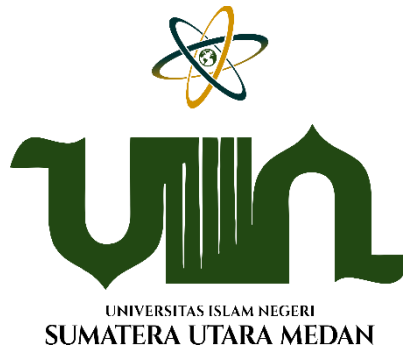


RESEARCH REPORT



**THE EFFECT OF STUDENTS CENTERED LEARNING (SCL)
STRATEGY ON STUDENTS' ACHIEVEMENT
IN STUDYING PSYCHOLINGUISTICS**

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ABSTRACT

There are several ways to teach Psycholinguistics. Even though, there are many ways or theories in teaching and learning to increase students' achievement in learning Psycholinguistics but not all of those theories and ways are successes. This research will find out the effective way to teach Psycholinguistics for Department of English Educational students of Faculty of Tarbiyah Science and Teacher Training of State Islamic University North Sumatra (UIN-SU) Medan. Students Centered Learning (SCL) is a successful teaching strategy in which small teams, each with students or different levels of ability, use a variety of learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. The aims of this research: to know the students' difficulties in learning Psycholinguistics, to know how is the lecturer implement Students Centered Learning (SCL) Strategy in teaching learning process special for teaching Psycholinguistics, and to know if there significance effect of Students Centered Learning (SCL) Strategy on students' achievement in learning Psycholinguistics or not. The subjects and objects of product trials on an expanded scale will be given to students of the English departmen study program FITK UIN North Sumatra Medan. The type of quantitative data, using a Likert scale questionnaire instrument was used to collect data. The validity test analysis technique uses the Aiken and Cronbach Alpha formulas for reliability. Practicality is evidenced by the usability score approach while effectiveness is analyzed based on the level of difficulty, discriminating power and the functioning of the distractors. The research will produce articles published in reputable national or international journals and Intellectual Property Rights (HaKI), which are empirically proven to be valid, practical and effective.

Keywords : Students Centered Learning Strategy and Students' Achievement

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language that used in international communication. As a medium of communication in getting and giving information, expression and doing activities, English must be mastered by every people in the world.

Indonesia also makes English as the first foreign language to be learned and it has been taught in every school levels. This is quoted according to the curriculum and material development (2002: 27) that states. "English is the first foreign language to be learned in order to master and develop the knowledge, technology, arts and to create good relation to others countries, it shows that the utility of English and how important it is that is the reason why student must learn English.

Faculty of Tarbiyah Science and Teacher Training of State Islamic University has one department that educated the students to be a good English Teacher. The department is English Education Department that chaired by Yani Lubis, S.Ag., M.Hum. In English Education Department, English divided into many subject as department subject, one of the subject is Psycholinguistics.

Psycholinguistics is very difficult to study. When the writer asked to the students who study it, they answer that Psycholinguistics is very difficult to study, why? cause, there are many elements that have to master in studying it. The elements that have to master to study Psycholinguistics such as: theory of Psycholinguistics, *The Nature of Language*, Comprehension of Language, *Language Acquisition*, *First Language Acquisition*, *Second Language Acquisition and The Language Teaching Process*. If the students master all of the elements, they will be easy to master Psycholinguistics. Because, all of the elements are parts of Psycholinguistics.

Psycholinguistics is studied at seventh semester. The seventh semester students should mastered Psycholinguistics, because when they sit in the third semester, they had studied Introduction to Linguistics course as prerequisite to take Psycholinguistics subject. But in reality, they are still having trouble in learning Psycholinguistics.

There are several ways to teach Psycholinguistics. Even though, there are many ways or theories in teaching and learning to increase students' achievement

in learning Psycholinguistics but not all of those theories and ways are successes. This research will find out the effective way to teach Psycholinguistics for Department of English Educational students of Faculty of Tarbiyah Science and Teacher Training of State Islamic University North Sumatra (UIN-SU) Medan.

In teaching Psycholinguistics, the lecturer has to master many strategies. In this study, the writer will take one effective and interesting strategies namely Students Centered Learning (SCL) strategy.

Students Centered Learning (SCL) is a successful teaching strategy in which small teams, each with students or different levels of ability, use a variety of learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Teaching strategy is important for teaching learning process, because strategies is mean by which learners can guide and evaluate their own understanding. By applying Strategy that is hoped can progress the students' achievement in learning Psycholinguistics is the main points underlining in this study.

1.2 Statement of the Problem

Based on the background above, it is formed that the present study evolves a large area are specified as the following:

1. The students had studied about Introduction to Linguistics, but they still feel difficult to study about Psycholinguistics.
2. The student encounter difficulty to study the elements of Psycholinguistics.
3. The lecturer who teaches Psycholinguistics uses direct method but most of students still have difficulties to understand.
4. The lecturer has done some strategies in teaching Psycholinguistics, but students do not able to apply the strategy in learning maximally, because the facility of the faculty is less.
5. The students' vocabulary mastery is less.
6. When the lecturer who teaches Psycholinguistics introduce the Students Centered Learning strategy to the students, they still confused to apply it, cause the students still feel strange to Students Centered Learning strategy.
7. Students Centered Learning strategy is a new strategy for the students, event

it had applied for long time ago in the other campus.

1.3 Research Questions

Based on the research statement, there are two questions of the research, they are:

1. Do the students feel difficult to study Psycholinguistics?
2. How is the lecturer implement Students Centered Learning (SCL) Strategy in teaching learning process special for teaching Psycholinguistics?
3. Is there any significance effect of Students Centered Learning (SCL) Strategy on students' achievement in learning Psycholinguistics?

1.4 Limitation of the Study

This research is limited and focused on the Effect of Students Centered Learning strategy on students' achievement in learning Psycholinguistics.

1.5 Aims of the Study

Based on the research questions, the aims of this research are:

1. To know the students' difficulties in learning Psycholinguistics.
2. To know how is the lecturer implement Students Centered Learning (SCL) Strategy in teaching learning process special for teaching Psycholinguistics
3. To know if there is significance effect of Students Centered Learning (SCL) Strategy on students' achievement in learning Psycholinguistics or not.

1.6 Significance of The Research

The findings of the study are expected to be useful and relevant both theoretically and practically.

- a. Theoretically the findings are expected to :
 1. Lecturer who teaches at Faculty of Tarbiyah Science and Teacher Training of State Islamic University as an input to increase the implementation of Students Centered Learning strategy in teaching Psycholinguistics.
 2. To students of English Educational Department of Faculty of Tarbiyah Science and Teacher Training of State Islamic University, as a suggestion to increase their interest and motivation in studying Psycholinguistics.
 3. Other researcher as the learning process in understanding students problems

in learning Psycholinguistics and providing solution to cope with the problems

- b. Practically the findings are relevant and useful for :
 1. Students' in improving their knowledge about Psycholinguistics by using Students Centered Learning strategy.
 2. Lecturer who teaches Psycholinguistics, as information in teaching it by using Students Centered Learning strategy.
 3. Readers and other researchers, who are interested in this study to enrich their understanding about Psycholinguistics.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

Theoretical framework will be used to explain some concepts that concerned to the research. The aim of this study is to describe Students Centered Learning (SCL) strategy in progressing students' achievement in learning Psycholinguistics. It is based on the necessary to make the scientifically of the research and to clarify the terms that related to the study as the following. Some theories were reviewed related to the concepts of Psycholinguistics, Students Centered Learning strategy, and Students' Achievement.

2.1.1 Psycholinguistics

What is a psycholinguist? As the name suggests, it is someone who studies phenomena in the intersection of linguistics and psychology (or a deranged linguist, of course!) (H. Wind Cowles: 2011: 10). Based on the explanation, that psycholinguistics came from two words that Linguistics and Psychology. It means that psycholinguistics is the study about psychology of language.

In other word, psycholinguistics is a little bit misleading in that it minimizes the contribution of about a half-dozen other fields of scientific research. To truly get to the bottom of how language works, we need expertise not only from linguistics and psychology but also from other scientific fields such as neuroscience and computer science. The whole endeavor of psycholinguistics often finds a home in the broader research field of cognitive science—an interdisciplinary field that addresses the difficult question of how animals, people, and even computers think. (H. Wind Cowles: 2011: 10-11)

From both above quotation explain that psycholinguistics not only come from linguistics and psychology but also come from other scientific fields such as neuroscience and computer science. It means psycholinguistics not only study about psychology of language but also study about the language of science. Beside that psycholinguistics also study about anima, and people.

In other explanation, Wundt's explain in his lab in *Handbook of Psycholinguistics* by Matthew J. Traxler and Morton A. Gernsbacher, said,

“The foundation of Wundt’s lab, and its notional date of 1879, is well known. Less well known that there was a thriving tradition of experimental work on the psychology of language, particularly in Wundt’s own lab. Wundt himself published a book on “die Sprache” in 1900, which appeared in an enlarged two-volume edition in 1912–1913. Wundt’s early psycholinguistic work, and that of other German-speaking or German influenced psychologists in the late nineteenth- and early twentieth centuries has been documented in detail by Arthur Blumenthal (1970). In a later piece, Blumenthal (1987) suggested a symmetry between the breakdown of the early period of Sprachpsychologie, as he called it, and the prematurely announced (Reber, 1987) demise of modern psycholinguistics. According to Blumenthal, some linguists were initially greatly attracted to the empirical and philosophical work being carried out on language in Wundt’s Leipzig laboratory. Regular attendees at Wundt’s lectures included Bloomfield, Mead, Saussure, and Boas. Also attracted were the so-called Junggrammatiker, many of whom were also based in Leipzig. These “young grammarians” (the common translation “neogrammarians” is misleading) were reacting against the stuffiness of Germanic university traditions in the humanities. As is well known, the different approaches and philosophies of the various German labs appeared to produce irreconcilable problems within psychology itself. And according to Blumenthal this led some linguists, notably Delbrück (1901), to argue that linguists should seek to work independently of psychologists. Reber (1987) similarly argued that one of the reasons for the demise of modern (Chomskian) psycholinguistics was that linguists could not agree among themselves, and that psychologists therefore thought they would be better working on their own. (Wundt in Matthew J. Traxler and Morton A. Gernsbacher: 2006: 4)

Based on the above quotation, that linguists should seek to work independently of psychologists. It means that linguist and psychology could not combine to be psycholinguistics.

Substituting ‘mind’ for ‘brain’, we can share the poet’s perception that the mind seems to encompass everything within our natural universe. Indeed, because it can also conceive of the supernatural, perhaps Dickinson is right, the mind is made, or is part and parcel of, the very image of God. The task of scientist, however, is the exact opposite of the poet’s. Rather than to expand,

enlarge, and enliven the universe through creativity, the scientist must describe, delimit, and delineate through objectivity, and thus we return to the essential conundrum-without simplistically reducing it to the less than two kilograms of soft tissue in the cranium, how do we study the human mind? In the last fifty years or so, scientist interested in this most proximal piece of nature have carved out a field of inquiry which has begun to yield answers about the structure of the mind, and they have arrived at these answers, in part, by using evidence from a uniquely human possession-speech and language. The use of language and speech as a window to the nature and structure of the human mind is called psycholinguistics.(Thomas Scovel: 1998: 4)

From the above explanation that can be seen that psycholinguistics is the language and speech that has function as a window to the nature and structure of the human mind. It means that psycholinguistics has a function as a window for human if they want to say something in using language or if they want to speech.

In other hand, psycholinguistics is found from the answer of the question. The question is “What does it mean to be a psycholinguist?” One must have interest in how language structure relates to language use. This does not exclude a primary bias to one or other of the two underlying sets of research issues. Thus a psycholinguist can be primarily a psychologist, ultimately concerned to understand and explain the mental structures and processes involved in the use of language. But to be properly a psycholinguist, such a psychologist needs also to be concerned about why language has certain universal characteristics, how it can vary in language-specific ways, and how these aspects of structure impinge upon the way language is processed. Likewise, a psycholinguist can be primarily a linguist, whose ultimate concern is with the patterning of language itself; but such a linguist needs also to be interested in patterns evident in language performance and the reasons for those patterns, and needs to be open to evidence from laboratory studies involving highly controlled processing tasks. Still other sets of research issues may be primary - anthropological, for instance (and now all three authors of this introductory essay are represented). But in any case, a psycholinguist is concerned with the *relationship* between language and its use.(Anne Cutler, Wolfgang Klein, and Stephen C. Levinson: 2005: 1-2)

Based on the above quotation psycholinguistics is study about how the language structure related to language use, to understand and explain the mental structures and processes involved in the use of language, why language has certain universal characteristics, how it can vary in language-specific ways, and how these aspects of structure impinge upon the way language is processed, whose ultimate concern is with the patterning of language itself, patterns evident in language performance and the reasons for those patterns, and needs to be open to evidence from laboratory studies involving highly controlled processing tasks. It means the linguist describe that psycholinguistics is not only study about psychology and linguistics but also study about branches of language such as certain universal characteristic of language, vary in language-specific ways, and structure impinge upon the way language is processed. All of them need to study in a manner in laboratory in highly control.

In other definition Eva M. Fernández and Helen Smith Cairns said: Psycholinguistics is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain. Psycholinguistics is primarily a sub-discipline of psychology and linguistics, but it is also related to developmental psychology, cognitive psychology, neurolinguistics, and speech science.(Eva M. Fernández and Helen Smith Cairns: 2011: 1-2)

From the above quotation can be seen that psycholinguistics is interdisciplinary field of study in which has goals are to understand how the people acquire language, how language is represented and processed in the brain, and it is also related to developmental psychology, cognitive psychology, neurolinguistics, and speech science. It means that psycholinguistics is study about many branches of psychology and branches of linguistics.

From all the above explanation, the writer can sum up that psycholinguistics study about many branches of psychology and branches of linguistics. And the important from all branches of subject (psychology and language) are developmental psychology, cognitive psychology, neurolinguistics, and speech science, and *relationship* between language and its

use.

2.1.2 Teaching Strategy

2.1.2.1 Definition of Teaching Strategy

A good teacher should be able to make students feel happy and comfort in learning teaching process. Because of that, the condition of the class and the way of teacher deliver the material influence students ability in achieving material especially in English lesson. So, the teacher has to be wisdom in using teaching strategy. If the teacher is not wisdom in using teaching strategy the students will be bore.

Fred Nickols said Strategy is a term that comes from the Greek *strategia*, meaning "generalship." In the military, strategy often refers to maneuvering troops into position before the enemy is actually engaged. In this sense, strategy refers to the *deployment* of troops. Once the enemy has been engaged, attention shifts to tactics. Here, the *employment* of troops is central. Substitute "resources" for troops and the transfer of the concept to the business world begins to take form. Strategy also refers to the means by which policy is effected, accounting for Karl von Clausewitz's statement that war is a continuation of political relations via other means. Given the centuries-old military origins of strategy, it seems sensible to begin our examination of strategy with the military view. For that, there is no better source than B. H. Liddell Hart.(Fred Nickols: 2010: 2)

Based on the above definitions, strategy is term that the way how to imitate from military program. But in education, strategy uses as tools to reach the aims of education itself.

Besides that, there are some factors which influence students' learning activity(Abin Syamsuddin Makmun: 2004: 164), they are;

- a. the leaner must want something
- b. the leaner must notice something
- c. the learner must do something
- d. the learner must get something

Then, Kinsella observed that the whole process teaching and learning a foreign language should be fun.(Kinsella: 1985: 215) So, to create that condition teachers need teaching strategy.

Strategy is art to do stratagem (planning). Muhibin Syah says teaching strategy is a set of steps which made to reach the learning purpose. According J.R. David in teaching strategies for college class Room (1976) teaching strategy is a plan, method, or series of activities designed to a particular educational goal.(Muhibbin Syah: 2004: 214)

In this case, Muhibin Syah focuses on a set of step to reach the education purpose, whereas Syaiful, Bahri Djamarah, Aswin Zaini gave a meaning of strategy to a bow line to act in reach target. It is connected to learning teaching process. And strategy can be meant as general pattern of teacher students' activity to scratching purpose.(Syaiful, Bahri Djamarah, Aswin Zaini: 1999: 5)

Differ with them, Douglas give the meaning of strategy deeper to teaching process directly, he said that strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. (Brown, H. Doglas: 2000: 113)

From the above meaning of strategy, there are some points that we can get. The first, a teacher/lecturer should have a set of step of teaching to make learning teaching process done well. Second, a teacher/lecturer should choose the right method in delivering the material to student. And the third teaching strategy definitions can be concluded that teaching strategy is the way how to change peoples' (students') behavior by preparing planning and competency to reach the educational aim itself.

2.1.2.2 Students Centered Learning Strategy

There are many strategy in teaching learning process. In this study the writer focuses on one of the active learning strategy namely Students Centered Learning strategy.

To know the terms of Students Centered Learning before, we need to know the historical of it. Because all of the acknowledgement have to have history.

In 1875, Francis W. Parker, a Civil War colonel, became super intendent of schools in Quincy, Massachusetts. While there, he rejected standardization, rote learning, and grading and ranking systems. Instead, he advocated for centering curricula and instruction on developing the "whole child." John

Dewey, a progressive education reformer and philosopher, referred to Parker as “the father of progressive education.” (Francis W. Parker in Krista Kaput: 2018: 9)

Dewey himself was also a proponent of educating the “whole child” and student-centered learning. In his 1900 book, *School and Society*, he wrote “the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.” Dewey argued that students should be engaged in meaningful activity, invested in what they are learning, participate in classroom democracy, and that curricula should be relevant to their lives. (Francis W. Parker in Krista Kaput: 2018: 9)

During the Great Depression and World War II era, students of Dewey’s, like William H. Kilpatrick, taught the principles of his progressive education to thousands of teachers and school leaders. However, in the 1950’s, during the Cold War era of anxiety and conservatism, progressive education was “widely repudiated, and it disintegrated as an identifiable movement.” (Francis W. Parker in Krista Kaput: 2018: 9)

There was a brief time, during the mid 1970’s, when the Taylorist model was challenged and reformers attempted to connect the design of school to a student-centered approach. However, the movement, which led to the creation of “open-classroom schools,” quickly faded away, ended in backlash, and there was a call for schools to get “back to the basics.” (Francis W. Parker in Krista Kaput: 2018: 9)

Since then, the tenets of progressive education have been “rediscovered” by several theorists, education reformers, and researchers, who have widely written about the benefits of student-centered learning. One of the most famous reformers was the late Theodore Sizer. In 1984, he launched the Coalition of Essential Schools, a widespread national movement of schools that put students at the center of the teaching practice and provided nine (later ten). “Common Principles” that “articulated a stripped-down inquiry approach, bringing together many of the progressive concerns that had gathered strength in prior decades.” At its peak, the Coalition had over 600 formal members. And although the organization formally ceased operations in December 2016, still several hundred schools around the world that are practicing the Coalition’s “Common Principles” and putting students at the center. (Francis W. Parker in

Krista Kaput: 2018: 9)

The above explanation show us a little bit of history of Students Centered-Learning that needs to know in the next era.

In 1995, the Ateneo de Manila School of Arts and Sciences (now the Loyola Schools) embarked on a long process of reviewing its Core Curriculum. This culminated in August, 1996 with the approval of a radically new curriculum grounded on three fundamental principles: the formation of competent persons-forothers, student-centered learning, and integrated learning. The Core Curriculum review was followed by a two-year review of the major curricula of each of the degree programs offered by the Ateneo.

The general review was precipitated by the realization that the world of today is far different from the world the Ateneo faced when our curricula were first developed. We are in an era when transportation and communication infrastructures are rapidly transforming the manner and speed in which we do things, when the amount of available information is growing exponentially and the very nature of knowledge is evolving, and when the world is being rapidly transformed by the sometimes conflicting yet oftentimes complementary processes of globalization and localism.

We have long recognized the dual aspect of our educational responsibility: the provision of content-based learning and formation. But what kind of graduates are we trying to form? We want to mold our students into persons who can interact with, compete in, and contribute to the Philippines and the world, persons who are critically rooted in their culture, proactive in the global context, imbued with the scientific spirit, professionally trained, and strongly oriented to faith and justice.

As the pace of change accelerates, we become increasingly aware that this process of educating and transforming our students cannot be achieved solely within the classroom. It is impossible for us to teach our students everything that they will ever need to know; to anticipate in our classes all the different situations that they may someday encounter and come to terms with. Therefore, it becomes especially important for us to focus on forming our students into lifelong learners: independent, analytical, critical in their thinking, reflective, eager and able to explore learning opportunities on their own and take responsibility for their personal transformations.

Clearly, a new curriculum was needed to respond to these contemporary demands, and a reorientation in teaching style must follow — one more participatory than didactic, more critical than accepting, more creative than familiar. Our core and major curricula have thus been reoriented, and student-centered learning is made an integral part of our teaching. (Rodolfo P. Ang, Ma. At all.: 2001:ix-x)

The above both explanation tell us that student centered learning already available since 1875 that at that time the experts did not give the name of the strategy. They implemented as a strategy how to the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized. Recently, the experts keep trying and conduct the research to develop the strategy. Finally, the experts gave the name of the strategy namely Student-Centered Learning strategy.

After the previous experts gave a name, with the name students-centered learning, nowadays, there are many experts have different opinions about the definition of the strategy. Among others, Felder and Brent (1996, p. 43) defined SCL as a broad approach that includes active learning experiences, self-paced and cooperative style, responsiveness to individual needs and the arousal of learning potential. The authors underlined the importance of giving students responsibility for their own learning and for engaging them in activities, such as peer discussions, writing of essays and exploration of each other's attitudes and values. Commonly used terms for SCL are 'active' and 'collaborative' learning, emphasizing students' involvement in the learning process (Xavier Muianga and friends: 2018: 47)

Student-centred learning (SCL) is hardly a novel concept. While some would argue that it already appeared in pedagogy and educational science as far back as the beginning of the 20th century (Sullivan 2004), it certainly developed more strongly in the context of the constructionist paradigm since the 1980s (O'Neill and McMahon 2004). However, the European Students' Union (ESU) has always perceived student-centred learning as a broader concept which is to be applied to all elements of higher education and not only to pedagogy in a narrow sense (ESU 2012). Even though student-centred learning is notoriously difficult to define precisely, the following tentative definition was developed through two Europe-wide projects on SCL led by

ESU (T4SCL and PASCL): “*Student-Centred Learning represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.*”(ESU 2015)

This definition clearly recognizes SCL as a concept on a high level of abstraction and generality (“*a mindset and a culture*”). Operationalizing this concept and assessing its implementation can therefore be challenging, but it is a necessity as student-centred learning necessarily has to be context-sensitive if it is to fulfil its role. Indeed, the fact that there is no one-size-fits-all solution is one of the most important recommendations of the two aforementioned projects. However, this statement needs to be clearly distinguished from a relativistic position, that it is impossible to determine whether a certain institutional culture is student-centered or not. Finally, it is important to note that with its introduction in the revised ESGs in 2015, student-centred learning has also become recognized as an objective measure of quality of higher education institutions (ESG 2015). This helps establish that SCL is not about satisfying the immediate demands of the student body, but about truly empowering students to become competent and autonomous learners for their whole lives, benefiting their personal learning and the quality of education across their institution.(European Students’ Union: 2018: 1)

From the above both definition can be concluded that student-centered learning are active learning experiences, self-paced and cooperative style, responsiveness to individual needs and the arousal of learning potential, ‘active’ and ‘collaborative’ learning, emphasizing students’ involvement in the learning process, and not about satisfying the immediate demands of the student body, but about truly empowering students to become competent and autonomous learners for their whole lives, benefiting their personal learning and the quality of education across their institution.

Other definition Edwards (2001) emphasizes the value of student-centered learning: ‘Placing learners at the heart of the learning process and

meeting their needs, is taken to a progressive step in which learner-centered approaches mean that persons are able to learn what is relevant for them in ways that are appropriate. Waste in human and educational resources is reduced as it suggested learners no longer have to learn what they already know or can do, nor what they are uninterested in'. (Geraldine O'Neill and Tim McMahon: 2005: 37)

On other hand, Student centered learning is an approach taking the interests, skills and needs into consideration, letting students be free in the process of learning, presenting them various opportunities, making student learn in his own pace (Sparrow and Sparrow, Swan, 2000). According to this approach, learning pace among students and the difference between the styles are taken into consideration when lives of students are planned. The experience of student, the content, structuring knowledge is of importance in the student centered learning environments. It is also important to form samples, exploring, searching, and problem based learning in the student centered learning environments (Çubukçu, 2007). Teachers carefully develop a structured learning environment where students are given support and guidance to attain skills in self-evaluation and independence in their learning. (Yucel Gelisli: 2009: 470)

From the above both definition explain that student-centered learning is one of strategy that placing students in the active situation in every study. Beside, an approach to develop of students' interest, skills and needs into consideration, letting students be free in the process of learning, presenting them various opportunities, making student learn in his own pace. Furthermore, still based on the two definitions above, students-centered learning can develop of students' experience in learning the content, structuring knowledge, to form samples, exploring, searching, and problem based learning in the student centered learning environments.

Gloria Brown Wright said that The need to "cover" the content of the course has led, according to Weimer, to a neglect of ensuring that the course objectives are being met. It has also led to erroneously equating a good course with a rigorous course, rather than a course in which students learn. In consequence, when faced with an unmanageable amount of course content, students resort to memorization rather than conceptualization, using a "binge

and purge” approach to examinations. In such an environment the successful student is the one who has mastered the ability to reproduce information required by the teacher, too often at the lower levels of knowledge. Weimer (2002) appeals to college instructors to “use” course content, not just as an end in itself, but as a means of helping students learn how to learn. The skills to be developed include study skills, time management, the ability to express oneself orally and in writing, and computational skills. She emphasizes that the guidance of the professor is needed to help students use the course concepts to acquire skills of critical thinking and problem-solving. The slower pace required for active-learning strategies will allow for constructive interaction with the subject matter, producing students who are more mature and self-regulating learners with sophisticated learning skills. The result will be classrooms filled with enthusiastic students and teaching faculty who experience a high degree of job satisfaction. (Gloria Brown Wright: 2011: 92)

From all definition, for a while, the writer can make the assumption of them. In *SCL* learning system, student being demanded active doing assignment and discussed with lecture as facilitator. If student active, their creativity will develop and grow. This condition will encourage lecturer to advance their knowledge and lesson content, adjusting it with science and technology improvement. (Fauziah Nuraini Kurdi: 2009: 108)

2.1.2.2.1 Characteristic of Students Centered Learning

As a student-centered learning method, several characteristics that distinguish SCL from other learning systems are as follows:

2.1.2.2.1.1 Active Learning

Active learning is learning that occurs when students are given the opportunity to interact more with fellow students or with lecturers about the subject matter being dealt with, develop knowledge, not just receive information from lecturers only.

2.1.2.2.1.2 Interactive Learning

In interactive learning every student must do something, according to the material being studied.

2.1.2.2.1.3 Independent Learning

Independent learning is a learning approach student centered where the learning process and experience are organized and controlled by themselves.

2.1.2.2.1.4 Collaborative Learning

Collaborative learning is a method that makes students from various backgrounds work together in small groups to achieve general learning goals. The students are jointly responsible for the learning process that they carry out. The success of a student is the success of his friend.

2.1.2.2.1.5 Cooperative Learning

In cooperative learning groups of students will acquire new knowledge with better quality, contextual and relevant when compared to individual or independent learning.

2.1.2.2.1.6 Contextual Learning

Contextual learning is a rule of learning combining content with individual, community and work environment experiences. Contextual learning can increase self-confidence because it can understand the relationship between theory and practice. Contextual learning also fosters a group work approach to solving a problem. Practical skills / doing things (hands-on) and thinking (minds-on) are the principles of a contextual approach.

Based on the above characteristics, it can be concluded that Students Centered Learning one of the strategy that prioritize the students active. While the other strategy prioritize the teacher or lecturer active, so it can make students bored.

2.1.2.2.2 Students Centered Learning Procedure

Every strategy in teaching has procedure has to apply it in teaching-learning process, as well as Students Centered Learning too. As a teaching strategy it has procedure as follows:

First, the lecturer divided the students to be some of groups. In separated the groups based on the capability of students in learning the subject.

Second, the lecturer gives explanation about the learning purpose to be

attained. And the lecturer gives explanation the material globally.

Third, the lecturer gives time to the students to discuss the material that has given and present to other groups. And every groups make a question that based on the material that explained the groups who has gotten turn to present the material.

Fourth, the students and lecturer make reflection to the material that which one of the material is not understood by students based on the purpose of the teaching learning process.

The closing of the procedure of Students Centered Learning, the lecturer asks the students to make an open question, make conclusion of the material that has studied, and give a task to the students to evaluate the paper, and give an individual task to the students and field study.

2.1.2.2.3 Advantages and Disadvantages of SCL

Every strategy has advantages and disadvantages, as well as Students Centered Learning strategy. From the above procedure it can be shown the advantages and disadvantages of the strategy. The advantages and disadvantages of the SCL strategy as follows:

a. The Advantages of Students Centered Learning

- Students develop learning and other skills and gain meaningful knowledge that will help them throughout life.
- It can help to build social skills and self-esteem.
- And also students gain more emotional and cognitive support from their peers.
- The relationship between rights and responsibilities is learned.
- Students discover that learning is interesting and fun.
- Teachers have less traditional work to do.
- Students are more attentive and willing to participate in the class.
- Complaints about irrelevance and unfairness decrease.
- Reports and papers generated by students increase a teacher's collection of useful information.
- The pupil has more of an active role to play in their learning.
- Students can adapt the way they learn, to make their studies more effective.

- The ideal situation for this type group work is that weaker students should be placed with more able students to act as scaffolding.
- Students work on projects or problems in teams with both personal and team accountability for conceptual understanding.
- Students work together in achieving goals by upholding the norms of the group.
- Students are actively helping and motivating spirit to succeed together.
- Active role as peer tutors to further enhance the group's success.
- Interaction between students with increasing their ability to argue.

b. Disadvantages of Students Centered Learning

On the surface, a teacher who uses Students Centered Learning might seem to have less work than one who uses traditional techniques or strategy, since a good deal of academic learning time is dedicated to students learning from other students. On the contrary, a teacher who uses Students Centered Learning assumes a number of responsibilities. These include the following:

- It requires a longer time for students so it is difficult to achieve curriculum targets.
- Take a long time for teachers so that teachers in general do not want to use cooperative learning.
- It requires special skills of teachers so that not all teachers can do or use of cooperative learning.
- Specific nature of student demands, such as the nature likes to work together.

2.2 Related Study

Aan Ardian and Sudji Munadi (2015) "*The Effect of Students-Centered Learning Strategy and Spatial Ability on Students' Creativity*" State University of Yogyakarta: This study aims at investigating the difference of creativity between the students treated with the Student-Centered Learning (SCL) strategy and the students treated with the Direct Learning strategy. It was a quasi-experimental study employing the non-equivalent control group design. It was conducted using the 2x2 factorial design. The research population were 40 students attending the course of Fabrication Construction Design. The results of the study showed that (1) The creativity of the students

using the SCL strategy attained mean scores of 42.65, higher than the students using the Direct Learning strategy with mean scores of 39. (2) The students with high spatial ability using the SCL strategy attained mean scores of 49, higher than the students using the Direct Learning strategy with mean scores of 36.3. (3) The students with low spatial ability using the SCL strategy attained mean scores of 36.3, lower than the students using the Direct Learning strategy with mean scores of 41.70. (4) There was an interaction between the learning strategy and the spatial ability in terms of the effect on the creativity.

Ridlo Cahya Ilhami, Retno Purwandari, and Alfid Tri Afandi (2019) “The Application of Student-Centered Learning (SCL) as Learning Model in Nursing Faculty of Jember University” Jember University: Learning process in university must be conducted with the principle of Student Centered Learning (SCL). SCL has several components that could influence the implementation of SCL. The purpose of this study was to identify the implementation of SCL in Nursing Faculty of Jember University. This study used a descriptive exploratory design with purposive sampling technique on 26 lecturers and stratified sampling techniques for 260 students. The results showed that the implementation of SCL to lecturers reached 81.7% (from a maximum value of 33) and the implementation of SCL to students reached 80.19% (from a maximum of 36). This shows the implementation of SCL in terms of students and lecturers having a good score. The lowest score for lecturers was the class condition (68.4%) and the lowest value for students was the teaching material (71%). Lack of facilities could have an impact on the disruption of the learning process using SCL so that students and lecturers did not get maximum results. Institutions are expected to be able to renew their collection of books and class conditions can be further optimized by reducing the number of students to 25 students in each class.

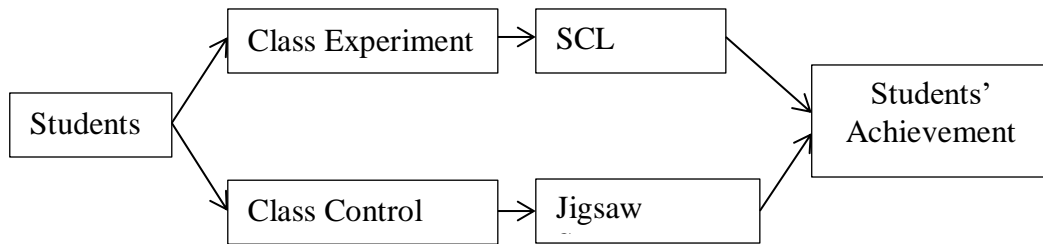
2.3 Conceptual Framework

Psycholinguistics is once of subject in English Education Department of Faculty of Tarbiyah Science and Teacher Training of State Islamic University. Psycholinguistics is one of the difficult subject to learned, why? Cause Psycholinguistics has many branches to study. So, the students feel difficult to

study it.

In teaching the subject, the lecturer had tried to use many teaching strategies. Both of them are Student-Centered Learning (SCL) and Cooperative Learning Strategies (CLS). In this study the writer will try to use SCL in treatment class and CLS for moderator class.

Based on the above explanation, in this study expected that the SCL can help the students to progress their achievement in studying Psycholinguistics. It can be illustrated in the following figure:



2.4 Hypothesis

Based on the above related literature state, I can formulate the following alternative hypothesis as follow:

Ha : there is significant effect of Students Centered Learning strategy on students' achievement in learning Psycholinguistics.

Ho : there is no significant effect of Students Centered Learning strategy on students' achievement in learning Psycholinguistics.

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Strategic Plan

The research strategic plan is adjusted to the vision, mission, strategy and objectives of the Faculty of Tarbiyah and Teacher Training (FITK) UINSU Medan, namely increasing the quantity and quality of research based on 9 criteria accreditation and producing efficient scientific works (out come), as shown in Figure 3.1. as following. This is supported by the availability of strategic planning white papers and renop formal documents of achievements as well as excellent research topics for institutions including research topics that researchers must refer to in conducting research.

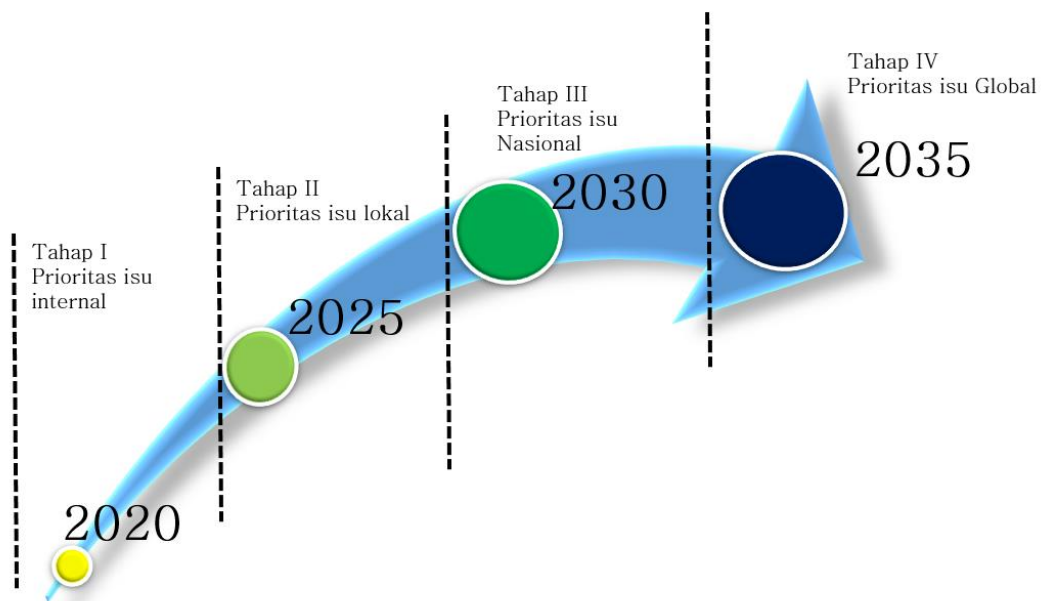


Figure 3.1

This type of research is a quantitative research method. Quantitative Research aims to look quantitatively at the processed data so that it can be developed and generalized. This research activity will try to develop and generalize the researched data so that it can be used as a guide in the learning of the "Psycholinguistics" course which is integrated with direct experiments in class, observation and tests.

3.2 Research Roadmap

The research roadmap can facilitate the steps, directions and major goals of research with leading topics as outlined in the Roadmap for the Research Strategic Plan of the Faculty of Tarbiyah and Teacher Training (FITK) which refers to the Research Strategic Plan of the State Islamic University of North Sumatra (UINSU) Medan which has been compiled by The Quality Assurance Institution (LPM) which is correlated with the Strategic Plan and Renop Books for Research and Community Service of the Ministry of Religion and the Ministry of Research, Technology and Higher Education, as well as leading topics in other internal and external grant funding.

Preparation of a formal document for the Research Strategic Plan as a measuring tool for conducting assessments and evaluations, namely the development of the research activities implementation with internal and external funding according to the research Renstra roadmap that has been built. It is hoped that the results of the superior topic research obtained can be applied in solving these internal and external problems. The research roadmap is expected to be able to realize research activities with the output of books with ISBN, the publication of reputable and internationally indexed national scientific articles, as well as the acquisition of intellectual property rights, as points in the completeness of improving and exceeding the quality standards of higher education performance.

3.3 Time and Place of Research/Research Background

The research sites/settings are lecturers who teach the courses themselves, learning experts and sixth semester students at English Department Study Program FITK, UINSU Medan, and at the same time serve as Population and Research Samples/Data and Data Sources.

3.4 Population and Research Sample/Data and Data Sources

The population of this research will be taken from the sixth semester students of State Islamic University of Tarbiyah Faculty and Teacher Training of Educational English Department North Sumatra Medan in 2021-2022 academic years. There are five parallel classes and the total number of the students is 161 students.

In taking the sample in this study, it will use purposive sampling. Based on the Suharsimi Arikunto said “Sampel bertujuan dilakukan dengan cara mengambil subjek bukan berdasarkan atas strata, random atau daerah , tetapi didasarkan atas tujuan tertentu. Teknik ini biasanya dilakukan karena beberapa pertimbangan, misalnya atas keterbatasan waktu, tenaga dan dana sehingga tidak dapat mengambil sample yang besar dan jauh.” (Suharsimi Arikunto: 2006: 139-140) Purposive Sampling is done by taking the subject, it is not based on stratified, random or region, but based on specific purpose. This technique is usually performed because of several considerations, such as reasons of the limitations of time, effort and fund so it cannot take a large sample and far distant. Based on the above explanation, the sample of this study will be taken one class, that is the seventh semester of Educational English Department-2 students. They are consists of 40 students. As the control variable is Educational English Department-1 students, they are consists of 40 students.

3.5 Research Method

This research will carry out by applying a quantitative approach with an experimental design, which tends to find the effect of the two independent variables on the dependent variable.

There are two variables in this research, they are *independent variable*: Students Centered Learning Strategy, and *dependent variable*: students' achievement in studying Psycholinguistics.

3.6 Research Instrument/Data Collecting Technique

Instrument is an application for dynamically tracing and profiling Mac OS X and IOS code. It is a flexible and powerful tool that lets you track one or more processes and examine the collected data. In this way, Instruments helps you understand the behavior of both user programs and the operating system. (<https://developer.apple.com/library>: Accessed 16th March 2022) In line with this theory, the instrument uses in this study is to obtain the fact result of the effect of independent variables upon the dependent variable. The instruments that use in this study are a test of essay subject of the final semester of seventh semester Educational English Department of Faculty of Tarbiyah and Teacher Training students that suitable with the State Islamic University North Sumatera syllabus.

3.6.1 Instrument Validation

There are two important characteristics that every measuring should process: *Validity* and *reliability*. Validity refers to the extent to which an instrument measures what it is intend to measure. Reliability, on the order hand, is the extent to which a measuring device was consistent in measuring what-ever it measures.

a. Validity

This study uses content validity, which concerns with how well the test measures the subject matter and learning outcomes cover during the instructional period. Most tests those lecturer themselves procedure and use are achievement test, designs to measure simply whether students have mastered what is taught to an acceptable degree. Achievement tests were – and always should be relatively easy to make, to administer, to score, and to use as direct feedback to the students.(Rost, M: 2002: 169) The reason that they should be easy to make that the content and from should derived directly from classroom material and tasks. If they are not, the test will be lack ‘content validity’ because they don’t have similar topic, they don’t draw on the same knowledge base.

b. Reliability

Reliability, the second test that statements about the world need to pass, deals with the issue of how stable your measurement is.(Bob, Hancke: 2009: 96) It means the reliability of the characteristics of a good test refers to the consistency of the measurement. In this study, the reliability of Psycholinguistics final tests had been established. In this reliability test will connect to the reliable international standardization.

c. Result Test Instrument

The result test instrument in Psycholinguistics develops by using two approaches, they are rational approach and empiric approach. Rational approach uses to analyze the validity of test items content. For a while empiric approach is done after the test is tested means to analyze the validity and reliability of test. Rational approach means to analyze test items by using consideration of ratio based on criteria or benchmarks that have been set, that is special purpose of teaching and the subject content. The result test instrument in Psycholinguistics

should be in harmony with the purpose of teaching and subject content that must be measured. Empiric approach is done by trying out of the result test instrument in Psycholinguistics that had been prepared to know the validity rank and test reliability. The trial was intended to test items that still relatively weak can be revised, so that the test items actually are qualified to use in the treatment. Testing validity and reliability tests were performed to the class that is not a sample.

3.7 Data Analysis Techniques

The data of this research will analyze by using statistics method. That is used to find the effect of the students' ability in using Students Centered Learning (SCL) in studying Psycholinguistics (X variable) and their achievement in studying Psycholinguistics (Y variable).

1. Pre-Requisite

Test before the researcher determines the statistical analysis technique is used, researcher will be examined the normality and homogeneity of the data. To get the normality and homogeneity test the researcher used pre-test score. Pre-test was given before the treatments. The researcher determines the statically analysis technique whether both classes have normal distribution. If the data have normal and homogeny distribution, the treatment and teaching can be conducted to both classes.

2. Normality test

Normality test is used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi square. Calculate the chi square (χ^2), the formula: (Sudjana: 2002: 273)

$$\chi^2 = \sum_{i=1}^k \left(\frac{O_i - E_i}{E_i} \right)^2$$

Where:

- X = Chi-kuadrat
- O = Frequency that was obtained from data
- E = Frequency 1that was hoped
- k = the sum of interval

3. Homogeneity test

It is used to know whether the data are homogenous or not. The formula is: (Sudjana: 2002: 250)

$$F = \frac{Vb}{Vk}$$

Where:

Vb : bigger variance

Vk : smaller variance

The hypotheses in homogeneity test are:

Ho : homogeny variance = $\sigma_1^2 = \sigma_2^2$

Ha : non homogeny variance = $\sigma_1^2 \neq \sigma_2^2$

If the calculation result $f_{count} < f_{table}$ by 5% degree, it is significant. So, Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

4. Test of average

It is used to examine average whether experimental class and the control class that has been decided having significance different average. by using the following formula: (Sudjana: 2002: 239)

$$t = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}} \quad \text{with } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2)s_2^2}{n_1 + n_2 - 2}}$$

where:

\bar{x} : average of experimental group

\bar{x}_2 : average of control group

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

The criteria of this test is Ho is accepted : if $-t_{1-\frac{1}{2}\alpha} < t < t_{\frac{1}{2}\alpha}$ where $t_{\frac{1}{2}\alpha}$ obtained from the distribution list t with $df = n_1 + n_2 - 2$ and opportunities $(1 - \frac{1}{2}\alpha)$. Values for other t Ho rejected.

5. End Phase Analysis

- Normality Test : The second steps of this test is same as the normality test on the initial data.
- Homogeneity test : The second steps of this test is same as the homogeneity test on the initial data.
- Hypothesis test : Analysis of hypothesis test is a further analysis of the analysis preliminary. Hypothesis test is used to conclude whether the hypothesis is accepted or rejected.

The statistical technique used is t-test. i.e.:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$$\mu_1 = \text{average data of experimental group}$$

$$\mu_2 = \text{average data of control group}$$

The formula is : (Sudjana: 2002: 242)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } s = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2) s_2^2}{n_1 + n_2 - 2}}$$

where :

\bar{x}_1 : average of experimental group

\bar{x}_2 : average of control group

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

Testing criteria that apply H_a is accepted if t count $>$ t table with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$. Values for other t H_0 rejected.

CHAPTER IV

RESEARCH RESULT

4.1 Research Data Description

Research on the Influence of Students Centered Learning (SCL) Strategy on Student Achievement in Studying Psycholinguistics and took 2 samples, and each sample consisted of 40 students. The first sample as the experimental class was treated with the Students Centered Learning (SCL) strategy while the other samples as the control class were treated with conventional learning. The data treated in this study were post-test results from the two classes.

Processing and presenting data, doing calculations to describe data, and employing statistical tests to assess hypotheses are all parts of data analysis in quantitative research. Tables, graphs, and diagrams can be used for data presentation and analysis using data gathered from the field. The ultimate aim of quantitative research is to test hypotheses, establish facts, demonstrate correlations and effects as well as comparisons between variables, offer statistical descriptions, estimate, and anticipate the outcomes.

Processing and presenting data, performing computations to describe data, and putting hypotheses to the test using statistical tests are all parts of data analysis in quantitative research. Tables, graphs, and diagrams can be used to offer data analysis and data presentation based on field data. Testing hypotheses, establishing facts, demonstrating correlations and effects as well as comparisons between variables, offering statistical descriptions, estimating findings, and making predictions are the final objectives to be accomplished in quantitative research.

Up to 40 students enrolled in the English Tadris study program at UIN North Sumatra Medan Stambuk 2019 participated in a questionnaire-based data

collection process. The purpose of this sample selection is to assess the effect of the student-centered learning paradigm on students' comprehension of psycholinguistics courses. We came to the conclusion that this sample was very appropriate and pertinent to the study we were conducting because it included students who had taken the psycholinguistics course.

The researcher compared the results of two correlated samples to come to this conclusion. This test is utilized to ascertain whether the average value of two groups of paired data differs. When two samples are paired, the time dimension is applied differently to one of the samples. A two-sample t-test (sample paired test) was performed to examine the correlation between two samples with interval/ratio data type. Both a manual calculation and a calculation using SPSS version 16 are offered for the two dependent samples test. Using the pre-test and post-test formulas, perform the following manual computation in the sample paired t-test correlation significance test:

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2}{n(df)}}$$

Which:

Md : Deviation mean (d) from pre-test and post test

T : count

Xd : Disparity in between deviation and deviation mean

Df : Or db (n-1)

N : Data amount

The following steps should be followed to analyze statistical test results for two associated samples:

- a. Formulating a theory in the sentence's description

The student-centered learning approach has no impact on students' comprehension of psycholinguistics courses, according to Ho. Ha= Using the student-centered learning paradigm has an impact on how well students understand psycholinguistics courses.

- b. Creating statistical model of hypotheses

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

- c. Estimating the degree of importance

This step serves as the stage of estimating the risk of error in choosing to reject the reliable hypothesis. α typically serves as a symbol for the degree of mistake.

- d. Choosing the test to be performed

The sample paired test is the statistical test that is employed. Because the data are interval or ratio data between two paired samples with a maximum of 30 data points, this test is utilized.

- e. Testing method

If $:-t_{table} \leq t_{count} \leq t_{table} \left(\frac{\alpha}{2}\right)$, so the Ho is accepted

$t_{count} > t_{table} \left(\frac{\alpha}{2}\right)$, so the Ho is rejected

- f. Counting t_{count} and t_{table}

$$t_{count} = \frac{X - Y}{\sqrt{\frac{S^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Which:

n_1 : first sample, n_2 second sample

S : variance

X : Pretest score

Y : Post test score

In calculating t_{table} , as this study was two sides, so the $\alpha/2$ and $db = n - 1$.

Then, t_{table} was calculated ($\alpha/2$, db .) on distributive table – t.

g. Comparing t_{count} and t_{table}

The purpose of comparing t_{count} and t_{table} is to identify which hypotheses are acceptable as to testing methodology.

h. Formulating decision

Knowing the aforementioned data analysis process, the researcher employed a 95% significant level using the procedures for testing with the aid of SPSS version 16. The tabulation of the pre-test and post-test data for 40 respondents was first presented by the researcher before the calculation results using SPSS version 16 were shown.

Table 1: Calculation of questionnaire 1 (V_x)

No	Respondents	Questionnaire	
		Pre	Post
1	UN	37	39
2	NFK	37	41

3	KN	45	46
4	U	48	46
5	NZN	36	33
6	FR	37	39
7	SSNN	39	43
8	MSS	36	34
9	M	35	35
10	UA	36	36
11	KA	34	34
12	MS	39	41
13	NN	36	40
14	FZ	47	41
15	MMM	46	47
16	MWR	40	39
17	SS	37	33
18	UK	40	39
19	HM	41	41
20	MHSL	38	38
21	AP	37	39

23	DH	37	39
24	HJL	37	41
25	MNS	45	46
26	KYT	48	46
27	HHH	36	33
28	TYL	37	39
29	KPS	39	43
30	BKK	36	34
31	GHR	35	35
32	TRW	36	36
33	BJK	34	34
34	KLO	39	41
35	FGH	36	40
36	C	47	41
37	P	46	47
38	UMO	40	39
39	RTO	37	33
40	PKY	40	39
	TOTAL		

Table 2: Calculation of questionnaire 2 (Vy)

No	Respondents	Questionnaire Result	
	X variable	Pre	Post
1	UN	70	71
2	NFK	71	76
3	KN	81	81
4	U	76	77
5	NZN	68	70
6	FR	74	74
7	SSNN	69	75
8	MSS	66	71
9	M	69	72
10	UA	68	71
11	KA	66	65
12	MS	73	73
13	NN	69	67
14	FZ	70	69
15	MMM	84	88

16	MWR	64	65
17	SS	61	60
18	UK	82	87
19	HM	80	80
20	MHSL	74	74
21	AP	70	71
23	DH	71	76
24	HJL	81	81
25	MNS	76	77
26	KYT	68	70
27	HHH	74	74
28	TYL	69	75
29	KPS	66	71
30	BKK	69	72
31	GHR	68	71
32	TRW	66	65
33	BJK	73	73
34	KLO	69	67
35	FGH	70	69

36	C	84	88
37	P	64	65
38	UMO	61	60
39	RTO	82	87
40	PKY	80	80
	TOTAL		

The following researchers present the outcomes of data analysis calculations made using SPSS version 16 based on the X and Y variables before and after being given a case study that focuses on the student-centered learning model in psycholinguistics course learning:

Table 3: Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre and Post	39.20	40	41.62	.931
	71.75	40	6.231	1.393

Table 4: Paired Sample Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre and Post	40	.593	.006
	40		

Table 5: Paired Sample Test

	Paired Differences					t	df	Sig 2- tailed
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of The Difference				
				Lower	Upper			
Pair 1 Pre and Post	-32.550	5.042	1.127	-34.910	-30.190	-28.873	19	.000

The researcher's analysis of the output table will be as follows:

- a. Statistics groups table include the amount of the sample such as $N_1 = 40$ participants and $N_2 = 40$ Participants as well.
- b. The average score for $X = 39.2$; $Y = 71.75$ with standard of deviation $S(x) = 4.16$ and $S(y) = 6.23$ crammed by mean of error standard on V_x is 0.931 and $V(y)$ 1.393.
- c. Paired sample correlation table demonstrate correlation of pre and post variable during the collection of data, or to present correlation in between pre and post implementation of student-centered learning approach to the achievement (0.593). This sums up that it is a correlation between

students' achievement (Y variable) pre and post the approach implementation (Vx).

- d. From paired sample test table, it shows that: Ho: presents no correlation in between pre and post implementation of student-centered learning approach to the achievement; Ha: presents correlation in between pre and post implementation of student-centered learning approach to the achievement. The decision making in this study is constructed through two ways: On the basis of comparing t_{count} and t_{table} . If: $-t_{table} \leq t_{count} \leq t_{table} (\frac{\alpha}{2})$, so the Ho is accepted in which: t_{count} score is resulted from paired sample test = -28.873; t_{table} is calculated = 2.093; and by comparing t_{count} and t_{table} , it shows that $t_{count} = 28.873 > t_{table} (\frac{\alpha}{2}) 2,093$, therefore Ho is rejected, and Ha is the accepted one. It means that the implementation of students centered learning strategy has direct correlation in students' achievement at psycholinguistics subject.
- e. On the basis of probability score
1. If $Sig > \alpha$ means Ho is accepted
 2. If $Sig < \alpha$ means Ho is rejected
- f. To ensure that the testing passes through two folds, so the α score is divided into two making it possible that the testing criterion will be:
1. If $Sig > 0.05/2$ means Ho is accepted
 2. If $Sig < 0.05/2$ means means Ho is rejected
- The probability value (sig) = 0.000 and the significant level value ($0.05/2 = 0.025$) are taken from the paired sample test table above. Therefore, when the significance value (probability) and the sig level are evaluated, Ho is rejected if $Sig < 0.05/2$ or $0.000 < 0.025$. In other

words, if H_0 is refused, then H_a is accepted. Accordingly, the choice is: there are disparity in student achievement pre and post the implementation of SCL. Thus, it can be added that there is relevance between variable X and Variable Y that give information that there are disparity in student achievement pre and post the implementation of SCL.

Appendices

THE OBJECTIVES OF PSYCHOLINGUISTICS

1. Being able to apply concepts and theories of Psycholinguistics to (1) recognize children's language development, and (2) solve learning problems in ELT;
2. Understanding basic concepts and theories related to the Psycholinguistics and Language Teaching subject.
3. Being able to decide in (1) using the application of Psycholinguistics theory and (2) solving problem related to ELT in Indonesia based on the knowledge of Psycholinguistics.
4. Being responsible for completing assignment(s)/project(s) related to Psycholinguistics topics.

AN OVERVIEW OF PSYCHOLINGUISTICS

This course is the basic to understand the ability of the psycholinguistics management materials well, then students can apply it in linguistics and literature. The main contents of this course include the theory of language acts, the act of language from the speaker's point of view, the act of language from the listener's point of view, the relevance of the language with language learning, language and phonology, language and morphology, psycholinguistic development, First language acquisition: child social development, second language acquisition: equality acquisition hypothesis, second language acquisition: contrastive hypothesis, behaviorism and cognitivism in language acquisition, skill: code transfer and code capability.

TEST QUESTIONS

1. The four theories regarding language, thought and culture. Except
 - a. Speech is essential for thought
 - b. Language determines or shapes our perception of nature
 - c. Language determines or shapes our attitude
 - d. Language is essential for thought
 - e. Language determines or shapes our world view

2. Here are some definitions of psycholinguistics, except...
 - a. Psycholinguistics is primarily related to developmental psychology, cognitive psychology, neurolinguistics, and speech science.
 - b. Psycholinguistics is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain.
 - c. The Psychology of language deals with the mental processes that are involved in language use, such as language comprehension, language production and language acquisition
 - d. A combination of psychology and linguistics both which studies the psychological and neurobiological factors that enable humans to acquire, to comprehend, and to produce language.
 - e. Psycholinguistics can be defined as the study of the mental representations and processes involved in language use,

including the production, comprehension and storage of spoken and written language.

3. In human brain there are language areas that have been proposed for the processing of comprehension and production. These specific areas have been identified as below, except:

a. The primary visual cortex is the area mainly used for the process of visual stimuli whereas the primary auditory cortex is for auditory stimuli

b. The upper part of temporal lobe is the main area involved in auditory reception

c. The lower back part of the frontal lobe is primarily involved in the production of speech called as Broca's area.

d. The primary visual cortex is the area mainly used for the process of auditory stimuli whereas the primary auditorium cortex is for visual stimuli

e. Wernicke's area plays a major part in the comprehension of speech or visual

4. What is language acquisition?

a. The process by which humans acquire the capacity to perceive and comprehend language

b. The process of Purchasing a language app on your smart phone of buying a language

c. Learning about a language's origin

- d. The process of developing or learning a language
 - e. The process of buying a language
5. What is the essence of materialism?
- a. materialism holds that all things are composed of materials, such as language, are the result of material properties and interactions
 - b. materialism regarded mind and consciousness as religious superstitions that were relevant to the study of psychology
 - c. materialism regarded mind and consciousness as religious superstitions resulted from above
 - d. materialism holds that language are the result of mind and consciousness
 - e. materialism holds that mind and consciousness are the result of language
6. Input hypothesis...
- a. learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level
 - b. It states that there are two independent ways in which we develop our linguistic skills: **input** and **output**
 - c. meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding

- d. It states that there are two independent ways in which we develop our linguistic skills: **acquisition and learning**
 - e. It states that there are two independent ways in which we develop our linguistic skills: **input** and **interaction**
7. Output Hypothesis
- a. learning takes place when a learner encounters a gap in his or her linguistic knowledge of the second language (L2)
 - b. learner's learned system acts as a monitor to what they are producing
 - c. a learner's learned system acts as an input to what they are producing
 - d. states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level
 - e. a learner's learned system acts as a production to what they are producing
8. The essence of Materialism
- a. the understanding of mind and consciousness is essential to the understanding of the intellectuality of human beings, particularly language
 - b. the understanding of mind and consciousness is not important to the understanding language
 - c. I have no idea

- d. the understanding of material is essential to the understanding of the intellectuality of human beings, particularly language
 - e. the understanding of material is important to the understanding language
9. The theory 'speech is essential for thought' states
- a. thought is a kind of behavior that originates from speech production
 - b. speech production is the basis for speaking
 - c. human speaks on the basis of speech perception
 - d. thought is the basic for speech production
 - e. human speaks on the basis of thought
10. Which proponent is appropriate with the theory
- a. Skinner = Behaviorism ; Swain = Output Hypothesis ; Krashen = Input Hypothesis
 - b. Krashen = Behaviorism ; Swain = Output Hypothesis ; Skinner = Input Hypothesis
 - c. Swain = Behaviorism ; Krashen = Output Hypothesis ; Skinner = Input Hypothesis
 - d. Swain = Behaviorism ; Skinner = Output Hypothesis ; Krashen = Input Hypothesis
 - e. Skinner = Behaviorism ; Krashen = Output Hypothesis ; Swain = Input Hypothesis

Before implementing resource-based learning, then in each class a posttest was carried out which aims to measure the extent to which student achievement has increased in studying psycholinguistics. Posttest consists of 10 questions and posttest results in the experimental class and control class will be analyzed by normality test, homogeneity test and hypothesis testing as well as hypothesis testing.

1. Descriptive Statistics of Experiment Class and Control Class Test Results

After conducting research on the experimental class using the Students Centered Learning (SCL) strategy and the control class using conventional learning, a posttest was carried out to determine the ability or results of the test to study psycholinguistics after being given treatment. the learning outcomes of the two classes can be seen in the table below :

Table 4.1 Learning Outcomes of Experimental and Control Classes

Statistic		Experimental Classes	Control Classes
N	Valid	40	40
	Missing	0	0
Mean		81,43	47,73
Median		81,00	45,50
Mode		90	75
Std. Deviation		8,941	17,394
Variance		79,943	302,563
Range		35	63
Minimum		61	20
Maximum		96	83

Sum	3257	1909
-----	------	------

Based on Table 4.1 it can be seen that the average value of learning outcomes for the experimental class is 81.43 and the average value is 47.73 for the control class. Each has a standard deviation of 8.941 for the experimental class and 17.39 for the control class, the median is 81 for the experimental class and 45.50 for the control class, while the mode for the experimental class is 90 and for the control class is 75. You can see the class average values the experiment is bigger than the control class. In addition, the maximum value in the experimental class is 96 and for the control class is 83.

4.2 Prerequisite Analysis Test

1. Prerequisite Analysis Test

Normality of data or normally distributed data is when the amount of data above or below the average is the same, so is the standard deviation. The normality test in this study used the Lilifors test. The normality test is used to determine whether the data is normally distributed, if it satisfies $L_{hit} < L_{tab}$ with the degrees of freedom for each experimental class and control class of 40 at a significant level of 95%. The degree of freedom is determined by the number of samples per sample. The results of the normality test of learning outcomes in the experimental class and control class can be seen in the following table:

**Table 4.2 Normality test data for class results
Experiment and Control Class**

Information	Test	N	L_{hit}	L_{tab}	Conclusion
Experiment Class	<i>Posttest</i>	40	0,095	0,140	Normal Distribution
Control Class		40	0,075		Normal Distribution

In table 4.2 it is known that the results of the normality test for the

experimental class yielded $L_{hit} = 0.095$ and for the control class $L_{hit} = 0.075$ with $L_{tab} = 0.140$ at a significant level of 95% with 40 degrees of freedom. <0.140 , it can be concluded that the experimental class and the control class are normally distributed.

2. Homogeneity Test

After the two samples are declared to be normally distributed, then the homogeneity value is sought. The homogeneity test gives an indication of whether there is a difference between the population means. In this study, the homogeneity test was obtained using the Fisher test. The test criteria used were that both classes were declared homogeneous if $F_{hit} < F_{tab}$ with 78 degrees of freedom. The degrees of freedom were determined from $n_1 + n_2 - 2$ where n_1 and n_2 were the number of each sample. The significance level is 95%. The results of the homogeneity test results for the two research samples can be seen in the table below :

$$\begin{aligned} F &= \frac{Vb}{Vk} \\ &= \frac{302,563}{79,943} \\ &= 3,784 \end{aligned}$$

Based on the results of the homogeneity test above, the experimental class and the control class at 78 degrees of freedom obtained from $n_1 + n_2 - 2$ with n_1 and n_2 being the number of 40 each at a significant level of 95%, the value $F_{hit} = 3.784$. Because $F_{tab} = 1.704$, it fulfills the criteria of $F_{hit} < F_{tab}$ or $3.784 < 1.704$, so that the two samples have a homogeneous distribution.

3. Hypothesis Test

After carrying out the data analysis prerequisites, it is known that the learning outcomes of the two samples are normally distributed and homogeneous, so that testing the data on the learning outcomes of the two

samples is continued in the next analysis, namely hypothesis testing using the t-test with the following criteria:

$$H_0 : \mu_1 \leq \mu_2$$

H₀ : There is no effect of Student Centered Learning (SCL) Strategy on Student Achievement in Studying Psycholinguistics

$$H_1 : \mu_1 > \mu_2$$

H₁: There is an Influence of Students Centered Learning (SCL) Strategy on Student Achievement in Studying Psycholinguistics

Based on the test results obtained, it can be seen as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{40} \sqrt{\frac{1}{40}}}} && \text{with etc} && = \sqrt{\frac{(n_1-1)v_1 + (n_2-1)v_2}{n_1+n_2-2}} \\
 &= \frac{81 - 47,73}{13,829 \sqrt{\frac{1}{40} \sqrt{\frac{1}{40}}}} && && = \sqrt{\frac{(40-1)79,943 + (40-1)302,563}{40+40-2}} \\
 &= \frac{33,27}{4,373} && && = \sqrt{\frac{3117,775 + 11799,98}{78}} \\
 &= 7,608 && && = \sqrt{191,2532} = 13,829
 \end{aligned}$$

From the test results above, the value of $t_{hit} = 7.608$ with $t_{tab} = 1.9908$ at a significant level of 95% and degrees of freedom 78 from $n_1 + n_2 - 2$ with n_1 and n_2 each 40, fulfilling the criteria for $t_{hit} > t_{tab}$ or $7.608 > 1.9908$, so that from this study student learning outcomes affect student learning achievement in studying psycholinguistics with the Students Centered Learning (SCL) Strategy.

4.3 Discussion of Research Results

Learning Achievement is an achievement that is expected of all English Language Education Study Program students, especially when studying psycholinguistics. In this study, it was seen how the learning

outcomes were in the experimental class using the Students Centered Learning (SCL) strategy and in the control class using conventional learning.

Based on the test results after being treated in the application of the Students Centered Learning (SCL) Strategy in the experimental class and the application of conventional learning in the control class, both classes were tested with a posttest which totaled 10 questions. The posttest average results obtained in the experimental class were 81 and in the control class were 47.73.

In addition, analysis prerequisite tests were also carried out including the normality and homogeneity tests. Then tested by testing the hypothesis. The data obtained show that both the experimental class and the control class are normally distributed because they meet $L_{hit} < L_{tab}$ at a significant level of 95%. In addition, the data is homogeneous because $F_{hit} < F_{tab}$ is proven based on the results that $F_{hit} = 3.784$ while $F_{hit} = 1.704$ or $F_{hit} < F_{tab}$ or $3.784 < 1.704$. After the data is normality and homogeneity, then the data can be continued to test the hypothesis with the t-test. The data obtained for the two classes, namely $t_{hit} = 7.608$ and $t_{tab} = 1.9908$, indicates that $t_{hit} > t_{tab}$ or $7.608 > 1.9908$. Thus H_0 is rejected and H_1 is accepted, so it can be concluded that there is a significant influence in the experimental class compared to the control class using the Students Centered Learning (SCL) Strategy approach to Student Achievement in Studying Psycholinguistics.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research entitled The Effect of Students Centered Learning (SCL) Strategy on Student Achievement in Studying Psycholinguistics based on the results of research and data analysis, it can be concluded that learning Psycholinguistics using the Students Centered Learning (SCL) Strategy has a significant influence on student achievement. This can be seen from the results of the calculation of the t-test hypothesis test at a significant level of 95% obtained $t_{hit} > t_{tab}$ or $7.608 > 1.9908$ the data can be concluded that

H0 is rejected and accepts H1 or it can be stated that there is a significant influence on student achievement through Students Centered Learning (SCL) Strategy.

5.2 Recommendations

Based on the results of the previous research and discussion, here are some suggestions that can be useful for further research and also in implementing the Students Centered Learning (SCL) Strategy:

1. Students Centered Learning (SCL) strategies can be used in psycholinguistics courses.
2. Lecturers should choose learning resources that are in accordance with the objectives to be achieved in the learning process in English Tadris Study Program courses.

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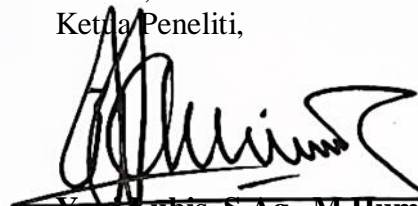
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Dengan ini menyatakan bahwa proposal penelitian yang berjudul **“THE EFFECT OF STUDENTS CENTERED LEARNING (SCL) STRATEGY ON STUDENTS’ ACHIEVEMENT IN STUDYING PSYCHOLINGUISTICS”** yang disesuaikan dengan skema penelitian di FITK UIN Sumatera Utara Medan untuk tahun anggaran 2022 bersifat original dan belum pernah dibiayai oleh lembaga lain/sumber dana lain.

Bilamana di kemudian hari ternyata terdapat kekeliruan, maka saya bersedia menerima sanksi sesuai ketentuan yang berlaku serta mengembalikan seluruh anggaran yang diterima kepada kas Negara.

Demikian pernyataan ini diperbuat dengan penuh kesadaran dan kesungguhan.

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