan Praktik*, (Jakarta; PT. Rineka Cipta, 1998), P.120

C. Instrumentation

Instrumentation was needed by researcher to answer the questions which want to be answered in the research. Arikunto states that instrument is the tool used by the researcher while doing research based on method that is used in collecting data.[39]In this research, the researcher used questionnaires and interview.

Validity and reliability should be considered to have a good test. A test was valid if it measures what it was supposed to be measured. To see validity of the test, the writer will use content validity. Darmadi classifies validity into four classifications, they are : (1)content validity, (2) construct validity, (3) concurrent validity, and (4) prediction validity. Content validity is the degree to which a test measures the coverage of substance that want to be measured. It means that the test is valid if it fixes with the materials that have been given to the students.

Gay says that reliability is the degree to which a test consistently measures whatever it measures. To found out the reliability of the test, the writer used inter-rater technique, it means that there were two scorers (scorer 1 nd scorer 2). Two scorers methods were used to minimize the subjective in scoring.

[39]Prof. Dr. Suharsimi Arikunto, ……. p. 137

D. Technique the Data Collection

The data of the research would be collected by the researcher through questionnaire and interview.

1. Observation

Observation is one of the way to collect the data. Margono states that observation is an activity to take a note as systematically for symptoms that appears in the research object.[40] The observation in the classroom is the best way to show the teacher's activities in teaching. The researcher use observation in order to know the real condition the teacher apply the authentic assessment in English class espsecially in speaking skill at ninth grade students of MAN 2 AGAM in academic year 2018/2019.

The observation included the name of the teacher, observation place, time and the items which would be observed. The name of the teacher is Yulia, S.Pd. She teaches at MAN 2 AGAM. Furthermore, the researcher take some field note to complete this observation during taking the data. From instrument aspect, the observation can be diverged become structured observation and unstructured observation. [41]In this research, researcher took structured obsevation. Structured oservation is the observation which is prepared systematically. [42]

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[40] Margono, *Metode Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 158

[41]Sugiyono, ……... p.145

[42]Sugiyono , ……... p.146

2. Interview

The researcher not only used observation but also used interview in collecting the data. Interview is a conversation between interviewer and interviewee in order to get informationthrough some question and responses.[43] It means that the researcher and the informant meet face to face to get the inforamtion directly. The purposes of this interview is to find problem more openly, where interviewee are asked about their opinion and ideas. In conducting interview, researcher needs to listen carefully and record what is represented by the informant.[44] After getting the data from observation, the researcher prepared some questions to be interviewed.

The researcher used interview to analyze of student centered teaching approach in speaking class. Gay states, descriptive data are usually collected through a questionnaire survey, interviews, or observation.[45] It meant that the researcher asked some questions or statements that were going to be responded by the informants.

In this research, the researcher used guided interview. As Arikunto states, guided interview is the interview that is done by the interviewer with some questions that has been prepared.[46] Guided interview was the last

[43]Margono, ……... p.165

[44]Sugiyono, ……... p.338

[45]L.R Gay, ……... p.189

[46]Prof. Dr. Suharsimi Arikunto, ……p. 146

instrument used to collect the information about the student centered teaching in speaking class.

The following actions can help improve communication and facilitate the collection of interview data:[47]

a) Listen more, talk less. Listening is the most important part of interviewing.
b) Don't interupt. Learn how to wait.
c) Tolerate silence
d) Avoid leading questions, ask open-ended questions
e) Keep participants focused and ask for concrete details
f) Follow up on what participants say, and ask uestions when you don't understand.
g) Don't be judgmental about participants' views or beliefs, keep a neutral demeanor.
h) Don't debate with participants over their responses.

Interviewers have three basic choices for collecting their data: taking notes during the interview, writing notes after the interview, and audio or video taping the interview. Although all these approaches can be used in study, the data collection method of choice is audio or videotape recording. Taking notes during the interview can be distracting and can alter the flow of

[47]L.R Gay, …… p.387

the session. Following taped data collection, it is useful to transcribe the tape recordings. The transcript are liked field notes for interview data.

In collecting the data, the researcher used snowball sampling technique. According to Sugiyono, snowball sampling is the sampling technique is started by using small amount and this is continued by using large amount.[48]. In this research, the researcher interviewed ten students because the data were already done.

E. Technique of Data Analysis

The technique of the data analysis is a process or a step aimed to analyze the data that have been collected to get the conclusion. According to Khatori, there are several processing in technique od data analysis. They are : [49]

1. Editing : editing of data is a process of examining the collected raw dta (especially in surveys) to detect errors and omissions and to correct these when possible.
2. Coding : coding refers to the process of assigning numeral or other symbols to answer so that responses can be put into a limited number of categories or classes.

[48] Sugiyono, …… p.197

[49] C.R. Kothari, Research Methodology Methods ad Techniques second edition. (New Age International Publisher Lid, 2004). P.122-127 (online) http://www.Newagepublishers.com accessed on February 11 th 2012

3. Classification : the fact necessitates classification of data which happens to be the process of arringing data in groups or classes on the basic common characteristic.
4. Tabulation : tabulation is process summarizing raw data and displaying the same in compact form (in the form of statisical tables) for further analysis.

Based on the items above, there are four items that should be paid attention when we analyze the data. In this research, the researcher described the student centered teaching in speaking class at the XI grade of MAN 2 AGAM. The techique of data analysis used are:

a) Observation

Observation is one of the way to collect the data. The researcher has did observed to the classroom and make the result.

b) Interview

Interview is also te way to collect the data where the researcher get information about the student centered teaching approach in speaking skill. After collecting the data, the researcher would analyze the data by some steps below:

1) Analyze of the data from interview, and then edit the data.
2) Explain of each item based on interview.
3) Made conclusion on the result of the student centered teaching After collecting and analyzing the data, the data was analized by using qualitative research. In this research, the data was analyzed

by explaining the decliantion of the situation which researched in student centered teaching approach.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter concern on the presentation of finding and discussion about the result of the research. Finding and discussion describe about the student centered teaching approach in speaking class at eleventh grade students of MAN 2 AGAM in Academic Year 2018/2019.

A. FINDINGS

This chapter reveals the finding of the data collected through observation, interview and questionnaire to answer the research question, that is: “How did the teacher implement student centered teaching approach in speaking class at MAN 2 AGAM ?.”

The researcher has did observation and interview to the teacher and students related how the teacher has used student centered teaching approach in speaking class. The data of this research was focused on student centered teaching approach used in speaking class at MAN 2 AGAM. The observation was done by one teacher who taught at IX. A, IX. B, and IX. C. The researcher observed these classes because the teacher taught in these classes and implemented the authentic assessment in the classThe researcher have did observation and interview for these following activities:

Based on the observation, the researcher found that the observation was done with one teacher who taught at XI MIPA and XI IPK. The

researcher observed these classes because the teacher taught in these classes and the teacher used student centered teaching approach in the class. The observation conducted in three meetings. The researcher did the observation in the classroom to show the teachers' activities in teaching and to know how does the teachers' has used student centered teaching approach. The researcher found that most of the components student centered teaching for speaking skills, there are personalitation, agency, and learner training. It could be explained below:

1. Personalitation

In the first, second and third meeting, the teacher asked the student to learn about expression of asking opinion and thought, giving opinion, agree and disagree. From the material, the teacher wish the students could find the new word and practice it at the class. The researcher saw that the teacher grow up the students' motivation for the first, and the teacher gave some questions based on the material that will explained to the students.

2. Agency

In the first, second and third meeting, the researcher found that the teacher starts the learning process by greeting, asked students to pray and read al-qur'an together, checking the attendance list and asked some questions before started to study. In this activity the teacher asked the students to tell about some of asking opinion and thought.

The teacher ask the students to make the example with their partner based on the example that teach by the teacher before. It made the students interested to learn and become focus because the teacher asked about asking and giving opinion. It encouraged the students to pay attention to the teacher. But there was just little students who brave to give the example asking opinion and thought.

3. Learner training

The researcher found that the teacher used text to teach the expression of asking opinion and thought. The teacher wrote down on the whiteboard and then explain the text to the students. The teacher said:

"Nah, dari contoh pembelajaran yang telah Ibuk ceritakan tadi, apakah ada yang mau ditanyakan ?"

In English: from the examples that she has explained, did students have questions.It is the way that teacher used to attract the attention of the students and make all of students pay attention and participated in the learning.

The procedure of implementation student centered teaching approach in teaching speaking:

a) Opening

From the observation done for three meetings, the researcher found that the teacher had applied almost procedures in the opening activities. The

first procedure implementation of student centered teaching approach in teaching speaking based on researchers' observation is teacher greet the students. The teacher always greeted the students before she came to the material. It was seen from the beginning of the lesson. The teacher never forgot to say "hello everybody, are you ready to study? Who is absent today?"

From the data gotten through interview, the students said that: "*..biasanya setiap guru yang masuk untuk mengajar selalu menyapa terlebih dahulu, apalagi guru bahasa inggris, mereka selalu menyapa kami dengan sapaan bahasa inggris sebelum masuk materi pembelajaran, kemudian mencek kehadiran siswa*"[50]

In English : The teacher said that usually, every teacher who came to teach always greet, she always greet to them by English greeting before coming to the lesson, then checking students' attended.

The second procedure based on researchers' observation is teacher create students apersepsi. It can be found from all meeting of observation. The teacher always talked to their students about the importance of material that would be studied and brought the students to the material.

[50]Student of eleventh grade, personal interview

From the data gotten through interview, the teacher said:

"*hal yang berpengaruh terhadap semanagt siswa dalam menyampaikan keuntungan apa yang mereka dapat setelah mempelajari suatu materi"*

In English : something that had influencing toward students' motivation was saying the advantages that they got after learning a material.

The procedure of opening activities that the teacher not fully applied when they are teaching. It is teacher creates initial motivation of students.

b) Core

1) Observing

The first procedure in core activities is observing. In this activity, the teacher guided the students to do expression of asking opinion and thought.. The researcher found that the teacher wrote the example on whiteboard. Furthermore, the teacher read its' name loudly and followed by the students. Then, the students practice the expression based on the example that teaches by the the teacher before.

Along the observation process, the researcher found that the students try to make the example about asking opinion and thought.

In this section, the student observed the example and practice about expression of asking opinion and thought in the class.

2) Questioning

The teacher instigated the students to ask them about the material they learnt. It was found in the three observations of the teacher. This procedure can be seen in the learning process that the always brought their students to give the questions about what they students did not know related to the material or abput the additional information. Besides, to support students' curiosity, the teacher also gave some questions related to the material. In the first, second observation, the teacher gave some questions: what s our topic today? , can you tell me about the examples?

Next, the students tried to answer teachers' questions **.** However, not all of students were actively asked and answer the questions, it depends on how teacher inspires and students self interesting.

Last observation, the teacher asked the students to identify the example of asking opinion and thought that has given. Besides, teacher also gave the opportunities for students to give the question about the material. As the previous observation, the students also gave some questions related to the matery that given by the teacher.

In the observation 1,2,3 the students also did same activities, it was students tried to answered and also gave the teacher some question that they did not know related to the observation things.

In taking students response in speaking to open-ended questions, the teacher did it by giving responses directly to the students who asked the questions. In the research observation, she only explain the answer from the questions to students who asked and let other students who did not want to know with the answer from their friend's question. But when the other students made noisy, the teacher changed her method, the teacher called the name of students to answer the question. It made the students payed attention and did not bored in the class.

It also was seen when the researcher interview the teacher, she explained:

"iya, ketika ada siswa yang bertanya biasanya saya menjawab secara langsung kepada siswa tersebut tapi ketika yang lain meribut saya akan melempar pertanyaan kepada mereka juga supaya dia juga memperhatikan apa yang ditanyakan oleh temannya itu"[51]

In English : when there were students' questions, she answered to the students, but when the other students were noisy, she would give questions to them for making them looked at what their friends asked.

3) Experimenting

The next core activities is experimenting. In this activity, the teacher guided the students to explore many information, reading the other

[51]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 20th 2018

sources, activities and doing interview with sources. This activities helped the teacher and also the students to find any information. The students also can try or show their ability. However, based on the researcher observation from the first until the last meetings of observation, this activity was not fully applied.

The first, second and third observed the teacher just applied the first activities of experimenting. The teacher asked the students with their partner to make the dialogue about asking opinion and thought.

In complete experiment or demonstrated the using of materials, the researcher did not found that the teacher done it in teaching. It was supported by the interview with the teacher, she explained:

"Untuk menyuruh siswa mendemonstrasikan materi, jarang atau hampir tidak pernah saya lakukan, sedangkan menjelaskan materi saja terkadang siswa masih tidak paham juga. Jadi ini tidak ada saya terapkan"[52]

In English : the teacher was seldom even never got the students to demonstrated the material, by reasoning eventhough she explained the material. The student still often do not understand. So, she did not implement it.

[52]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 20th 2018

It concluded,the teachers did not ask the students to make an experiment. The teachers justified that he never gave the challenge or asked students to complete experiment or demonstrated the using of materials in learning.

4) Associating

In this activity, the teacher guided the students to process the information that has been collected. This activities helped the teacher to guide the students to develop an attitude of honest, conscientious, disciplined, hard work, ability to implementing the procedure and to thing inductively and deductively in summing. However, based on the researcher observation from te first until the last meetings of observation, the teacher did not apply this activity on their teaching.

In observing students attention and making a good interactions with other students, the teacher made herself easy to understood for students, he used the words that were familiar and easily undersatandable for students, sometimes he also explained the materials with mixing English and Indonesian language. It could make the students pay attention to him and showing enthusiasm and interest. In the observation, the researcher saw the teacher prepared the materials well and explained every detail of the material to all students.

It also was seen when the researcher interview the teacher, he said that:

"Ya itu sangat di perlukan untuk pemilihan kata dalam menjelaskan pembelajaran bahasa inggris karena kalau misalkan siswa tidak paham tentang apa yang kita jelaskan mereka jadi tidak memperhatikan kita menjelaskan, mereka akan terliat bosan dan malas untuk belajar"[53]

In English : it's very important for choosing word in explaining English lesson because if the students did not understand what she explained, they will not looked at what she explained, they will looked bored and lazy for studying.

5) Communicating

Next, the last activity on the core procedures is communicating of the result. In tihs acitivity, the teacher got the result coclusions based on the material. The teacher observed, she always applied this activity in her teaching.

In the observation 1,2,3. It was found that the teacher asked the students to make and write on the wihiteboard the task that has been made when the experimenting activities. After that, teacher with students woud check it. For example: please write your task on the whiteboard and practice with your partner and we will check it together.

[53]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 20th 2018

In all meeting observed. The researcher found the teacher focused to collected students' work to show progress over time. The teacher called students name one by one and gave a mark on students book.

It was also seen when the researcher interview the teachers, he said:

"Kalau untuk pengumpulan tugas atau latihan anak tu, Bapak panggil nama siswa tu satu-satu maju ke depan agar bisa langsung di tandai namanya yang mengerjakan dan langsung masuk ke buku jurnal saya.."[54]

In English : for submitting task or exercises, she called the students' name one by one for going to the front of the class for checking the name who had done ans she wrote in her journal book.

From the five activities of core procedure above, the teacher have the problems in applicating of the experimenting and associating. It caused that there are problem from supporting devices, students input, and allocation of time. It showed that the teacher have implemented student centered teaching approach on their process but she did not yet optimal.

c) Closing

The last procedure of student centered teaching approach in teaching is closing. Based on researchers' observation, there are four

[54]RS, The Students of Ninth Grade of MTsM Saning Bakar, July 20th2018

activities of closing, she fully applied the procedures. Firstly summarizing, teacher and students create conclusion of materials. This procedure was fully applied by the teacher.

The second activity is teacher gives final motivation for for the students. It was also fully applied by the teacher. it can be seen from the whole observation that the teacher never skipped this activity. She always gave her students motivation before closed the lesson. The researcher observed that the instruction which never forgot by the teacher before got ending was asked the students repeat material already learned at home.

The third is teacher gives the students enrichment. The teacher also never left this acitivities along their teaching process. It was identified by the researcher from the first until the third observation. There was may ways used by the teacher on giving enrichment, it was depend on the material and teacher, such as: giving another examples related to the material, giving any vocabulary, and ask the students to make task again.

The last activity based on researchers' observation is to greets students. It observed that tjis activity always did by the teacher. before she came to the ending of the lesson, she never forgot to say "alhamdulilah, see you tomorrow".

Based on the interview, the researcher has interviewedwith english teacher, researcher has interviewed the teacher to know how far the teacher has used student centered teaching approach in speaking class. The

researcher has interviewed the teacher about how the teacher has used student centered teaching approach in speaking class by giving several question.

In interview with the teacher, the teacher said:

"Kalau text ada tapi kalau untuk merekam kegiatan penampilan siswa belum saya terapkan karena keterbatasan waktu dan sarana yang ada, insyaAllah saya masih berusaha untuk menerapkan sesuatu hal yang baru dan bermanfaat untuk membantu meningkatkan kemampuan belajar siswa dalam Bahasa Inggris."[55]The teacher explained that the reason for teachers could not used the recording also because the limitation of the time and the other supporting material at school, so the students less motivated in speaking class.

In English : for recording the students' performance has not implemented because of limiting time and facility. Insya Allah, she still tried for implementing something new and had benefit to help improving the students' ability in studying English.

The researcher has interviewed the teacher about how the ways the teacher used to build students personal background, activies and interest. The teacher said that:

[55] Mrs. Yulia, S. Pd, Personal Interview, English Teacher of MAN 2 AGAM, June 2018

"*Saya motivasi mereka untuk bersemangat dalam belajar, saya tanamkan pada mereka kalau bahasa inggris ini tidak sulit itu tergantung bagaimana kita saja. Dan saya juga mempersiapkan teknik pembelajaran yang akan saya terapkan didalam kelas yang sesuai dengan siswa sehingga mereka tertarik untuk belajar."*[56]

In English : she motivated them to have spirit in studying, she gave to their mindset that English is not difficult, it deped on their perspective. The teacher also prepared lesson technique that would she aplicated in the class that suitable for students for making them interested in studying. The teacher explained that she give the motivation o the students and she said to the students that English is not difficult and the teacher prepares technique in learning English.

It was also seen when the researcher has interviewed the teacher about how the other ways the teacher used to encourage their activities and interest. The teacher said that:

"*Cara lain yang saya lakukan dalam meningkatkan speaking siswa adalah dengan memberikan icebreaking dalam bahasa inggris yang akan saya terapkan didalam kelas yang sesuai dengan siswa sehingga mereka tertarik untuk belajar."*[57]

[56]Mrs.Yulia, S. Pd, Personal Interview, English Teacher of MAN 2 AGAM, June 2018

[57]Mrs.Yulia, S. Pd, Personal Interview, English Teacher of MAN 2 AGAM, June 2018

In English : the other way that she did for improving the students' speaking was giving icebreaking in English that she would aplicated in the class. The teacher explained that the teacher do some activities for grow up students' motivation in speaking class.

The researcher has interviewed the teacher about how the other ways the teacher used to encourage their motivation and their interest. The teacher said that:

"*Cara lain yang saya lakukan dalam meningkatkan ketertarikan dan motivasi siswa adalah dengan mewajibkan siswa berbicara menggunakan bahasa inggris didalam kelas sehingga mereka tertarik untuk belajar walaupun masih ada kesalahan mereka dalam grammarnya, dan juga tidak lupa mewajibkan menyuruh siswa untuk membawa kamus setiap belajar."*

In English : the other way that did by teacher, she aksed the students speak by using English in the class although they still make mistakes in grammar and the teacher explained that she oblige the students to speak English in their learning and bring the dictionary in learning English.

After the researcher did observation and interview, the the teachers had applied the student centered teaching approach but it ways not optimal yet.

From all of the meetings, the teachers applicated almost of them. It could be explained below:

1. Involving real-world experience

In this steps, it means that the teacher have to implemented authentic assessment based on a real condition. In the student centered teaching approach, the students in demands more active and more creative in learning as well as in the execution of task or during learning.

However, the researchers found that teachers did not apply because the students low interested in learning English. But the teacher said that the authentic assessment that the teacher implemented usually based on the students real experiences to made the students more active and easy to made a task beacause based on their real experience.

In all of the meetings, the activity was closely related to the description above of which the students are required to understand the needs of the syllabus and curriculum, for authentic assessment in appropriate with the students needs. The teacher deeply understand the students real condition in the class.

The teacher started the learning process with associated the materials with the students real condition. After that, the teacher asked several questions to the students about students experience. This stage was done by the teacher to made the students comfort to learn English.

Based on the researcher interviewed the teacher and he said that: *"Itu sangat diperlukan untuk mengaitkan kehidupan pribadi/pengalaman pribadi siswa dalam pembelajaran karena dari situ akan lebih memudahkan saya untuk memberikan penilaian terhadap mereka".*[58]

In English : it's very important for making relation the students' experience in studying because it would make her easy in giving exercises for them.

2. Implemented during and after the learning process

In this steps, it means that the teacher implemented the student centered teaching approach during and after the learning process. The researcher did the observation in the class, the researcher found that the teacher implemented student centered teaching not clearly, it is not almost same with the theories suggest to implement the student centered teaching during and after the learning process.

It was seen when the researcher interviewed the teacher :

"Kalau untuk sekarang ini, untuk penilaian ini belum sepenuhnya saya lakukan sesuai yang di anjurkan teori karena keterbatasan waktu yang tersedia membuat saya susah menerapkannya secara efektif sehingga

[58]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 18th 2018

tidak semua penilaian yang saya lakukan itu tercapai jadi masalah sebenarnya adalah dari segi waktunya .''[59]

In English : for now, she did not give assessment maximaly yet because of limiting time that make her difficult to aplicated it effectively. So, she could not make the assessment maximaly. So, the real problem is the time.

Based on the researcher observation and interview the teacher, the result seen that the teacher difficult to implemented the student centered teaching approach clearly, because the teacher found some difficulties in implement it. Such as the time, the teacher not enough to implemented the student centered teaching approach effectively.

3. Giving self assessment and reflection

Give self assessment to the students is needed because from self assessment that the teacher give, the students would understand the advantages and disadvantages in themselves. Then, the students would be motivated directly. The researcher did the observation and found that the teacher gave self assessment to increased the students motivation in learning process. But not all of the students be motivated to learn seriously some of the student still the same like before, the students still lazy to followed the learning activities authenticity because some aspect.

[59]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 25th 2018

Some of the students said that the student did not like to said did not pay attention in learning process because it would be made them more lazy than before, it would made the students down rather than motivated.

4. More emphasis on skills and performance rather than considering facts/ theories

In this steps is implemented student centered teaching approach emphasis on students skills and performance rather than facts or theories. The teacher focused on students skills and performance because it was based on student centered teaching approach. To made the students mastered in skills and performance rather than the theories the teacher had to prepare some interested technique in learning process to made them more active in learning process.

The researcher interviewed the teacher and the teacher said that:

"Mungkin lebih menekankan pada skill dan penampilan siswa dari pada teori-teori karena pendekatan student centered teaching seperti itu, tidak terfokus pada teori saja."[60]

In English : maybe she focused on the students' skill and performance from the theories.

[60]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 20th 2018

5. The criteria of success and failure are clearly known to the students

In this steps, the teacher explained to the students what are the students has to be achieved and mastered. Moreover, at the first meeting the teacher would explained what are the criteria and what are the purpose of the study has to be achieved appropriate with the syllabus. The teacher explained one by one based on the material.

Based on the researcher interview the teacher, the teacher said that:

"Itu pasti, di awal semester pasti saya menjelaskan apa saja target pembelajaran yang harus di capai oleh siswa."[61]

In English : in the beginning of the semester, she explained the learning purposes that had achieved by the students.

The researcher also interview the students about whether the teacher explained what are the students should be achieved and mastered.

"Ada dijelaskan kepada kami kalau materi belajarnya tentang teks berarti kami harus mampu memahami isi dari teks tersebut, begitupun untuk materi-materi yang lainnya."[62]

In English : the teacher explained to them about the material and they also must to understand the other materials.

[61]Mr. Pera Iskandar, S. Pd, Personal Interview, English Teacher of MTsM Saning Bakar, July 20th 2018

[62] AF, The Students of Ninth Grade of MTsM Saning Bakar, July

In conclusion, based on the researcher observation and interview, it found that what were said by the teachers in accordance with what has been researcher saw when did observation. Almost the implementation and the characteristic to administer the authentic assessment applied by the teacher although not opimal yet.

B. DISCUSSIONS

Based on the description, and data analysis above, the researcher found that the teacher had implemented student centered teaching approach on their teaching process but it was not optimal yet. In the opening procedures, the teacher had applied almost its' activities, they are : greetings, apersepsi, introductory material, and initial motivation.

However, in the core procedures of student centered teaching approach, the teacher was not optimal yet. Eventhough, she skipped some activities of core procedures. There were sub five activities of core procedure. Firstly, observn. The teacher had applied this activity, but it was not fully as those contained in the student centered teaching approach. She did not use the supporting media like picture, video or other object.

Secondly, questionning, the teacher also had applied this activity every their teaching but it was still visible in the more active teacher provided questions to make students more active, whereas only few students who have an interest both asnwered the teachers' questions and gave the questions. Eventhough, the teacher only should guide students to ask the questions or task further information.

Thirdly, experimenting, she just applied one activities. The teacher also did not apply associating activities in their teaching. The last is communicating. The teacher had applied this activity as optimal by asking the students to show, write their result, then give the comment or feedback.

The teacher did not apply yet all of the procedured of implementation of student centered teaching is probably due to some factors. The input influenced the way of learning and spirit of the students to learn of the material provided. It caused the teacher did not yet apply all of procedures of implementation student centered teaching approach.

Student centered teaching is an approach that was applied by the teacher in learning process in the class especially guide students to be motivated in speaking class at eleventh grade students of MAN 2 AGAM. The data collection through observation, questionnaire and interview.

Jeremy.H proposes three components of student centered teaching approach that can be used by teachers in speaking class.[63] There are personalitation, agency, and learner training. Then, student centered teaching more emphasis on skills and performance rather than considering facts/ theories. In this activities there are two steps, first the teacher did student centered teaching focus on students skills and performance. Second, the teacher prepared some approach to made the students mastered in skills and their performance. Based on the observation, the

[63]Jeremy. H, *Teacher Knowledge, Core Concepts In English Language Teaching* , p.90

teacher only used the usual technique. Thus, made the students difficult and unmotivated to developed their skills and performance.

Next activities is doing the student centered teaching continuously and integratedly. In this steps, there are two activities that is first the student centered teaching that the teacher did has to continuously and integratedly and second activity is the teachers has to monitoring the students continuously and integratedly. Based on the questionnaire and interview the teacher, it was found that it does not work well when the teacher only did the student centered teaching only for one times, the result of students development in their skills and performance would be obvious because it does not continuously and integratedly.

Student centered teaching approach can be used for feedback. In this steps, the teacher gave the students feedback at the end of the student centered teaching activities. That was useful to the students when the teacher gave a feedback to the students. The teacher was gave a feedback to the students about their achievement, it was seen when the researcher did questionnaire in the classroom and interview the teacher.

In conclusion, the teacher used student centered teaching approach to guide the students to be motivated in speaking class but she not applied student centered teaching clearly.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding of this research as already discussed previously, the writer draws some conclusions and suggestions.

A. Conclusion

Based on the research question about the implementation of student centered teaching approach by the teacher at MAN 2 AGAM, the researcher found the teacher had been applied but it ways not optimal yet in this school. This research is presents the data collected through observation, interview to answer the research question. The researcher had interviewed teacher and students.

Student centered teaching approach that used by the teacher are : personalitation, agency, and learner training at MAN 2 AGAM. The researcher have done observation, questionnaire in the field, interview to the teacher and some students of eleventh grade class to find how does the teacher has used student centered teaching approach in speaking class.

B. Suggestion

Considering the conclusion above, the researcher would like to propose some suggestion, which hopefully will be useful for teacherand other researchers.

1. For the teacher

   Through this research, it is hoped that the teacher can more incourage the student centered teaching approach in speaking class, beacause it is proven that teaching speaking by using this approach can motivated students' speaking class. Besides, through the student centered teaching approach can motivated their skill to speak English freely.

2. For the researchers

   This study discusses the analysis of students centered teaching approach in speaking class at the XI Grade of MAN 2 AGAM. The researcher hopes that this approach can be applied by the other researcher in the other level of students. It is also hopes that the other researcher will use students centered teaching approach to be applied in the other skills.

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KISI-KISI INTERVIEW

Judul Penelitian: THE IMPLEMENTATION OF STUDENT CENTERED TEACHING APPROACH IN SPEAKING CLASS AT THE GRADE XI OF MAN 2 AGAM IN ACADEMIC YEAR 2018/2019

Dosen Pembimbing:1. Irwandi, S.S, M.Pd

2. Leli Lismay, M.Pd

VARIABEL	SUB VARIABEL	INDIKATOR	NO ITEM SOAL
Implementation of student centered teaching approach in speaking class	Personalitation	- The teacher motivate the students. - Learning is centered on the interest of students. - The students have chance to practice new language	
	Agency	How the students learn Students do what they want Student see the result of those decision	
	Learner training	- The teacher explores what learning strategies students have - The teacher find learning strategies that the students have applied - The teacher trains students the strategies to master vocabulary	

		- The teacher helps the students to recognize good strategies to continue by the students - Learner learn how to learn	

INTERVIEW GUIDLINE

Researcher : Selamat pagi buk

Researcher : Saya Fadhila, mahasiswi dari IAIN Bukittinggi, Jurusan Pendidikan Bahasa Inggris buk, saya akan melakukan penelitian di sekolah ini dan sebelumnya saya mau menanyakan beberapa hal menyangkut dengan penelitian saya nantinya. Bolehkah saya mewawancarai ibuk tentang beberapa hal penting menyangkut topik penelitian saya?

Researcher : Baiklah buk, skripsi saya berjudul "The Implementation Of Student Centered Teaching Approach In Speaking Class At The Grade XI Of Man 2 Agam In Academic Year 2018/2019"

Researcher : Sebagaimana yang kita ketahui biasanya siswa-siswa tingkatan MAN sederajat ini sebagian masih agak kurang daya tarik mereka untuk mempelajari bahasa inggris, bagaimana cara ibuk membangkitkan semangat atau memotivasi belajar para siswa-siswa ibuk agar mereka tertarik untuk mempelajari bahasa inggris ?

Researcher : Sejak kapan ibuk menggunakan student centered teaching approach ini?

Researcher : Apakah ibuk menemukan kesulitan-kesulitan dalam pembelajaran speaking class dengan menggunakan pendekatan ini buk, baik dari

segi penyampaian materi pembelajaran maupun dari cara penilaiannya?

Researcher : Di dalam student centered teaching approach ini, kita mengenal adanya indikator personalitation, agency, and learner training. Apakah ibuk menggunakan indikator ini untuk mengukur kemampuan siswa dalam bahasa inggris khususnya kemampuan berbicara siswa buk?

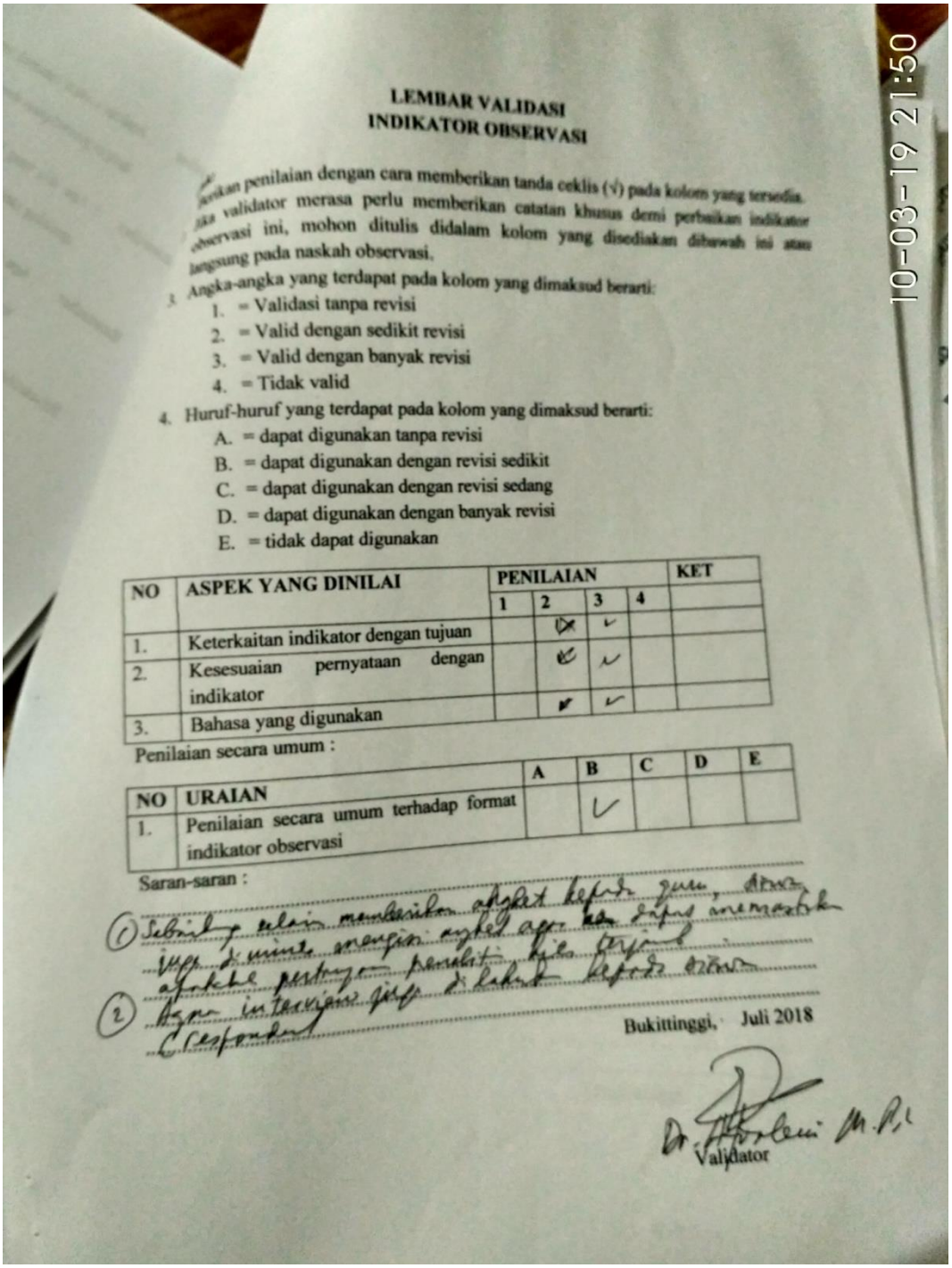
Researcher : Apakah student centered teaching approach yang ibuk gunakan ini efektif dengan pembelajaran siswa?

Researcher : Apa saja yang harus ibuk persiapkan untuk melaksanakan pembelajaran speaking yang terkait dengan ke 3 indikator tersebut buk?

Researcher : Apa ada cara lain yang ibuk lakukan dalam melaksanakan student centered teaching approach ini?

Researcher : Apakah ibuk menuntut siswa untuk berbicara dalam bahasa inggris untuk meningkatkan dan memotivasi speaking mereka ?

Researcher : Baiklah buk mungkin hanya ini saja yang perlu saya tanyakan, terima kasih banyak atas waktu dan ilmu yang ibuk berikan, semoga penelitian saya ini nantinya bermanfaat untuk kita semua. Terimakasih buk



LEMBAR VALIDASI
INDIKATOR OBSERVASI

...berikan penilaian dengan cara memberikan tanda ceklis (√) pada kolom yang tersedia.
...ika validator merasa perlu memberikan catatan khusus demi perbaikan indikator observasi ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah observasi.

3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. = Validasi tanpa revisi
   2. = Valid dengan sedikit revisi
   3. = Valid dengan banyak revisi
   4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A. = dapat digunakan tanpa revisi
   B. = dapat digunakan dengan revisi sedikit
   C. = dapat digunakan dengan revisi sedang
   D. = dapat digunakan dengan banyak revisi
   E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Keterkaitan indikator dengan tujuan		✓	✓		
2.	Kesesuaian pernyataan dengan indikator		✓	✓		
3.	Bahasa yang digunakan		✓	✓		

Penilaian secara umum :

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format indikator observasi		✓			

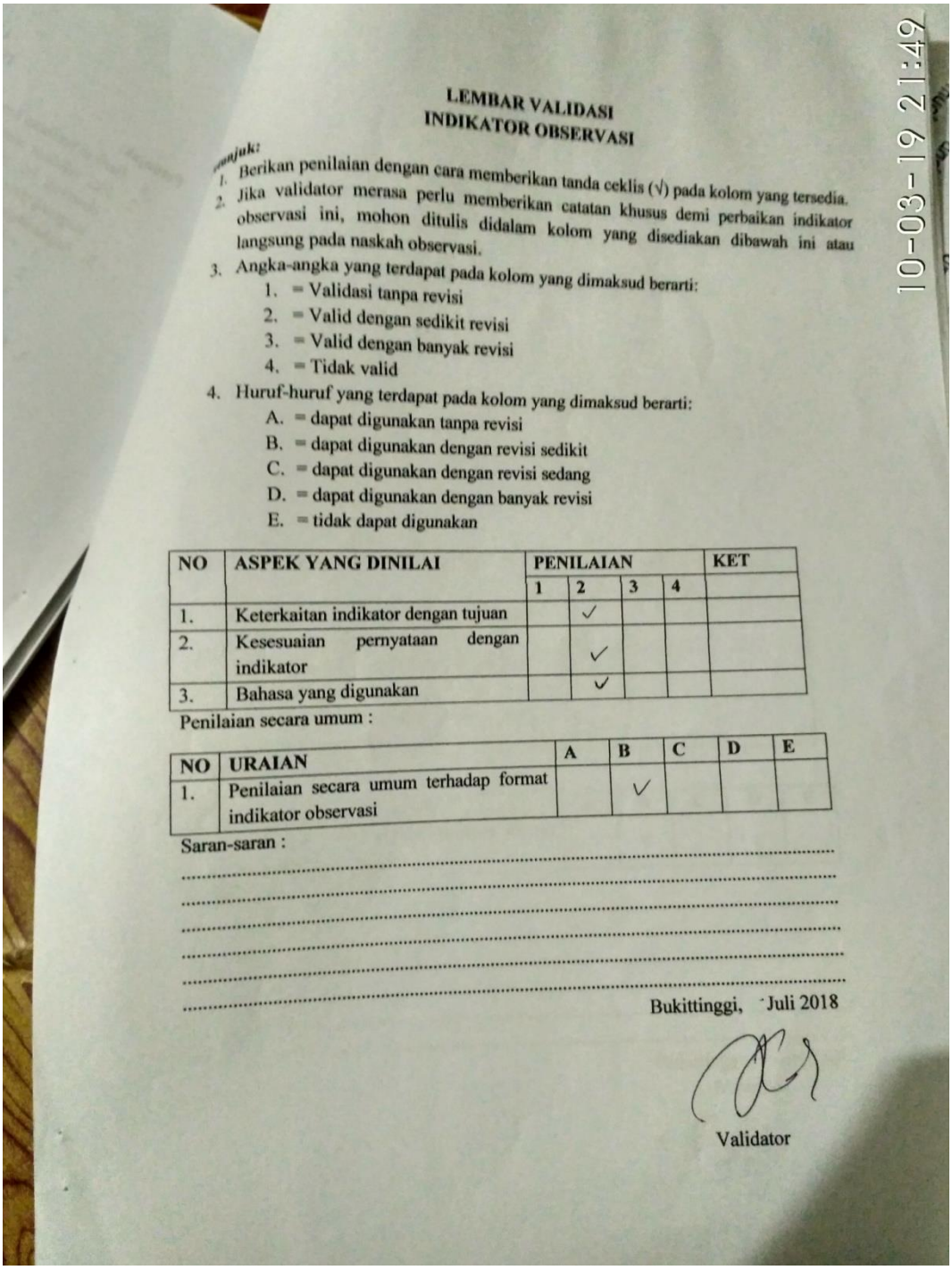
Saran-saran :

(1) Sebaiknya selain memberikan objek kepada guru, harus juga ditinjau aspek apa saja yang harus dinilai oleh guru
(2) Harus ada pertanyaan penelitian jika terjadi interaksi guru dan siswa kepada responden

Bukittinggi, Juli 2018

Dr. [illegible] M.Pd
Validator

10-03-19 21:50



10-03-19 21:49

LEMBAR VALIDASI
INDIKATOR OBSERVASI

Petunjuk:

1. Berikan penilaian dengan cara memberikan tanda ceklis (√) pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator observasi ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah observasi.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. = Validasi tanpa revisi
   2. = Valid dengan sedikit revisi
   3. = Valid dengan banyak revisi
   4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A. = dapat digunakan tanpa revisi
   B. = dapat digunakan dengan revisi sedikit
   C. = dapat digunakan dengan revisi sedang
   D. = dapat digunakan dengan banyak revisi
   E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Keterkaitan indikator dengan tujuan		✓			
2.	Kesesuaian pernyataan dengan indikator		✓			
3.	Bahasa yang digunakan		✓			

Penilaian secara umum :

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format indikator observasi		✓			

Saran-saran :

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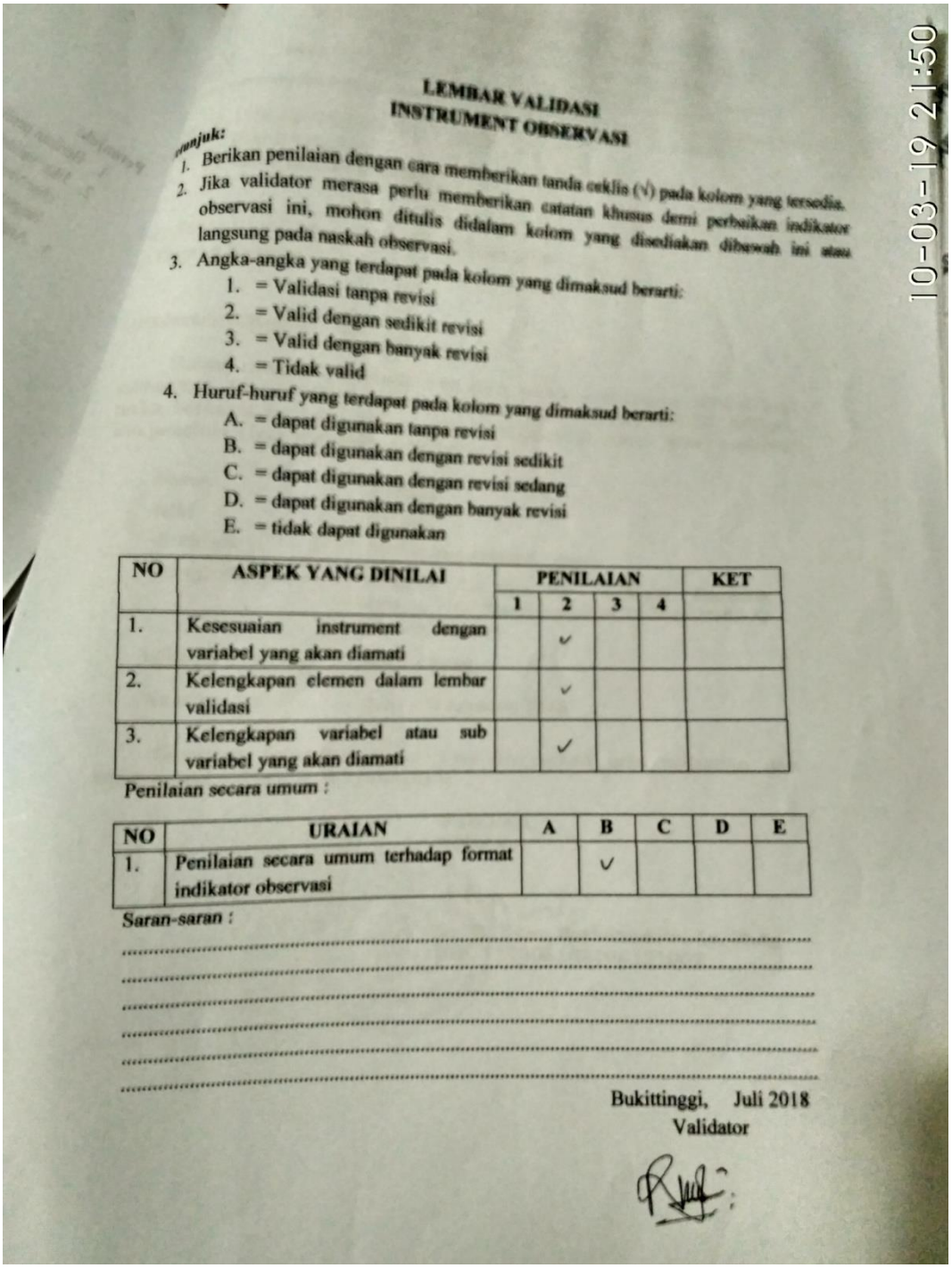
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Bukittinggi, Juli 2018

Validator



10-03-19 21:50

LEMBAR VALIDASI
INSTRUMENT OBSERVASI

unjuk:

1. Berikan penilaian dengan cara memberikan tanda ceklis (√) pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator observasi ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah observasi.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. = Validasi tanpa revisi
   2. = Valid dengan sedikit revisi
   3. = Valid dengan banyak revisi
   4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A. = dapat digunakan tanpa revisi
   B. = dapat digunakan dengan revisi sedikit
   C. = dapat digunakan dengan revisi sedang
   D. = dapat digunakan dengan banyak revisi
   E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Kesesuaian instrument dengan variabel yang akan diamati		✓			
2.	Kelengkapan elemen dalam lembar validasi		✓			
3.	Kelengkapan variabel atau sub variabel yang akan diamati		✓			

Penilaian secara umum :

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format indikator observasi		✓			

Saran-saran :

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Bukittinggi, Juli 2018

Validator

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INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

10-03-19 21:50

:B-1806/In.26.1/PP.07/7/2018 31 Juli 2018
: 1 (Satu) rangkap
: **Mohon Izin Penelitian**

Yth : Bapak/Ibu Camat Kecamatan Tilatang Kamang
Di Tilatang Kamang

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

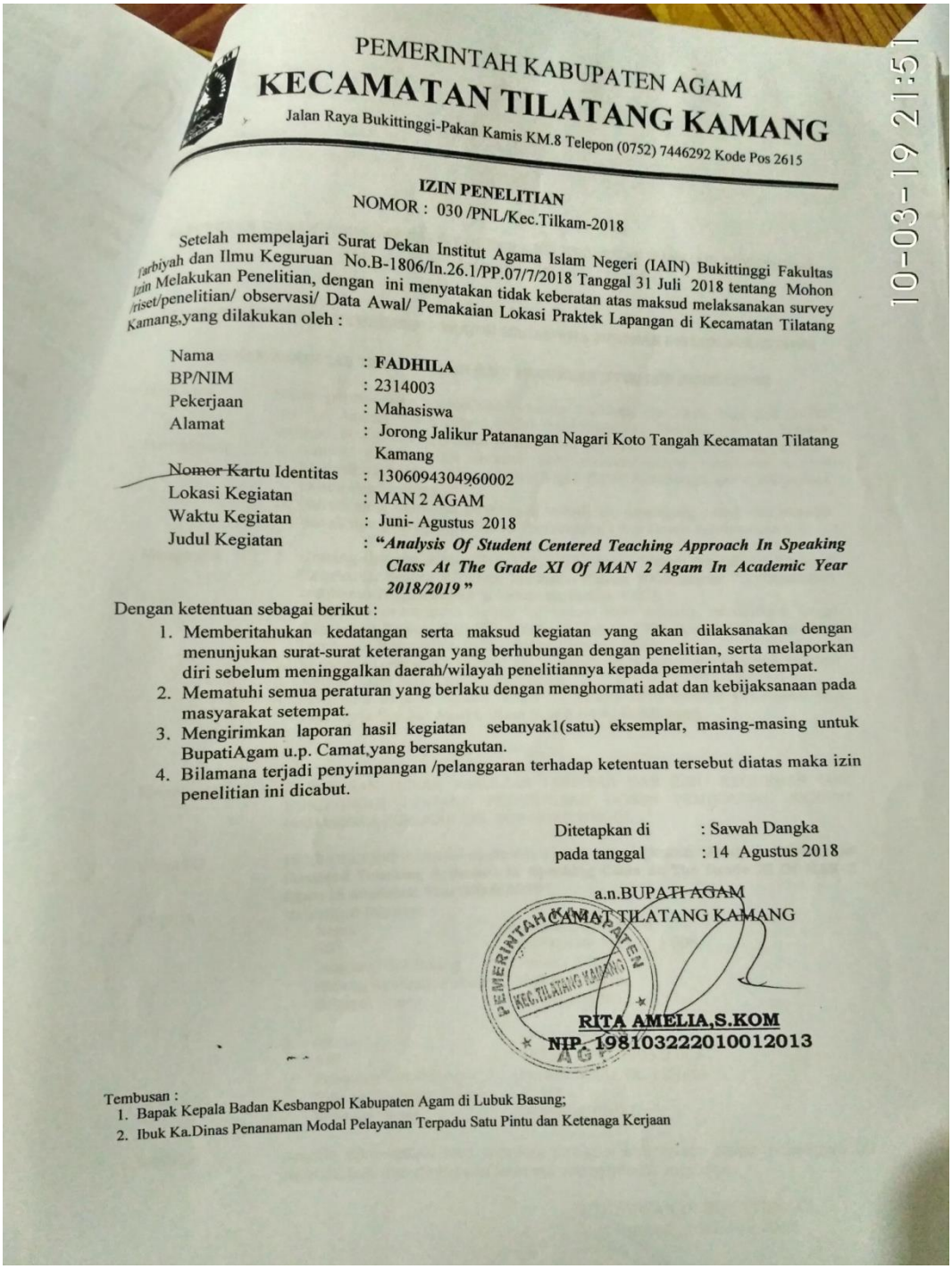
Nama	:	**Fadhila**
NIM	:	2314003
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Analysis Of Student Centered Teaching Approach In Speaking Class At The Grade XI Of MAN 2 Agam
Lokasi Penelitian	:	MAN 2 Agam
Waktu	:	Juni s/d Agustus 2018

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

KEMENTERIAN AGAMA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI REPUBLIK INDONESIA

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 197305102000121002



PEMERINTAH KABUPATEN AGAM

KECAMATAN TILATANG KAMANG

Jalan Raya Bukittinggi-Pakan Kamis KM.8 Telepon (0752) 7446292 Kode Pos 2615

10-03-19 21:51

IZIN PENELITIAN

NOMOR : 030 /PNL/Kec.Tilkam-2018

Setelah mempelajari Surat Dekan Institut Agama Islam Negeri (IAIN) Bukittinggi Fakultas Tarbiyah dan Ilmu Keguruan No.B-1806/In.26.1/PP.07/7/2018 Tanggal 31 Juli 2018 tentang Mohon Izin Melakukan Penelitian, dengan ini menyatakan tidak keberatan atas maksud melaksanakan survey /riset/penelitian/ observasi/ Data Awal/ Pemakaian Lokasi Praktek Lapangan di Kecamatan Tilatang Kamang,yang dilakukan oleh :

Nama	: **FADHILA**
BP/NIM	: 2314003
Pekerjaan	: Mahasiswa
Alamat	: Jorong Jalikur Patanangan Nagari Koto Tangah Kecamatan Tilatang Kamang
~~Nomor Kartu~~ Identitas	: 1306094304960002
Lokasi Kegiatan	: MAN 2 AGAM
Waktu Kegiatan	: Juni- Agustus 2018
Judul Kegiatan	: ***"Analysis Of Student Centered Teaching Approach In Speaking Class At The Grade XI Of MAN 2 Agam In Academic Year 2018/2019"***

Dengan ketentuan sebagai berikut :

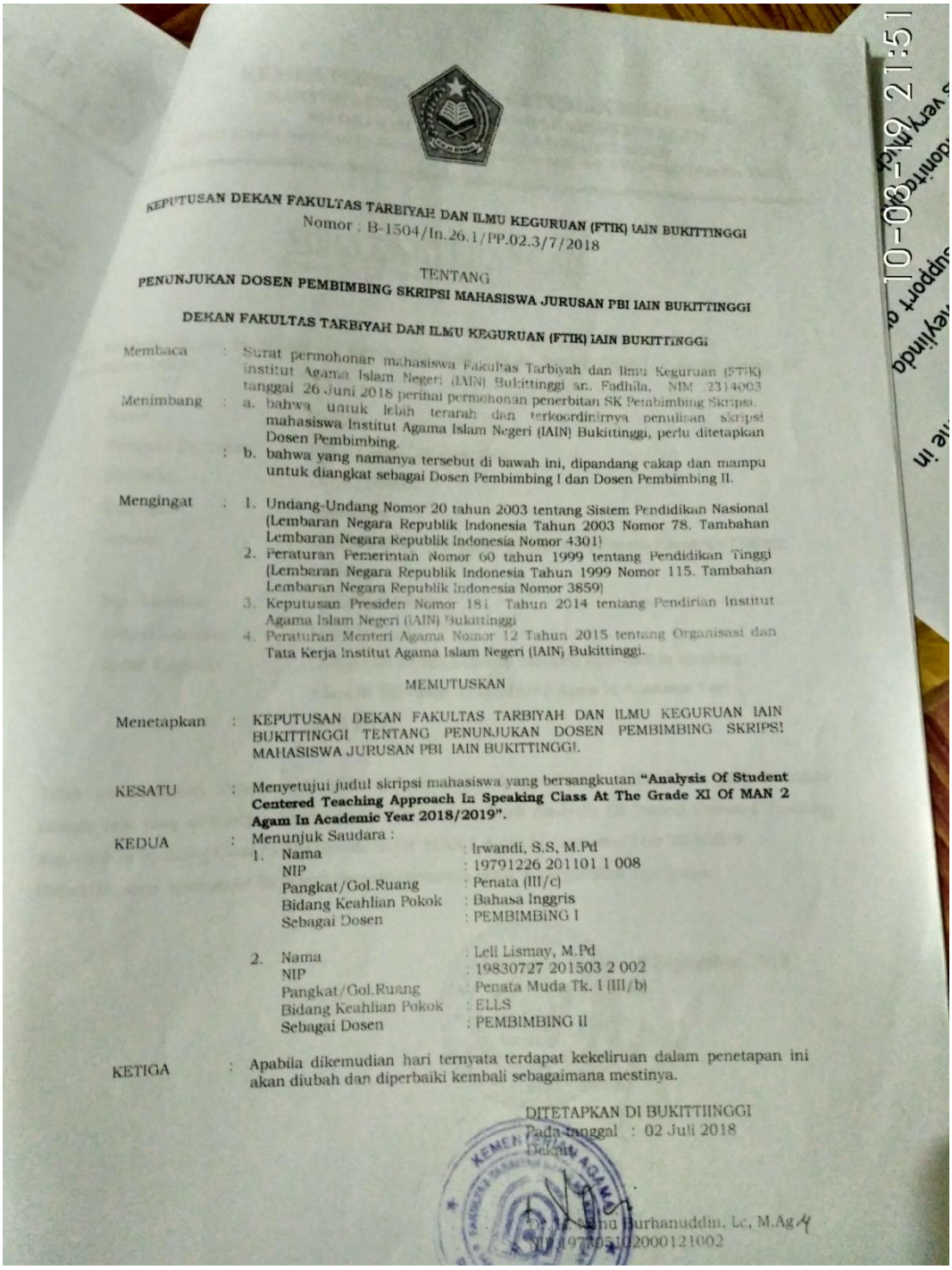
1. Memberitahukan kedatangan serta maksud kegiatan yang akan dilaksanakan dengan menunjukan surat-surat keterangan yang berhubungan dengan penelitian, serta melaporkan diri sebelum meninggalkan daerah/wilayah penelitiannya kepada pemerintah setempat.
2. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebijaksanaan pada masyarakat setempat.
3. Mengirimkan laporan hasil kegiatan sebanyak1(satu) eksemplar, masing-masing untuk BupatiAgam u.p. Camat,yang bersangkutan.
4. Bilamana terjadi penyimpangan /pelanggaran terhadap ketentuan tersebut diatas maka izin penelitian ini dicabut.

Ditetapkan di : Sawah Dangka
pada tanggal : 14 Agustus 2018

a.n.BUPATI AGAM
CAMAT TILATANG KAMANG

RITA AMELIA,S.KOM
NIP. 198103222010012013

Tembusan :
1. Bapak Kepala Badan Kesbangpol Kabupaten Agam di Lubuk Basung;
2. Ibuk Ka.Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Ketenaga Kerjaan



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-1504/In.26.1/PP.02.3/7/2018

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Fadhila, NIM .2314003 tanggal 26 Juni 2018 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"Analysis Of Student Centered Teaching Approach In Speaking Class At The Grade XI Of MAN 2 Agam In Academic Year 2018/2019".**

KEDUA : Menunjuk Saudara :

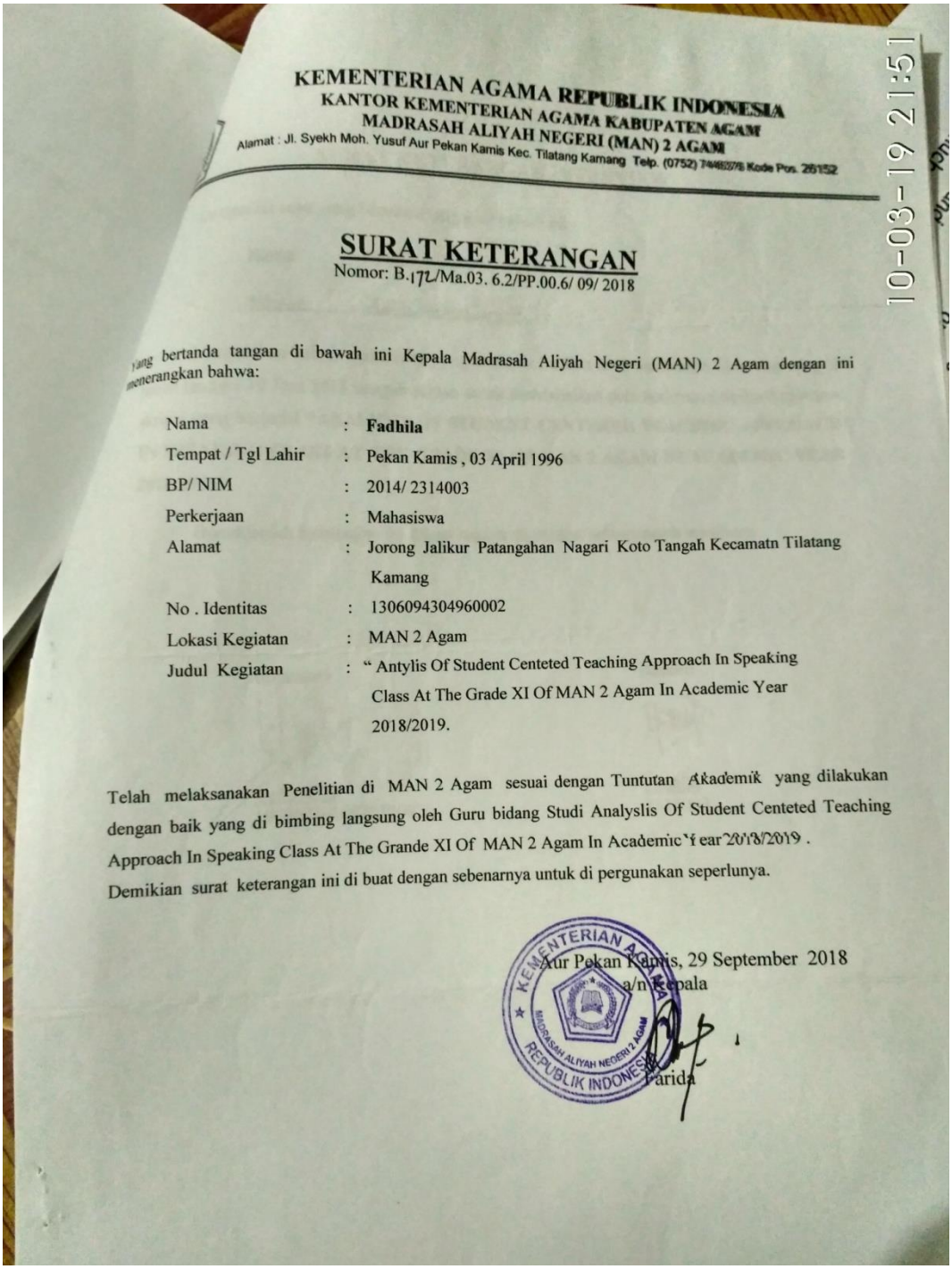
1. Nama : Irwandi, S.S, M.Pd
   NIP : 19791226 201101 1 008
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Leli Lismay, M.Pd
   NIP : 19830727 201503 2 002
   Pangkat/Gol.Ruang : Penata Muda Tk. I (III/b)
   Bidang Keahlian Pokok : ELLS
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 02 Juli 2018
Dekan,

Dr. H. Ilmu Burhanuddin, Lc, M.Ag
NIP. 19705102000121002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
MADRASAH ALIYAH NEGERI (MAN) 2 AGAM
Alamat : Jl. Syekh Moh. Yusuf Aur Pekan Kamis Kec. Tilatang Kamang Telp. (0752) 74483[illegible] Kode Pos. 26152

10-03-19 21:51

SURAT KETERANGAN

Nomor: B.172/Ma.03. 6.2/PP.00.6/ 09/ 2018

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri (MAN) 2 Agam dengan ini menerangkan bahwa:

Nama	:	**Fadhila**
Tempat / Tgl Lahir	:	Pekan Kamis , 03 April 1996
BP/ NIM	:	2014/ 2314003
Perkerjaan	:	Mahasiswa
Alamat	:	Jorong Jalikur Patangahan Nagari Koto Tangah Kecamatn Tilatang Kamang
No . Identitas	:	1306094304960002
Lokasi Kegiatan	:	MAN 2 Agam
Judul Kegiatan	:	" Antylis Of Student Centeted Teaching Approach In Speaking Class At The Grade XI Of MAN 2 Agam In Academic Year 2018/2019.

Telah melaksanakan Penelitian di MAN 2 Agam sesuai dengan Tuntutan Akademik yang dilakukan dengan baik yang di bimbing langsung oleh Guru bidang Studi Analyslis Of Student Centeted Teaching Approach In Speaking Class At The Grande XI Of MAN 2 Agam In Academic Year 2018/2019 .
Demikian surat keterangan ini di buat dengan sebenarnya untuk di pergunakan seperlunya.

Aur Pekan Kamis, 29 September 2018
a/n Kepala

Farida

10-03-19 21:56

SURAT KETERANGAN INTERVIEW

Dengan ini saya yang bertanda tangan di bawah ini :

Nama : Yulia, S.Pd

Jabatan : Guru Bahasa Inggris

Menyatakan bahwa mahasiswa yang bernama Fadhila telah melakukan interview yang di mulai tanggal 10 Juni 2018 dengan tujuan untuk mendapatkan data berkenaan dengan keperluan skripsi yang berjudul **"THE IMPLEMENTATION OF STUDENT CENTERED TEACHING APPROACH IN SPEAKING CLASS AT THE GRADE XI OF MAN 2 AGAM IN ACADEMIC YEAR 2018/2019"**

Demikianlah keterangan ini dibuat supaya digunakan sebagaimana mestinya.

Informant	Peneliti
Yulia, S.Pd	Fadhila
197207191997032002	2314003

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SURAT KETERANGAN OBSERVASI

Dengan ini saya yang bertanda tangan di bawah ini :

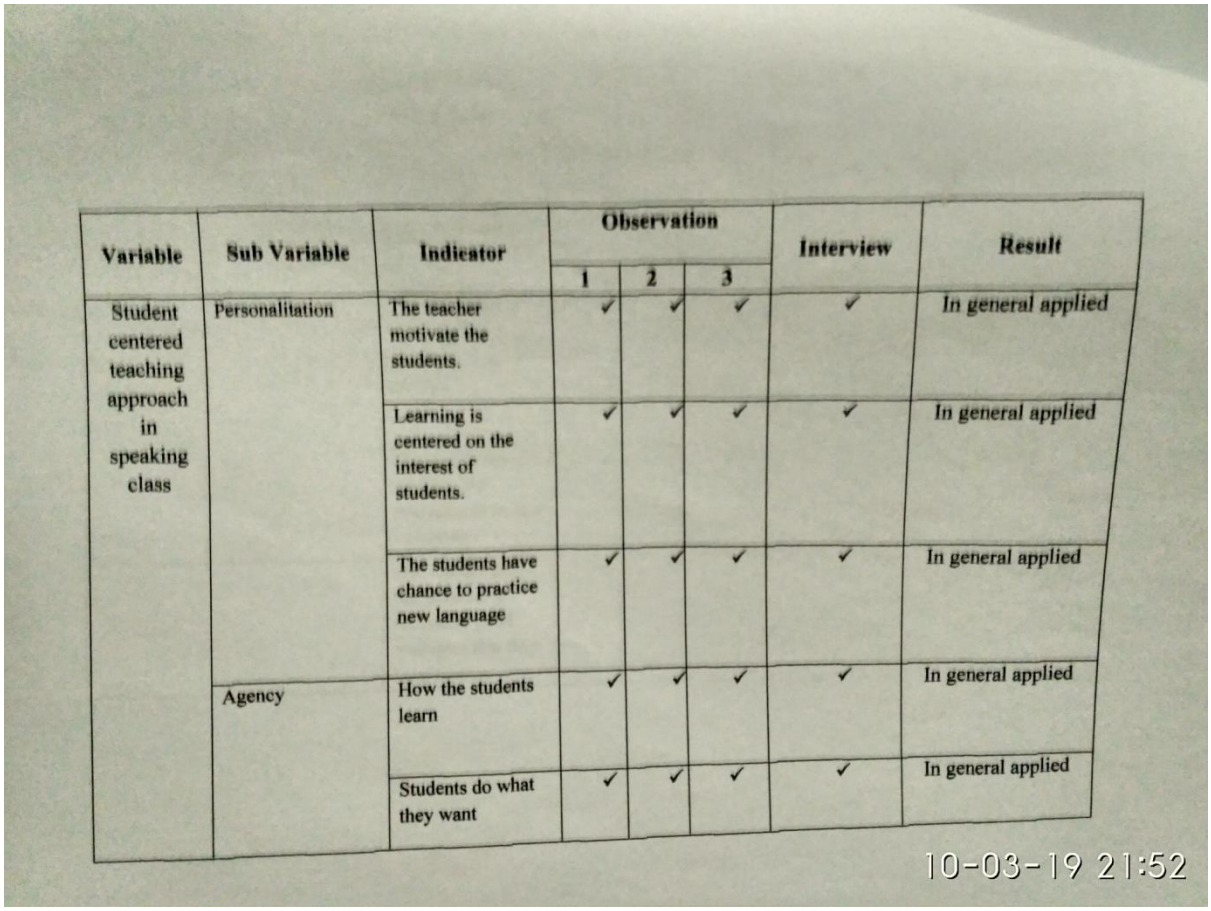
Nama : Yulia, S.Pd

Jabatan : Guru Bahasa Inggris

Menyatakan bahwa mahasiswa yang bernama Fadhila telah melakukan observasi yang di mulai tanggal 10 Juni 2018 dengan tujuan untuk mendapatkan data berkenaan dengan keperluan skripsi yang berjudul **"THE IMPLEMENTATION OF STUDENT CENTERED TEACHING APPROACH IN SPEAKING CLASS AT THE GRADE XI OF MAN 2 AGAM IN ACADEMIC YEAR 2018/2019"**

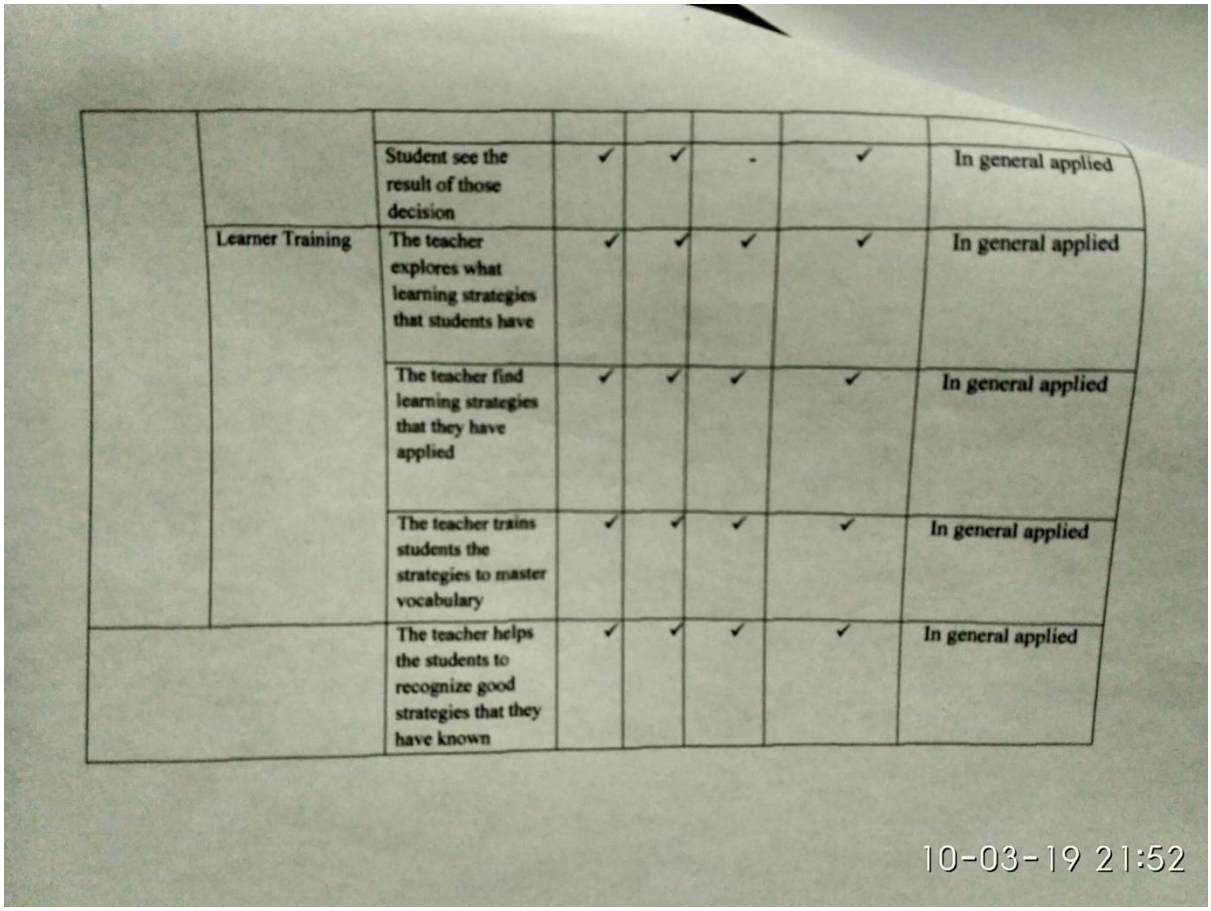
Demikianlah keterangan ini dibuat supaya digunakan sebagaimana mestinya.

Informant	Peneliti
Yulia, S.Pd	Fadhila
197207191997032002	2314003



Variable	Sub Variable	Indicator	Observation			Interview	Result
			1	2	3		
Student centered teaching approach in speaking class	Personalitation	The teacher motivate the students.	✓	✓	✓	✓	In general applied
		Learning is centered on the interest of students.	✓	✓	✓	✓	In general applied
		The students have chance to practice new language	✓	✓	✓	✓	In general applied
	Agency	How the students learn	✓	✓	✓	✓	In general applied
		Students do what they want	✓	✓	✓	✓	In general applied

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		Student see the result of those decision	✓	✓	-	✓	In general applied
	Learner Training	The teacher explores what learning strategies that students have	✓	✓	✓	✓	In general applied
		The teacher find learning strategies that they have applied	✓	✓	✓	✓	In general applied
		The teacher trains students the strategies to master vocabulary	✓	✓	✓	✓	In general applied
		The teacher helps the students to recognize good strategies that they have known	✓	✓	✓	✓	In general applied

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