A DESCRIPTION OF THE STUDENT-CENTERED CHARACTERISTICS IN TEACHING AND LEARNING PROCESS IN SENIOR HIGH SCHOOL

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Abstract

This study investigated the implementation of student-centered characteristics in teaching and learning process in Senior High School. The participants of the study were two English teachers and students of tenth and eleventh grades in a private senior high school. The data were collected using observations. The data were analyzed qualitatively. As the result of the study, the writer found that several student-centered activities were done in classroom activities based on Lom (2012) framework. Furthermore, this study analyzed the implementation of characteristics of student-centered activities and the roles of teachers and students through student-centered activities using Gonzales et.al (2000) framework. The writer concluded that the classroom activities conducted by Teacher A and Teacher B applied the principle of student-centered activities. Within the activities, teachers and students roles characteristics supported the classroom activities.

Keywords: Student-Centered approach, Student-Centered activities, Teacher role, Students role