

The Implementation of a Student- Centered Approach to Teaching Reading in English (A Case Study)

Perlaksanaan Pendekatan Berpusatkan Pelajar dalam Pengajaran Kemahiran Membaca dalam Bahasa Inggeris

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ABSTRACT

This case study was aimed to explore the implementation of a student-centered approach (SCA) to teaching reading in English at university of Sumatera (pseudonym) Indonesia. 20 students and 1 lecturer were involved in this study. Data was collected through field note, video recorded and interview as a measure of triangulation to ensure validity of the data. A rigorous constant comparative analysis was employed as well as trustworthiness of reporting the data captured to ensure the reliability. The findings illustrated that the lecturer in teaching reading comprehension, implemented the principles of SCA at the pre, whilst and post teaching stage. The assessments carried out in the reading classroom were formative and summative. The formative and summative assessments were carried out at the post teaching stage either individually or groups through written, spoken or an observation. Non electronic media was used by lecturer to enhance students' reading comprehension except suggesting students search the additional material through their own mobile phone. The lecturer developed a positive classroom environment well by managing or monitoring students' learning through classroom management in teaching reading. Shortly, SCA implemented in teaching Reading and affected significantly to students reading comprehension activities but not their success in reading comprehension achievement.

Keywords: *student centered approach, teaching reading*

ABSTRAK

Kajian kes ini bertujuan untuk meninjau pelaksanaan pendekatan berpusatkan pelajar (SCA) dalam pengajaran kemahiran membaca berbahasa Inggeris di Universiti Sumatera (bukan nama sebenar) Indonesia. 20 orang pelajar dan seorang pensyarah terlibat dalam kajian ini. Data dikumpulkan melalui pemerhatian, temu bual, dan dokumen. Ini merupakan langkah triangulasi untuk memastikan kesahan data. Sementara itu untuk memastikan kebolehpercayaan data, analisis perbandingan malar (constant comparative analysis) digunakan serta ketulusan (trustworthiness) dalam melaporkan data dilakukan. Hasil daripada pemerhatian, temu bual dan analisis dokumen menunjukkan bahawa SCA telah dilaksanakan dengan sebenar pada tahapan awal, tengah dan akhir pembelajaran berdasarkan kaidah kaidah SCA. Pengukur pengetahuan sedia ada pelajar dilakukan melalui penilaian formatif dan sumatif terhadap orang per orang atau kelompok pelajar secara tertulis, lisan, dan pemerhatian sehinggalah pelajar melakukan sendiri aktiviti bacaan lanjutan dan tugas bacaan. Tiada elektronik media digunakan hanya saja pensyarah boleh guna surat khabar, novel, majalah dan internet sah sah dan pelajar temukan sendiri tambahan material untuk digunakan melalui e-mobile. Persekitaran bilik darjah juga kondusif sebagaimana yang diperhati serta dilaporkan oleh para pelajar dalam temubual.

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Boleh disimpulkan bahawa SCA sudah diterapkan dalam pembelajaran Reading dan telah mempengaruhi pengembangan membaca mandiri pelajar akan tetapi tidak banyak mempengaruhi pencapaian pembacaan mereka.

Keywords: *pembelajaran berpusat kepada pelajar, pengajaran reading.*

Introduction

Teaching reading is significant because at university level, learning involves reading academic texts and journal articles, which requires a student to have a good competency in the language in order to comprehend the text. This is so because in reading academic materials, students need to not only read and comprehend but also be critical of what they have read. This requires a higher ability as there is a difference in acquisition and developmental patterns between conversational language or language for interaction and academic language (Hymes 2012). This is also what Cummins (1979) termed as Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS are language skills needed in social situations or day-to-day interaction; to interact socially with other people. This skill is not very cognitively demanding while CALP refers to formal academic learning, which includes listening, speaking, reading, and writing about subject area or content material. Tomlinson (1998) too had earlier noted that majority of learners could not use academic English for oral or written communication.

Attractive techniques, creative media and sources will therefore enhance students' reading comprehension. In the context of the present study - Indonesia, the educational instruction system of EFL has undergone various model or methods; which is a trajectory of the methods of teaching throughout the world. This SCA has long been incorporated in the Indonesia curriculum for Indonesia University. Hence, it is expected that lecturers incorporate SCA in their teaching and the students are aware of and are experiencing the approach in their learning process. Apart from that, because English is taught as a subject at university level, lecturers are encouraged to develop effective methods for teaching reading.

Despite the implementation of a student-centered approach in teaching reading in English, there are still many problems on students' reading comprehension. An analysis of the reading comprehension tests performance among students who have completed the Reading I, Reading II, and Reading III and Academic Reading and Writing shows that between 64% - 92 % of the students failed; as shown in the following Table 1.

Table 1.1 Scores on reading comprehension section

Examination Date	Numbers of Students	Passes No (%)	Failure No (%)
Dec 2013	31	6 (19%)	25 (81%)
Mei 2014	20	3 (15%)	17 (85)
August 2014	40	12 (30 %)	28 (70%)
Dec 2014	30	11 (36 %)	19 (64 %)
Jan 2015	39	3 (8%)	36 (92)

Source: English Study program. University of Sumatera Indonesia 2015

It is a wonder why students at the University of Sumatera. Are still not performing well in reading although they have learned English for 12 years. Perhaps, the teaching of reading in English is not fully or correctly implemented. Perhaps the lecturers are not well trained to

teach using a student-centred approach. Perhaps, the students are not aware of, trained or capable of learning to read in English through a student-centred approach. Or perhaps, the teaching of reading in English is more effectively done through a different approach. There are many possibilities in answering or explaining why the Indonesian students at Sumatera University are not performing well in the reading course.

There are seven characteristics of a SCA in teaching reading which are:

- a) in reading activity students play their important role while teachers act as facilitator and leader on activity.
- b) Active interaction between teachers to teacher that caused students to be responsible in reading.
- c) The teacher is democratic, students are facilitated actively to express their idea, generalize learning outcome.
- d) Learning objectives are based on students' needs.
- e) Teachers meaningful leaning to lead students generalizes or formulates the reading comprehension.
- f) Group work learning to support students' interaction.
- g) Facilitate creative learning (Mook Soon Sang (1993)).

SCA has been implemented in many teaching strategy or methods such as individualized instruction, group discussion, inquiry, reciprocal teaching, humanistic education, hypermedia teaching (Brooks and Brooks, 1993). There are ten principles that teacher need to consider in teaching reading process:

- a) Encourage and accept students' autonomy and initiative.
- b) Use raw data and primary sources along with manipulative, interactive, and physical material.
- c) Need to use cognitive terminology in framing task such as classify, analyze, predict, and create.
- d) Allow students respond to drive lesson, shift teaching strategies, and alter content.
- e) Inquire about students understanding of concept before sharing their own understanding of concepts.
- f) d) Encourage student to engage in dialogue both with teacher and with students.
- g) Encourage students' inquiry by asking thoughtful, open-ended questions and encourage students to ask questions of each other.
- h) Seek elaboration of students' initial responses.
- i) Engage students in experience that might engender contradictions to their initial hypotheses and encourage discussions.
- j) allow a wait time after posing questions (Brooks and Brooks, 1993).

Learning is an interaction between lecturers, learners, learning resources in an academic context or situation (Depdiknas no 2/ 2003). Five components of SCA that support learning processes to reach the learning goal are teacher as facilitator, interaction focus on learning, students' show creativity, learning resources multi dimension, learning environment constructive and contextual. Teacher need to consider each component as they are. By looking at the components of learning, we can see the concept of learning from teacher to students where the role of teacher as a facilitator (Depdiknas 2003) for University level

Although the students play an important role in learning, the lecturers still have an authority for classroom activities, such as act as facilitators and motivators in the learning process; assessing the competence of the subjects that need to be controlled by the student at the end of learning; designing strategies and learning environment by providing a wide range of student learning experience as required in order achieving competence charged in the

course of teaching; helping students to access information organize and process for utilized in solving real problems; identify and define the pattern of student learning outcomes, and assessment relevant to competence. Here are the students' roles in learning activities:

- a) Studying the competence of subjects that presented by lecturer.
- b) Studying learning strategies offered by lecturers.
- c) Doing the learning scenario of the topic materials in which they participate.
- d) Doing active learning (by listening, reading, writing, discussion, and engage in solving the problems and more importantly involved in thinking of high levels such as analysis, synthesis and evaluation), either individually or groups.
- d) Optimizing their own abilities to involve actively in classroom.

Research Objectives

1. To explore the lecturer's teaching reading activities through a SCA at University of Sumatera.
2. To explore the lecturer assessment process in teaching reading a SCA at University of Sumatera?
3. To determine the lecturer's teaching aids / media in teaching reading through a SCA at University of Sumatera?
4. To explore the classroom environment created by lecturer in teaching reading through a SCA at University of Sumatera?

Research Questions

1. How was the lecturer teaching reading activities through a SCA at University of Sumatera?
2. How was the lecturer assessment process in teaching reading through a SCA at University of Sumatera?
3. What were the lecturer teaching aids / media in teaching reading through a SCA at University of Sumatera?
4. How was the classroom environment in teaching reading through a SCA at University of Sumatera?

Research Methodology

This case study is an in-depth study of a particular situation that leads to further understanding of the phenomenon under study (Creswell, 2005). Hence, there is a case to be explored to understand further by gathering insights of the phenomenon and the complex interrelationship among all aspects (Stake 1995). It enables observations and insights to be gathered in the natural context (Tong et.al. 2007). In the context of this study, the qualitative approach enables the researcher to observe how lecturers teach reading in their classrooms. The qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest" (Golafshani. 2003, p. 597-607). Qualitative research is "any kind of research that produces findings not by means of statistical procedures or other means of quantification" ((Stake, 1995). Reliability and validity of the data in any research must be assured as it indicates the quality of a research. Letters of consent were

being given to the participants to inform them the purpose of the study and to assure them that their identity would not be exposed.

This study was limited to situation, specific place and the participant there. The participants in this study were the students enrolled in the Reading III course, and the reading course lecturer. This study is also limited by the context of the learning English as a foreign language. Merriam (1988: 176) noted that a Case Study is an appropriate method to use when a “bounded system can be identified as the focus of the research and when the purpose of the investigation is to provide a rich, intensive description of a single entity and the phenomenon surrounding it”. The participants selected should therefore fit the criterion reflected by the purpose of the study (Stake, 1995). The participants therefore were one lecturers and 20 students involved in the teaching and learning of reading III course in English at the university.

Classroom observation was employed as the main instrument to gather data on how the teaching of reading in English was done by the lecturer in reading activities through SCA. Field note and interview were also used as the secondary instrument for collecting data. It allowed the lecturer’s instructions, gestures, activities, and techniques employed to be captured. The aids/media used, and evaluation, and classroom environment were observed. The data collection procedure involved three phases of teaching stage pre, while and post through observations record together with field note for 12 meetings and interview before, while and after meeting.

Findings

Interpretation and Discussion of the Observation on Lecturer’s Teaching through SCA.

SCA focuses on the importance of students’ cognitive engagement or their thinking. Hence, many leaning models can be effective if the activities conducted create an environment in which students think deeply. These are defined by Brooks and. Brooks (1993) as constructive teaching practices. They listed six (6) constructive teaching practices of students centered learning. They are individualized instruction, group discussion, inquiry, reciprocal teaching, humanistic education, and computer and hyper- media. Meanwhile Nunan (1999) termed students centered learning activities as bottom-up and top-down approach to reading. The lecturer was observed conducting these constructive activities in various strategies or methods such as Problem-Based Learning (PBL), Cooperative Learning, and Collaborative Learning. These were seen in the way lecturer organized and managed the reading classroom.

The purpose of the observations was to capture the lecturer’s implementation of a SCA in terms of her teaching procedure at pre, while and post teaching stage. The observations included observing the lecturer’s activities in teaching learning to read, the assessment carried out, and the materials and the media employed. Data on these were gathered from the field notes and video recording that were verbatim transcribed. 12 classroom observations were carried out. The themes were identified through thematic analysis of the observations at the three stages of the teaching process: pre, while and post teaching stages. These themes were then categorized and analyzed to illustrate whether or not the characteristics of SCA appeared in the teaching and learning reading activities.

The lecturer applied various teaching and learning strategies. At the pre teaching stage of the lesson, the lecturer asked questions to get the students to focus or pay attention. The lecturer aroused the students' curiosity with a pre questioning session; by asking previous material and reflection questions, and doing activity to motivate the students. For instance; the lecturer's asks "why do you think learning to read this material is important?" was an example of a stimulus from sensory experience (Lindsay & Norman, 1977) provided by the lecturer at the pre-stage of the reading activity. The lecturer also organized and guided group learning, while explaining and elaborating material. Giving instruction, managing time and occasionally allowing miss behaviour were also observed.

At the while teaching stage, the lecturer was also observed arousing the students' curiosity (Wool folk 1995: 480) with questions such as "what would happen if ...". Such questioning indicates a student-centred approach where the lecturer led the students to think prior to the reading processes presented in the analysis. The lecturer also encouraged the students to observe their friends, express opinion, carry out group work, discuss, listen to their friends' opinion and engage in classroom activities. The lecturer was also encouraging students by providing examples and suggestions on how to use code switching in trying to understand and discuss what they were reading.

Finally, the post teaching was aimed to extend the understanding obtained from texts at the pre-reading and while-reading stages into writing tasks such as summarizing, evaluating, synthesizing, commenting and reflecting. The themes derived were advising, reminding, giving and motivating. The themes derived were then put into categories: background knowledge, active learning, lecturer's role, peer learning, behaviour, instructional strategy, lecturer's role/ classroom management, autonomous learning, active learning and thinking, and assessment.

The first category is Background knowledge. Activating students' background knowledge is a way to motivate the students at the beginning of a lesson. The lecturer did this by asking students about previous material and relating it to the new material. This was done to guide the students to answer the given questions based on their personal opinion. Considering the questioning principles of a student-centred approach, the lecturer was observed seeking students to elaborate on their responses (Brooks & Brook, 1993). This was evident when the lecturer was asking top-down processing of perception questions. For active learning category, lecturer promote an active learning at the opening stage, she was guiding the students to answer warming up questions such as what they did earlier or what they experienced. Asking about their everyday activity or real-life activities is a motivating question lecturer ask at the while reading stage. The lecturer encouraged or supported active learning through active interaction with her students. These also indicated inquiry-based learning through challenging questioning and encouraging students to ask questions to their friends through group discussions; as described by Mok Soon Sang, (1993).

The third category is lecturer's role. At the pre teaching stage, the lecturer played her role as a motivator and facilitator by asking students motivating question to tap their prior knowledge and to engage them in the learning process. She facilitated the students with the learning procedure they would encounter during learning to read by telling the procedure and the nature of the text (contextualization). to enhance their comprehension ability. Whereas at while teaching stage, the lecturer played her role as a facilitator and motivator in teaching reading. She demonstrated her role by engaging the students to class activity, pointing at students to get their responses, and seeking elaboration from the students to help them fully

understand on their own construction of meaning. The lecturer also showed a caring and positive attitude where she demonstrated respect for the students' thoughts by listening and accepting the students' responses (even when the answer was incorrect).

The fourth category is peer learning. At pre teaching stage, the lecturer facilitated the students with the social negotiation concept in which they were observed negotiating and sharing responsibility in learning. The lecturer encouraged, guided the students to form groups, and checked that all the students well distributed within the groups. These were done to encourage peer interaction via cooperative and collaborative learning. The lecturer engaged students in discussions where they shared experiences, monitored the students in the group discussions or pair work, guided the students to form groups, allowed the students to discuss questions in group before presenting, invited the students to pose questions, listened to the students' answer, and led the discussion. Encouraging students to inquire by asking thoughtful open-ended questions and asking each other questions as described in Brooks and Brooks (1993) allowed the students to learn the content as well as develop their thinking process (Kindsvater, Wilen, and Ishler, 1988).

The fifth category is interaction that was also found at the post teaching stage. It was observed and interpreted as themes when the lecturer advice the student for a test, reminded them to be ready for the exam, to do the task, to give a brief blueprint of the reading, motivated the students to do their best in the test, told the procedures for the examination, informed and asked question and answered the students' inquiries. The lecturer made sure whether the students had reached their level of reading. She was trying to prepare the students for the final evaluation.

The sixth category is instructional strategy. To focus the students' attention to the classroom activity, the lecturer engaged the students to class activity by mixing the language for explanation such as code switching. It illustrated that the lecturer displayed a constructive lecturer's role for her instructional strategy (Brooks & Brooks, 1993) to ensure that the students can engage and focus on the learning activities in the classroom.

The seventh category is lecturer's role/classroom management. The lecturer created a positive environment by managing or monitoring students' learning. She was observed checking and then re-checking the students' understanding. Re -reading the questions was also another way of managing the classroom environment by making students focus on the learning process. These were carried out in line with what Wool folk (1995) referred to as a positive learning environment. The lecturer was not forbidding the students from miss behaviours that were distracting in order to have a positive classroom environment. Nevertheless, the lecturer allowed non-distracting miss behaviours since they were adults

The eighth category is Autonomous learning. An autonomous learner is one who solves problems or develops new ideas through a combination of a divergent and convergent thinking and functions with minimal external guidance in selected area of endeavour (Betts and Knapp, 1981). This was done by the lecturer to facilitate students to be independent, self-directed, and able to develop skill and concepts on their own and have positive attitude toward learning from which the students make their own decision (Nunan, 1999). It reflects the concept of a SCA where students are in a position to make choices about what they want to learn and how they want to learn. This self-learning effort was also interpreted as autonomous learning as mention by Acquavita (1978) that students learn at different rates,

learn best by doing and actively engage in what is to be learned and use language far more than they customarily do in most classrooms today.

The ninth category is Active learning and thinking. The students were observed being active in this activity and were deeply thinking when they recommended the conclusion of the story read. At the pre-teaching stage, developing perception and paying attention is a critical activity that the lecturer conducted to organize information for further processing. Perception is when we attach to the raw information received through our sense and meaning is constructed based on both objectives of reality and our existing knowledge” (Woolfolk 1995: 245). There were two explanations given by the lecturer such as the bottom up and the top down processing. The bottom-up processing was the stimulus analysis into features or components and assembled into a meaningful pattern. Top-down processing was the lecturer led the organization of the content read when the students were already familiar with the context, words, and pictures in the reading text (Anderson, 1990). At the while teaching stage, the lecturer was facilitating the students’ activity, thinking and self-learning behaviours. This was interpreted as the students controlling their own learning or being autonomy.

Interpretation of Observation on Assessment Applied

The observation done illustrated that the lecturer applied several means of assessment in teaching reading, formative and summative assessments. The video recordings of the assessment were verbatim transcribed for coding the themes. Thematic analysis was done to discuss the assessment employed. To measure the effectiveness of her teaching procedure for the students’ reading strategy, the lecturer provided an evaluation via written test, oral test and group presentation. The lecturer re-checked the students’ understanding by questioning. Allowing a wait time after posing the question was done by the lecturer for the oral test. Individual or group assessment was done to help students discover the relationships of idea and create metaphor (Wolf folk, 1995). Basically, the assessments that were carried out were either formative or summative assessment. The requirements of assessment for formative and summative purposes differ in several dimensions and the reference base of judgements and the focus of the information used (Harlen, & James. 2006: 365-379).

Formative assessment was employed by the lecturer at the pre teaching stage through pre questioning such as asking prior knowledge. This was done orally and individually. It was aimed to guide or help the students identify or familiarized them with the topic at hand. The lecturer also provided time for the students to discover the relationship between new knowledge and prior knowledge to construct meaning or interpretation. These reflect the principle of a SCA on assessment. At the while teaching stage, the lecturer asked comprehension questions orally and in written form during the instruction to identify problematic areas. These questions were addressed to individual students. The written test at this stage was categorized as diagnostic test because the lecturer gave a test to gauge the students’ understanding. Meanwhile, formative group assessments were also conducted through the group presentations. Summative assessment was carried out at the post teaching stage; either written or spoken. This was done by distributing a test paper and asking students to answer the multiple choice test. For the oral test, the lecturer did it as a reflection activity by asking students to conclude the reading material or construct the meaning. This was also done either individually or as group presentation.

Findings, Interpretation and Discussion of Observation on Media Used.

Watching demonstration and looking at visual illustration seem to be powerful influences on students and promote learning lesson (Nuthal & Alton-Lee, 1990, 1992, 1993 in Woolfolk 1995). Visuals like diagrams, maps, and photographs can be used as the setting for answering of questions orally or in writing Gebhard (1993). Unfortunately, no interesting media was used by the lecturer. The real media used was scrabble. Lack of media employed may have contributed to the negative attitude towards learning to read; particularly at the pre-teaching stage where it begins with the lecturer introducing a key word, concept, or picture to stimulate discussion (Ajideh, 2003 in Oroji and Hajiqorbani. 2012). By having the students say anything that initially comes to their mind and having that information recorded on the blackboard, the students were able to recognize its association. Table 4.4 below demonstrates the teaching aids employed by the lecturer.

Findings, Interpretation, and Discussion of Observation on Classroom Environment

A good classroom instruction would create a good learning environment where lecturers maintain their management system by preventing problems and keeping students engaged in the learning activities (C.Weinstein and A. Mignano 1993 in Woolfolk 1999). This implies that how a lecturer creates or conducts the classroom will have an impact on learning environment that may or may not promote learning in this study; it would be an environment that suited the students, as it was a SCA classroom. Hence, it was expected that the findings would illuminate the characteristics of a conducive classroom. The classroom environment created by the lecturer seemed to have an effective impact on the teaching and learning process. The lecturer created a good classroom environment by developing and using initiating questions. She guided students to answer questions related to their personal experiences or opinion that made the students had fun and happy to talk about. Most of them were observed communicating actively and working seriously. They were engaged in the learning activities. Similarly positive learning environment still appeared at the while teaching stage. However, towards the end of the while teaching stage and at the post teaching stage, no positive behavior were observed. This does not reflect a total positive learning environment as it must be established and maintained throughout the teaching process (Woolfolk, 1995). This implies that lecturer was not able to maintain the positive learning environment in teaching reading.

Shortly, most of the characteristics of a SCA were observed in the Reading III course through the three stages of teaching - the pre, while and post teaching stages. The lecturer offered students a variety of text that link to students' background knowledge and personal experience. The raw reading materials were used along with the manipulative and interactive material. The lecturer also encouraged peer interaction via cooperative, collaborative learning; played her role as a facilitator, and as a leader of the class activity to which students respond actively individually or as a group. She also allowed students' response to drive lesson, shift instructional strategy, and alter content. The only aspect that was observed not reflecting a total SCA was classroom environment at the post teaching stage. The SCA was not maintained until the end of the lessons. In addition, the use of conventional media also contributed to this less SCA approach.

Interpretation, and Discussion of the Lecturer Interview on Assessment, Media, and Classroom Environment

Comprehension is the first category derived from lecturer's Interview responses. It was illustrated that the lecturer encouraged students' inquiry by asking thoughtful, open-ended questions and encouraging students to ask each other (Brooks and Brooks, 1993). This allowed students to learn content and process at the same time (Kindsvater, Wilen, and Ishler, 1988). The lecturer-enhanced comprehension through instructional strategies and assessed knowledge to ensure all students comprehended the concepts learned.

The second category is language skill. The lecturer felt that "reading is the most difficult skill". The lecturer further responded that in a SCA, students are the centre of learning where most of the time students do their own activities. Hence, she felt that a SCA is a good approach to enhance students' reading skill. This is because students are expected to read widely and on their own. This would enhance the students' reading skill. The third category is Active learning. To promote an active learning, the lecturer facilitated students through some activities. The lecturer encouraged or supported active learning through active interaction with her students. She encouraged students to engage in the dialogue both with lecturer and with each other. She carried out "individual activities then pair activities..." where students "share" through peer learning; "answer questions based on their own understanding and share". In addition, the fourth category - teamwork is related to the pair or group activities carried out. The lecturer engaging students in discussions promoted social negotiation necessary in teamwork. Social negotiation is a part of learning in a SCA where students must talk and listen to each other and respect others' idea (Woolfolk 1995: 482).

The fifth category is lecturer's role in teaching reading using SCA. The lecturer played her role as a facilitator, motivator, and an observer. She controlled the class to make sure that the students shared their ideas. She also controlled the class to make sure that all students comprehended the text read. She also gave "evaluation to ensure the achievement on the learning objectives... as well as feedback by giving comment". As a facilitator, she also gave "lot of chances to students to handle their skill on reading" by asking students motivating question to tap their prior knowledge and to engage them to a learning process. She also "facilitates[d] students to do lots of action in reading". When "the students find difficulties in comprehend[ing] the reading text, [the lecturer] facilitated students for the references of learning. The lecturer also "facilitated students solve problem personally or via group work" "If [the students] have difficulty, they see me". This may also be interpreted that the lecturer helped the students to develop their social and personal competence. This approach is known as a humanistic view on learning; an approach of motivation that emphasizes personal freedom, choice, self-determination, and striving for personal growth as discussed by Carl Roger (1969) and Abraham Maslow (1970) in Woolfolk (1995). In addition, the lecturer said that her "teaching procedure focus on the guideline from the lesson plan". This means that lecturer has allowed the students to learn content as well as develop their thinking process at the same time (Kindsvater, Wilen, and Ishler, 1988 in Alexander and Galbraith 1997).

The sixth category is *independent reading/extensive reading*. The students also did independent reading. The lecturer said that she "expect[ed] the students practice reading of different sources lot at home". The students read at home and they read other reading materials outside of the classroom. This reflected independent reading that the student did, as there was no task or project given by the lecturer for reading outside of the classroom. The students did this extra reading. They even wrote a reading summary in learning activities without waiting for lecturer's instruction, and reported or presented it in front of the class. The seventh category is *source of reading material*. The lecturer "expect[ed] the students to

practice a lot at home and find another source from internet like news- paper, and magazine”. However, the lecturer also provided students with many kinds of book. She did “not use only one source of material but more material from different sources” (Interview 8). She also “prepared many texts with various topics such as about social, politics, economics, science and culture” (Interview 8). “Sometimes students use[d] mobile phone for vocabulary”. These indicate that the lecturer implemented a SCA in her teaching reading by allowing students to read a variety of texts that suit students’ background knowledge and personal experience (Leu & Kinzer, 2000).

The eighth category is autonomous learning. The lecturer said that she “gives lots of chance to students to handle their ability or reading skill”. She implemented a SCA in her teaching reading as she encouraged and accepted students’ creativity, autonomy, and initiative in order to achieve the learning objectives. The students were in a position to make choices about what they want to learn and how they want to learn was allowed to make a decision (Nunan 1999). The ninth category is teaching strategy. The interview responses on the use of SCA in teaching reading practices indicate that lecturer expected and tried to “make the students practice reading a lot” and participate in “discussions”. According to the lecturer, before implementing SCA, the students were read[ing] individually then after she implemented the SCA, the students began to “check difficult words by using mobile phone”. Then they “discuss and share their idea with friends”. According to the lecturer, “it was a good strategy and very helpful to encourage reading comprehension”. This implies that she felt SCA is effective to be used in teaching reading practices.

The tenth category is assessment. As discussed in the literature, according to the Curriculum Based Assessment (CBA), assessment is any set of measurement or procedure that use direct observation and recording of students’ performance in the local curriculum as a basis for gathering information to make instructional decision (Deno, 1987:4). In this study, in carrying out assessment, the lecturer “observed” her students’ progress in reading through “observation” to “see whether the students do all reading tasks that were designed” by monitoring, asking questions to check students’ understanding orally or written form”. This was the formative assessment conducted to guide or help students identify area(s) that need(s) work and help form instruction (Wool folk, 1995).

The last category is learning environment that leads to the last category that is motivation. The lecturer said that she “create good classroom environment,” not by arranging the physical environment but by making the environment “conducive for learning”. This implies that the lecturer created a conducive classroom environment by understanding the students that motivated the students to learn. This is reflective of a SCA where lecturer’s social and physical environments for learning (Wool folk, 1995) is created.

Interpretation, and Discussion of the Students Interview on the lecturer Activity in Teaching

In implementing a SCA, the lecturer’s role is vital as she determines the strategies to be employed including the activities to be carried out in the attempt to create a learning environment that is conducive for students’ learning to take place. First, the pre-questioning and background knowledge categories were sub-categories for Lecturer’s role. The students said that the lecturer always began the class by asking “How are you feeling?” and “guide [students on how] to answer to given questions based their personal opinion”. This may have motivated the students, as what a lecturer does at the beginning of the lesson is to motivate students (Brooks & Brook, 1993). What the lecturer was trying to do was to gauge

information about the students' reading comprehension ability before starting the lesson was categorized as background knowledge. The students said, "The lecturer was assessing background knowledge to motivate learning" "She was asking our background knowledge at pre reading activity". In line with Hadley (2001), this pre-questioning potentially activated 1) linguistic information, or knowledge of the target language code; 2) knowledge of the world; 3) knowledge of discourse structure. The lecturer was assessing these three types of background knowledge through gauging and questioning activity.

Another category related to the lecturer's role is teaching strategy. According to the students, "the lecturer introduces material, asks to find main idea and inference, gives reinforcement introduces material asks students to participate, invite our idea, greeting in order that students comprehend a lot and apply the three reading skills. The lecturer explains in detail and more, lecturer explains clearly, lecturer explains material, lecturer explains more methods of reading, give clear explanation, lecturer explains in detail, lecturer gives instruction. The lecturer mostly gives solution, gives additional knowledge related to topic, gives information of sources, gives motivation, makes us understand, asks to do presentation, project, do monitoring, manages the class well, controls us, practices exercise, improves our knowledge, informs reading aspect of the Toefl text. When beginning the lesson, she gives information, tells objectives, tells reading skill like predicting, themes, Lecturer also gives support to us to participate, gives suggestion, and makes class comfortable. These indicate that the lecturer was facilitating the students as they read the material, thus increasing students' involvement as discussed in the literature (Hadley 2001; Ahmad 2004).

Interpretation, and Discussion of Students Interview on the Teaching Aids / Media Used by Lecture.

Non-electronic media is the first category of the media. The ways in selecting the media to enhance students' reading comprehension is also significant. Teaching aids or media need to be prepared in learning, as watching demonstration and looking at visual illustration seem to be powerful influences on the students and promote learning lesson (Nuthal & Alton-Lee, 1990, 1992, 1993 in Woolfolk 1995). Printed materials were used by lecturer in teaching reading, which is also function as a media such as newspaper, magazines, textbook, and toefl material. No electronic media were used except the students were asked to search through internet. The students interview responses illustrated that "no interesting media used by lecturer". This was the contributing factor to the students' failure on learning reading test and to several negative behaviors observed and mentioned by the students. The themes were copied media, printed media. Students themselves prepared the Scrabble game used for group learning. The other category is *electronic media*. The students said that they used their own media, mobile phone. This implies the students' attempt to learn by other source of knowledge from which the students' responses seems to be lacking; that the lecturer did not provide more current or interesting resources. The students wished that the lecturer would "give [them] more facilities like media" These indicate the students' positive perception on the use of media in learning to read.

Interpretation, and Discussion of Students Interview on the Assessment Applied by Lecturer

In terms of assessment, the interviews with the students revealed that the lecturer assessed the students through formative and summative assessments. In the formative assessment, there were individual oral assessments where the lecturer was "asking [questions] orally and

[asking the students to] read aloud.... They were also, “assessed by task ... by participating ... it was group and individual assessment”. These themes: daily assessment, presentation, interview, participation, and discussion were means of ongoing or formative assessment carried out by the lecturer. These assessments were done either individually or in groups through written, spoken work or observation. These were aimed to guide or help the students identify the aspects to work on and that may need help from the lecturer. Meanwhile, the summative assessments were assignment, task, test, and quiz which were all written work.

Interpretation, and Discussion of Students Interview on Classroom Environment

The main category developed from the interviews with the students is related to the learning environment created by the lecturer. As discussed in the literature, a good classroom instruction would create a good learning environment where the lecturer maintain their management system by preventing problems and keeping students engaged in learning activities (Weinstein and Mignano 1993 in Woolfolk 1999). This implies that how a lecturer creates or conducts the classroom will have an impact on the learning process. In this study, it would be an environment that promoted reading in a SCA context. The students’ responses as illustrated in the table above indicate that in general, the learning environment was conducive. The themes showed that the students were active, classroom was comfortable and competitive and fun for learning. It implies that the lecturer has created a good classroom environment where the students were “happy to learn” but not totally.

Conclusion

The conclusion of the findings presented, illustrated that a SCA were applied by lecturer in terms of teaching procedure, assessment, media, and classroom environment although some are not fully done by lecturer. The implementation of a SCA affected the success of students in reading comprehension activities but less on reading comprehension achievement. There are presented in the four research questions:

Research question 1.

How was the lecturer teaching reading through a student-centered approach at University of Sumatera?

The main data from the observations and triangulated with the interviews illustrated that the lecturer teaching reading by applying the principles of a SCA. The lecturer developed and used initiating questions, encouraged peer interaction, encouraged active interaction between the lecturer and the students, encouraged and accepted the students’ role as autonomous learners and initiative, sought elaboration to students’ initial response (attitude of caring), allowed a waiting time after posing questions, took into account students’ beliefs and attitude, did summarizing and reflecting activities, evaluating and preparing for test. All these were among the principles described by Carl Roger (1969) and Abraham Maslow (1970) in Woolfolk (1999).

Research question 2.

How was the assessment process carried out in teaching reading through a student-centered approach at University of Sumatera?

The assessment carried out in the reading classroom illustrated that the lecturer applied formative and summative assessments in teaching reading. The formative assessment summative assessment was carried out at the post teaching stage. The daily assessment, presentation, interview, participation and discussion were means of ongoing or formative assessment carried out by the lecturer. These assessments were done either individually or in groups through written, spoken work or an observation on students' activities. The requirements of assessment for formative and summative purposes differ in several dimensions and the reference base of judgements and the focus of the information used (Harlen, & James, 2006: 365-379).

Research question 3.

How was the lecturer's media in teaching reading through a student-centered approach at University of Sumatera?

The documents analysis on the lecturer's lesson plans, and, media and assessment used by lecturer in the Reading III class. The findings illustrated that the principles of a SCA are reflected in the documents and in line with the principles stated in the Indonesian curriculum and the principles of a constructivist underpinning of a SCA.

Research Question 4.

How was the lecturer's classroom environment in teaching reading through a SCA at University of Sumatera?

The lecturer developed a positive classroom environment well. She created a positive environment by managing or monitoring students' learning through classroom management in teaching reading by using SCA. The lecturer created a positive classroom environment by developing and using initiating questions and guiding students to answer questions related to their personal experiences or opinion that made the students had fun and happy to talk about. Re-reading the questions was the lecturer's way of managing the classroom environment by making students focus on the learning process. These were carried out to gain what Woolfolk (1995) referred to as a positive learning environment. It seemed to have an effective impact on the teaching and learning process. Most students were observed communicating actively, working seriously, and engaging in the learning activities. Positive learning environment still appeared at the while teaching stage. However, towards the end of the while teaching stage and at the post teaching stage, no positive behavior were observed. This does not reflect a total positive learning environment as it must be established and maintained throughout the teaching process (Woolfolk, 1995). This implies that lecturer was not able to maintain the positive learning environment in teaching reading well.

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