

The Implementation of Student-Centred Learning in Teaching Reading at SMA 10 Luwu

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Abstract

In this millennial era, English has become the common language to use in supporting communication between people from different countries in worldwide. Therefore, the government simultaneously develops human resources in the education sector by submitting the English subject into the education curriculum as one of the significant subjects in the school. As one of the four skill aspects, reading skill is a significant skill for mastering English. The English teachers at school are challenged to prepare the best learning materials to stimulate students' reading skill. Student-Centred Learning is believed as an effective way to support the material stimulating this skill. This study aims to investigate the implementation of Student-Centred Learning in teaching reading at SMA 10 Luwu. The data of this study were collected from interviews of both students and teachers which had been transcribed by the researcher and also from class observation results to investigate students' engagement in reading class. The researcher used a qualitative research method to analyze the data which had been analyzed by utilizing the interactive model of data analysis which employs data collection, data condensation, data display, and conclusion. The results of this study lead to several points which are: (1) teachers' understanding of the student-centred learning paradigm is quite well and SCL has been implemented roundly in SMA 10 Luwu despite several shortcomings that still occur in the learning process, (2) teachers mostly implement some methods of SCL which are auditory intellectually repetition (AIR) learning method, brainstorming method, cooperative script method, and cooperative integrated reading and composition (CIRC), and (3) the weakest aspect of reading engagement that should be highlighted is from cognitive aspects. Specifically, the point of students does not use comprehension strategies well. This is due to students' low mastery of vocabulary.

Keywords: *Student-centered learning, teaching reading, students' reading engagement.*

INTRODUCTION

Students Centred Learning is a teaching model-applied by teachers which the learning process is centred at the students. The teachers are expected to supervise, facilitate the learning

process at class and give the advices in the effective way of learning to the students. The model aims at providing authentic, need based instruction, cooperative, and collaborative learning through an active, democratic, and child friendly approach (Singh, N, 2011, p. 275). It is believed by some scholars that Student-Centred Learning gives students more chances to enhance their analytical-thinking skills, problem-solving skills, deep learning, lifelong learning, self-regulated learning and learning reflection (Lestari & Widjajakusumah, 2009).

Considering the implementation of Student-Centred Learning is currently applied in most of the schools in Indonesia which adopt Kurikulum Merdeka, the researcher needs to know how is the implementation of SCL in the school especially, in teaching reading. Furthermore, there are still gap that the researcher found currently that the result of the learning process is still not significant enough related to the English accomplishment according to the released data of EF EPI 2023. The English First English Proficiency Index (EF EPI) is an index conducted by EF to rank countries and regions by their English proficiency. Unfortunately, the data shows that Indonesia is still in low category (79 out of 113 countries) of English proficiency in the world with EF EPI score 473. The data review based on the proficiency trends is in the following:

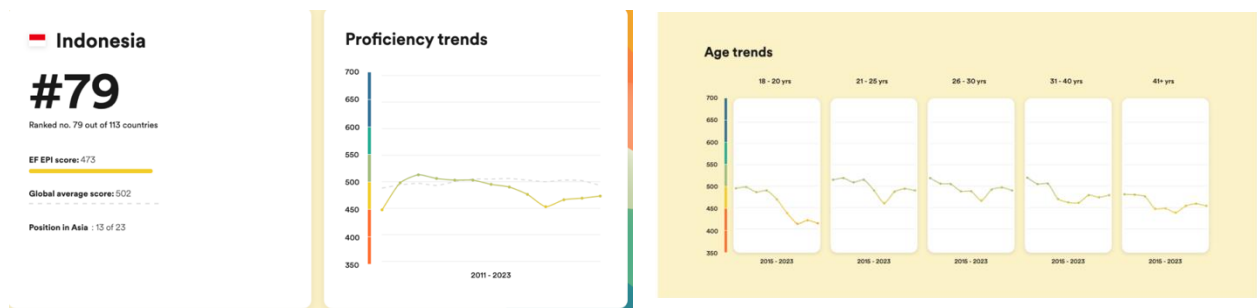


Figure 1. Proficiency Trends

According to the data above, the level of English proficiency is still in low category especially in the range of 18-20 years old. This age range is in the stage of Senior High School and University. Reflecting from the data above, the researcher is interested to investigate the implementation of student-centered learning further and identify some problems that teachers face in the classroom especially in teaching reading.

Learning to read is an important educational goal. Reading skill open up new worlds and opportunity. It enables people to new knowledge, enjoy literature, and do everyday things that are part and supporting modern life, such as reading the newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language.

Therefore, considering that facts, the researcher interests to investigate this topic and identify the problems of implementing SCL model in SMA 10 Luwu with specific tittle of study, "The Implementation of Student-Centered Learning in Teaching Reading at SMA 10 Luwu". There are three research questions that were conducted by the researcher in this study which are:

- (1) How is teachers' understanding of student-centred learning paradigm at SMA 10 Luwu?
- (2) How do teachers implement student-centred learning in teaching reading at SMA 10 Luwu?
- (3) How is students' engagement in the reading class at SMA 10.

METHOD

This research used qualitative research types. According to Hammersley, M. (2012, p. 1) in his book, qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Qualitative research aims at discovering how human beings understand, experience, interpret, and produce the social world. The instruments that researcher employed in this study is specifically through interview to students and English teachers as the participants and also conducting classroom observation to investigate students' engagement in reading class at SMA 10 Luwu.

FINDINGS

Teachers' understanding of student-centred learning paradigm in SMA 10 Luwu

Teachers' understanding of student-centred learning paradigm was examined by interviewing two English teachers and identify teacher's understanding of ten elements of SCL according to Renandya, W. A., & Widodo, H. P (2016, p. 14). The elaborations of data findings based on each element of SCL are in the following:

a. Students and teachers as co-learners

Based on the interview of both teachers, the researcher presents the extracts of data collected in the interview below:

Extract 1

R: Bagaimana pemahaman Anda mengenai student and teacher as co-learners? [How is your understanding regarding student and teacher as co-learner?]

T1: Oh, sebagai partner ya? Jadi iya. Sebenarnya lebih bagus. Engagement nya lebih dapat ketika siswa itu dijadikan partner. Apalagi gen z seperti itu kan. Mereka itu ee memang lebih cocok dijadikan partner apalagi sekarang kan sudah berubah apa ya, sudah berubah pola dari jaman dulu sama sekarang ya. Eee anak-anak sekarang kan tidak bisa dijadikan apa ee... semacam eee bawahan. Tapi mereka harus dijadikan partner supaya lebih mudah buat mereka. [As a partner, isn't she/he? So, yes. Actually, it is a better engagement if we can be a partner with student. Additionally, gen z is more fit to make them as partners. Especially nowadays, they cannot be treated as subordinates but as partners so they can be educated easier]

From the extract 1 above the researcher can summarise that teacher understand the concept of student-teacher as co learners which is as a partner of learning. So, the teachers do not treat their students as subordinates but treat their students as partners to enhance the engagement in the classroom. Partner here means that students and teachers learn together to solve the problems in the classroom. Therefore, student can be more open to their teachers and asking questions freely.

b. Student-student interaction

This element of SCL refers to teachers encourage students to share with their peers in both face-to-face and online contexts. There are some ways of teachers applied to encourage students' interaction in the learning process at class. One of them is making students' groups and reflected on the extracts below:

Extract 2

R: Oke, bagaimana pemahaman anda mengenai interaksi siswa dalam pendekatan pembelajaran yang terpusat pada siswa? Interaksinya itu bagaimana? [Oke, how is your understanding of student-student interaction in student-centred learning approach?]

T2: Iya, kalau siswa dengan siswa harusnya memang lebih banyak berinteraksi, biasanya di bentuk kelompok. Kalau saya, biasanya lebih banyak bentuk kelompok mereka. Biasanya 4-5 orang. 2 orang jarang. Tapi kalau dialog, itu mungkin berpasangan. Tapi kalau misalnya kayak materi teks, misalnya naratif atau eksposisi, jadi tetap di bentuk kelompok mereka akan mencari. Jadi mau tidak mau, siswa harus berinteraksi banyak dengan teman-temannya untuk berdiskusi. [Yes, the interaction between students should be more intense and usually in the form of groups. For me, usually in 4-5 students for one group. But specifically, in reading task of making dialogue, the group could contain of two students or pair tasks. For example, for the narrative tasks given to students' groups, they are instructed to answer of narrative tasks so they are required to interact with each other in each group]

In the extract 2 above, the researcher found out that teachers' understanding of student-student interaction is quite well. And teachers in SMA 10 Luwu try to stimulate the students' interaction by making students' groups in the learning process specifically to solve problems of the tasks. Teachers realise that making groups of students is effective to improve students' interactions.

Extract 3

T1: Kalau sesama student juga ya, kalau ada anak2 yang kurang paham, mereka tidak risih, tidak sungkan untuk bertanya kalau sesama temannya. [In the student-student interaction, students whose are not understand enough about learning materials do not hesitate to ask their friends about it]

Teacher's understanding of SCL element regarding the importance of student-student interaction in the extract 3 responded by T1 that student-student interaction is important especially for lower-knowledge students that they will not hesitate to ask their friends about the learning materials in their own group.

c. Learner autonomy

Learner autonomy is one of ten elements of student-centred learning paradigm which refers to students' independence in learning and more responsible for their own learning. Students' independence in their tasks can stimulates students' creativity in doing tasks. Teachers' understanding regarding this element shows in the following extract below:

Extract 4

R: Terus bagaimana pemahaman Anda mengenai otonomi pembelajaran dalam pendekatan student centred learning? [So, how is your understanding regarding learning autonomy in student centred learning?]

T1: Kalau otonominya itu, dalam beberapa kasus, dalam beberapa siswa yang tadi saya sebutkan, itu sangat bagus karena memang ada siswa yang kemudian misalnya disuruh mencari ungkapan, misalnya offering help. Biasa kalau ada yang disuruh, mereka lebih mengelaborasi lagi. Mereka lebih kreatif dalam menggunakan ungkapan-ungkapan yang misalnya tidak b aja seperti itu. Mereka bisa mendapatkan itu. [In several cases, some students like I have been mentioned before that learning autonomy is very positive because surely student can more elaborate the tasks given from teachers. They become more creative in using some expressions which are not just ordinary. They can get it by their selves]

In the extract 4 above, teachers' understanding of learner autonomy presented in the response of T1 that learner autonomy can trigger the students to be more creative in doing tasks and elaborates the task more extraordinary. In the T1's response above states the benefit of SCL element which is learners' autonomy.

Extract 5

T2: Jadi dua angkatan saya pegang. Kalau di kelas 11 itu, katakan sudah hampir 80 persen itu saya terapkan di kelas. Karena saya pikir kan mereka sudah mampu lah untuk mencari sendiri. Untuk lebih aktif berpartisipasi mencari materinya sendiri. Kalau di kelas 10 itu, masih 50-50 persen. Jadi masih diselingi dengan ceramah dulu kalau anak kelas 10. [So, there are two grades I handle in this school. For the 11th grade, SCL is almost 80% implemented in the classroom because I think that they are able to learn in their own and participate to provide their learning materials. Otherwise in 10th grade, SCL is still 50% implemented. Therefore, the learning process is still interspersed with teacher centred learning]

In the extract 5 above, the response of T2 regarding teachers' understanding of learner autonomy shows that the implementation of SCL which students are expected to learn independently is not fully 100% implemented in 11th grade. Teachers' understanding of this element is quite well stating that students are expected to provide their own learning materials but still 80% implemented in 11th grade and 50% in 10th grade.

d. Focus on meaning

Focus on meaning is one of ten elements of SCL which refers to the best learning takes place when students fully understand what they are studying and why they are studying it. The researcher identifies teachers' understanding regarding this point of SCL element in the following extracts:

Extract 6

*T1: Kalau saya, yang ingin saya capai adalah bagaimana mengajarkan kemandirian bagi student seperti itu. Kemudian bebas berelaborasi, kemudian mereka bisa, apalagi kreatif seperti itu, dalam menemukan masalah, menemukan solusi. **Jadi tidak melulu harus begini loh, harus disuapi seperti itu.** Karena memang kan sekarang era informasi, satu-satunya sumber belajar bukan guru. Bisa dari internet, apalagi hape di genggamannya mereka. [For me, my teaching purpose is to teach them how to learn independently and elaborate learning materials freely, then they can be more creative to find the solution of the problems. Therefore, it is not always taught by their teachers. Because nowadays is the era which the learning source does not always come from the teachers. Could be from internet from their gadgets (cellphone)]*

In the extract 6 above, the researcher found out that T1's understanding of SCL element of focus on meaning related to the how students find out the solution of their learning problems is not only from their teachers but their teachers also teach them to find it on the internet because this era is the ICT era where students can get anything from their gadgets like smartphones. The teacher believes that students can be more creative elaborating their learning materials and find the best solution for their own learning problems through internet. But from the response of T1 above, the researcher analysed that students are not roundly independent to solve the learning problems and prefer their teachers provide the solution directly.

Extract 7

T2: Tujuan saya berharap bahwa siswa ini bisa lebih aktif lagi, kemudian bisa menginggali potensi yang mereka miliki. [My purpose in teaching is I hope that students can be more active and reach their selves potentials in learning]

The response of T2 in the extract 7 above indicated that teachers' understanding of SCL element regarding focus on meaning is related to the students whose actively reach their learning potential emphasizing the previous extract 6 of T1 response about this element of SCL. The response of T2 in extract 7 indicated that students in her class are not active enough as she hopes and wishes that er students can participate more in the learning process.

e. Curricular integration

Curricular integration refers to students' understanding of the links between what they study in school and, on the other hand, life beyond the classroom. This is one of SCL element which usually implemented by teachers in the learning process as their strategy to improve students' understanding about their materials. Teachers' understanding regarding curricular integration showed in the following extracts:

Extract 8

R: Untuk menentukan topik membacanya ibu, itu ibu yang tentukan atau dari siswa? [For the reading topic, Mam. Do you decide it directly or students' choices?]

T1: Kalau topik membacanya, saya yang tentukan. Tapi saya sesuaikan juga dengan kesukaan. Iya, kesukaan dan apa yang lagi tren sekarang seperti itu. [For the reading topic, I decided it based on students' preference and related to the trend at that moment]

In the extract 8 above, T1's response regarding the curricular integration which defines students' understanding of the links between what they study in school and, on the other hand, life beyond the classroom. The researcher identifies the SCL element of curricular integration can be shown in the T1's choices of reading topic which are justified with the trend at that moment. It means that teachers concern about students' preference and always connect the materials with the daily basis.

f. Diversity

The SCL element of diversity refers to teachers' services to students' differences and helps students appreciate the benefits of diversity. In the learning process, the diversity of students' ability and achievements does usually occur and teachers are expected to justify the materials with this diversity. Therefore, teachers should be more sensitive and aware of their students'

needs of learning in order to reach learning outcomes. Teachers' understanding regarding the diversity management in the classroom can be seen in the following extract:

Extract 9

T1: Jadi kalau ketika menggunakan SCL ya. SCL itu melihat keberagaman siswa itu, Mau tidak mau ya harus yang misalnya yang lebih aktif ya. Yang lebih aktif itu biasa tidak terlalu dibimbing lagi. Tapi yang memang butuh arahan itu lebih siswa yang kurang aktif atau kurang paham. Kemudian nanti, biasanya kan yang siswa aktif yang bisa memberikan informasi ke temannya. Biasanya juga kalau di akhir pembelajaran itu ditanyakan lagi sama mereka sudah paham dimana letak tidak pahamnya. [So, in implementing SCL, we see the diversity of students. There are several students whose are active and passive. For the active students, we do not need to guide them anymore. Otherwise, they can give the information to the passive ones or less understand students. In the end of the class, the less understandable students may ask questions to the teacher]

In the extract 9 above, the researcher identifies teachers' understanding of diversity of students' knowledge by classifying the passive students and active students. Teacher would be more focus on the passive students than the active ones. Otherwise, letting the active students teach their passive friends or the less understandable ones about the materials.

Extract 10

T2: Kalau di kurikulum merdeka kan ada pengelompokkan kemampuan siswa. Jadi misalnya siswanya yang kemampuannya mungkin lebih itu dikelompokkan kemudian yang middle dan yang low. [In Kurikulum Merdeka, there is classifications of students' knowledge. For example, for high, middle and low understandable knowledge students]

T2: Tugas-tugasnya misalnya. Jadi kalau siswa yang lebih bisa, mungkin tugasnya yang diberikan itu agak lebih sulit dibandingkan dengan temannya yang agak di bawah. [For the tasks, for example, for the higher knowledge students, teacher gives them the more difficult tasks than the others]

In the extract 10 above, T2 response about the diversity of students' knowledge emphasizes teachers' understanding of SCL element of diversity from T1 that students are better be classified based on their ability and knowledge. T2's response indicated that the classification of students' knowledge is surely recommended in Kurikulum Merdeka into low, middle, and high. And justifying their tasks based on their ability.

g. Thinking skills

Thinking skills is one of the SCL elements and also the purpose of student-centred learning paradigm, which students are able to go beyond the information given to them, as they apply, give examples, disagree, make new connections, teach each other, and discover by themselves. There are several extracts from the interview of teachers that the researcher identifies as teachers' understanding of this SCL elements (thinking skills).

Extract 11

R: Terus bagaimana strategi Anda untuk menstimulus kemampuan berpikir siswa dalam penerapan pembelajaran yang berpusat pada siswa di kelas? [Then, how is your strategy to

stimulate students' thinking skills in the implementation of Student-centred learning in the classroom?]

T1: Biasanya kalau saya menstimulus siswa itu dengan memberikan pertanyaan pemantik ataupun dengan menayangkan video dulu ya. Kemudian di brainstorming bagaimana pendapat murid. [Usually, I stimulate students' thinking skill by giving them trigger questions or by showing them a video in the classroom at the beginning then doing brainstorming with the students]

In the extract 11 above, the researcher found that T1's strategy in stimulating students' thinking skill is doing brainstorming activities in the classroom after showing videos to the students at the beginning. While doing brainstorming, the teacher also gives them some trigger questions to engage students in giving opinions in learning process.

h. Alternative assessment

One of ten elements in student-centred learning is the implementation of alternative assessment. Alternative assessment refers to assessment broadens to include non-traditional forms and students join teachers as assessors There are some types of assessment teachers could apply in their classrooms. In this study, the researcher identifies particular assessment applied in SMA 10 Luwu as one of teachers' strategies in motivating students. Teachers' understanding of alternative assessment to support the implementation of student-centred learning is shown in the following extract:

Extract 12

R: Terus jenis penilaian ibu, jenis penilaian apa yang ibu terapkan mengenai pendekatan pembelajaran yang berpusat pada siswa di kelas? [Then, what kind of assessment do you apply in student-centred learning in your classroom?]

T1: Kalau penilaian itu ada penilaian antar teman sih biasa ya. Ya, saling menilai. Kemudian biasa juga saya sendiri yang menilai jalan di antara kelompok itu. Siapa yang aktif, siapa yang kurang. Jadi memang terdeteksi ya, siapa yang aktif, siapa yang kurang seperti itu. [Specifically, for students' assessment, I usually implement peer-assessment. Besides that, I myself also assess their activity in that groups directly so I can detect which students whose are active and passive]

In the extract 12 above, the researcher found out that T1 apply type of peer assessment in group discussion during learning process while also identifies the activity of students in those groups whose are active and passive. So, the researcher identifies from the response of T1 regarding alternative assessment in SCL that teachers' understanding of alternative assessment is well implemented in the group discussion particularly.

Extract 13

T2: biasanya saya yang menilai sendiri. [Usually, I assess them by myself]

In the extract 13 above, specifically from the response of T2 regarding alternative assessment applied in student-centred learning, T2 doesn't apply alternative assessment like T1 applied in the previous extract (extract 12). T2 tends to apply conventional assessment like examining students' works by herself.

i. Learning climate

Learning climate refers to the engagement between students and teachers strive toward an atmosphere conducive to robust participation by all class members. There are some teachers' strategies to create learning environment where students can be more engaged in the learning process. Teachers' understanding of learning climate of SCL element is well implemented indicated from several extracts of interview in the following:

Extract 14

R: Ibu, bagaimana Anda menciptakan iklim pembelajaran untuk mendukung pendekatan pembelajaran yang berpusat pada siswa di kelas? [Mam, how do you create learning climate to support the implementation of SCL in the classroom?]

T1: Kalau saya sih, saya kan kurang game ke anak-anak. Saya lebih banyak video seperti itu, American Video, video motivasi seperti biasa. [For me, I seldom apply games for students. I mostly provide them more videos, like American videos, motivation videos]

From the extract 13 above, teachers' understanding of learning climate is quite well and from the response of T1, the researcher found out that T1 mostly deliver motivation videos to interest students' engagement in the beginning of learning process. After that, based on the extract 11 that teacher give them trigger questions related to those videos. Those tricks also motivate most students to participate giving their opinions.

Extract 15

T2: Diusahakan untuk kasih bagaimana ya supaya pembelajarannya lebih menyenangkan, mungkin. Biasanya diselingi dengan game-game. [Teacher will try to give them enjoyable learning environment, perhaps, teacher intersperses the materials with some games with students]

From the response of T2 in the extract 15 above, the researcher identifies particular strategy that teacher applied in order to create enjoyable environment for students in the classroom. Teacher tends to use this specific way to engage more students' participations in the learning process.

j. Motivation

Motivation is one of ten SCL elements that defines student-centred learning aim in the learning process. This element refers to intrinsic motivation of students which becomes predominant, as classroom climate harmonises with students' innate desire to learn. Teachers' understanding regarding this element of SCL is well understood and the teachers in SMA 10 Luwu try to motivate students in any way they can to engage more students in the classroom. Teachers' strategies to motivate students can be shown in the following extracts:

Extract 16

T1: Kalau saya sih, saya kan kurang game ke anak-anak. Saya lebih banyak video seperti itu, American Video, video motivasi seperti biasa. [For me, I seldom apply games for students. I mostly provide them more videos, like American videos, motivation videos]

In the extract 16 above, the researcher identifies T1's strategy to stimulate students' motivation in the learning process is by showing them video of motivation, usually American

video so that students can learn English while also being motivated of the video's content. Teacher hope that by showing them video of motivation, students can reach intrinsic motivation in themselves.

Extract 17

T2: Dikasih pujian, gitu. [by giving them compliments]

From the extract 17 above, the response of T2 regarding on how she can motivate students in the learning process is by giving them compliments. The researcher identifies that T2's strategy on how to motivate students is quite simple and still qualified as a simple way to encourage students in the classroom.

The Implementation of Student-Centred Learning in Teaching Reading at SMA 10 Luwu

According to those students' and teachers' interviews there are some teachers' strategies that are matched with some SCL methods and the researcher intends to examine further what method is mostly applied in teaching reading at SMA 10 Luwu and the elaborations of data findings are in the following:

a. Auditory, Intellectually, Repetition (AIR) learning method

The implementation of student-centred learning in teaching reading which specifically using this type of method applied in SMA 10 Luwu has been identified by the researcher through four students' interviews and being elaborated more in the following extracts:

Extract 18

R: Pernahkah guru bahasa Inggris melibatkan audio book? [Has your English teacher involved audio-book during class?]

S1: Pernah, sering. Seperti dialog disuruh tentang apa yang dimaksud dari dialog tersebut. [We had and oftenly. Audio-dialogue and we were required to define what the meaning of those dialogues]

In the extract 18 above, the researcher found out that teachers often utilize audio-media in teaching English during learning process. After that, they are instructed to define the meaning of the dialogue and answer some questions that teachers had been provided. By providing audio-media like audiobooks and some related analytical questions, those activities surely encourage students to independently reach their problem-solving skills. These responses of that student were in line with the AIR learning method of SCL and proved that the implementation of SCL in teaching English is actively utilizing audio-media to help teachers improving students' critical-thinking ability while practicing students' ear sense to hear and listen those audiobooks continuously.

Extract 19

R: Apa Pernah guru bahasa Inggris melibatkan audiobook? [Has your English teacher involved audio-books?]

S4: Oh, iya pernah. Biasanya kayak bagaimana cara kayak berbicara bahasa Inggris dengan baik, dengan lancar, berdialognya. [Yes, we had. Usually, those audiobooks taught us how to speak English well and fluently, usually in dialogues]

From the extract 19 specifically from the response of S4, the researcher found the additional information that teachers also utilize those audio-media to teach students in speaking English well and fluently. The response indicated that teachers also actively apply audio-media to encourage student-centred learning which students can learn by themselves in speaking English through native conversation in audio-books.

Extract 20

R: Terus biasanya seberapa banyak tugas membaca dari guru bahasa Inggris Anda setiap minggu? [Then, Usually, how many reading tasks do you do from your English teacher every week?]

S1: Kan satu minggu itu satu kali pertemuan, jadi mungkin cuma dikasih dua atau tiga dialog yang dibaca. [English subject is once a week. So probably, just two or three dialogues that we have to reads]

From the response of S1 in the extract 20, the researcher found out that teachers are actively give students reading task as home works for students once a week. This response aligned with the AIR learning method specifically on the part of repetition which are teachers' efforts to enhance students' deep learning by giving them reading tasks as home works.

b. Brainstorming method

The implementation of student-centred learning in teaching reading which specifically using brainstorming method applied in SMA 10 Luwu has been identified by the researcher through students' interviews and being elaborated more in the following extracts:

Extract 21

R: Sejauh ini bagaimana guru Anda menerapkan pembelajaran yang terkhusus pada siswa di kelas membaca? [So far, how do your English teacher implement student-centred learning in reading class?]

S1: Mungkin disuruh kita dulu bikin dialog, terus disuruh kita maju ke depan untuk membaca, mempresentasikan hasil dialog yang dibikin tersebut. [We were instructed to make dialogue then we will present it in front of the class]

From the extract 21 above, the researcher identifies the type of assignment which teachers usually apply for students during reading class and from the response of S1, students are usually instructed to make dialogue with their group friends which would be presented in front of the classroom. Making dialogue is shown as the teachers' effort to implement brainstorming method where students are able to collect some best ideas with their team-mates through group discussion and produce the dialogue task that would be presented in the class.

Extract 22

S3: Biasanya kalau guru bahasa Inggris kami, biasanya bikin dulu kelompok. Terus dikasih sebuah tugas, misalnya membuat dialog, dan nanti dipaparkan di depan teman-teman. Jadi misalnya kami sambil membaca di situ dengan menghafal dialog. [Usually, we are divided into several groups then we are given the dialogue tasks which would be presented later in front of the classroom whether we read those dialogue or we memorize it]

From the extract 22 above, the researcher summarized that the response of S3 regarding brainstorming method that the dialogue task instructed by teachers during reading class done by group emphasized the previous extract 21.

c. Cooperative script method

The implementation of student-centred learning in teaching reading which specifically using cooperative script method applied in SMA 10 Luwu had been identified by the researcher through students' interviews and being elaborated more in the following extracts:

Extract 23

R: Jadi ada enggak pernah tugasnya yang berdua gitu? [Have you ever been given peer task from your English teacher?]

S4: Pernah ada. Biasanya sih kayak buat dialog-dialog. terus nanti kan kayak kita berbicara dengan teman-teman gitu dua orang, terus bikin dialog sampai nanti bicara, terus nanti dipaparkan di atas. [Yes, we have. Usually, we will be instructed to make a dialogue with our peer and we will present our dialogue in front of the classroom]

S1: Ada empat, paling sering. [often, four members of students]

From the extract 23 above, the researcher found out that teachers also have instructed peer task for students. But from the response of S4, it is not as often as group discussion which probably has 4-6 members of students. Because the interviewee just answer that she had ever been instructed to make peer group for reading task like making dialogue and presented it in front the class. In other words, the researcher summarised that teachers also use this type method of SCL to divide students in to smaller group in order to benefit students to have equal important role in their task. However, this method is seldomly implemented by English teachers and choose to divide students into bigger groups which usually consists of 4 students.

d. Cooperative Integrated Reading and Composition (CIRC)

The implementation of student-centred learning in teaching reading which specifically using CIRC method applied in SMA 10 Luwu has been identified by the researcher through students' interviews and being elaborated more in the following extracts:

Extract 24

R: Sejauh ini bagaimana guru Anda mengimplementasikan pembelajaran yang terpusat pada siswa di kelas membaca? [So far, how does your English teacher implement student-centred learning in reading class?]

S3: Biasanya kalau guru bahasa Inggris kami, bikin dulu kelompok. Terus dikasih sebuah tugas, misalnya membuat dialog, dan nanti dipaparkan di depan teman-teman. Satu kelompok itu kadang lima, kadang empat tergantung. [Usually, our English teacher divides us in to several groups and then we are instructed to make dialogues and would be presented in front of our friends. Each group consists of five or four students. It depends on the tasks]

From the extract 2 above, the researcher summarizes that students are often instructed to make dialogue tasks in group tasks which would be presented in front of their friends. This type of tasks is identified as the composition tasks which collaborate students' writing and reading skills. By making dialogue in a group, students will be required to help each other creating

writing composition based on the chosen topic. This activity is surely able to enrich students' writing skill and improve their engagement with each other. On the other hand, by presenting their dialogue tasks in front of their friends, students are also able to practice their reading skill and practice their self-confidence.

e. Students' Engagement in Reading Class at SMA 10 Luwu

The researcher examined students' engagement in reading class through classroom observation and interview based on three reading engagement characteristics which consists of several points elaborated in the following:

Classroom Observation Results

Table 1. Classroom Observation Results

No.	Reading Engagement Characteristics	Teacher 1 Classroom		Teacher 2 Classroom	
		True	Not True	True	Not True
1	Cognitive Aspect				
	a. Students work hard in reading	√		√	
	b. Students use comprehension strategies well		√		√
	c. Students think deeply about the content of texts	√			√
2	Motivational Aspect				
	a. Students read favourite topic and authors	√		√	
	b. Students are easily distracted in self-selected reading	√			√
	c. Students are confident readers		√		√
	d. Students enjoy discussing books with peers	√		√	
3	Behavioural Aspect				
	a. Students often reading independently		√		√

From the observation report conducted, the researcher summarized from the cognitive aspect of reading engagement shown in T1 and T2 classroom during lesson sessions that students do not use their comprehension strategies well considering they still tend to rely on translator or dictionary mostly during reading assignment. But from the researcher perspective, students' effort can be shown in the learning process during lesson sessions.

From the motivational aspect of reading engagement characteristics, the researcher observed that students in both classes mostly are not confident reader and still rely on their teachers' and their friends' helps especially asking about particular vocabularies. They are less motivated to search the translation of those particular words in their own. For the positive part from the researcher's observation, the researcher can conclude the students are more excited to discuss

their favourite topic of reading assignment. Therefore, the teachers usually give them several preferences of reading topic that they are free to choose for their assignments.

Unfortunately, for the behavioural aspect of reading engagement in SMA 10 Luwu, the researcher observed that the students are seldom to read independently and prefer to do it together with their group. The teachers also prefer to form groups for students' assignments.

f. Cognitive

The researcher identifies some extracts that could stand of this cognitive aspect characteristic that students of SMA 10 Luwu have specifically in the reading class. The elaborations of cognitive aspect regarding students' engagement in reading class can be shown in the following extracts:

Extract 25

T1: Jadi, motivasi siswa saya itu ee, rendah ya. Karena apalagi mereka kurang kosa kata seperti itu, jadi Ketika melihat bacaan, mereka tidak semangat apalagi banyak kata-kata yang mereka tidak paham. [So, students' motivation in my class is quite low. Because, they are lack of vocabulary mastery. So, when they see the narrative texts, they are not passionate enough to solve their problems in reading by themselves because there are many words in the texts that they are not understand]

In the extract 25 above, the researcher identifies students' vocabulary mastery is still not qualified enough to support their reading tasks. From the response of T2, the researcher summarized that students' reading engagement specifically in cognitive aspect, doesn't fulfil cognitive characteristic of using comprehension strategies well because the students are still lack of vocabulary mastery.

Extract 26

T2: Menurut pengamatan saya, mereka cukup antusias dalam mengerjakan tugas-tugas reading mereka. [In my point of view, the students are quite enthusiastic in doing their reading tasks]

In the extract 26 above, T2 stated that students' enthusiastic in the reading class especially when doing their reading tasks are quite well. The researcher summarizes that students' enthusiastic here could be represented as cognitive aspect of reading engagement because despite of their limited vocabulary mastery, they are still working hard in doing their reading tasks with their team-mates.

Extract 27

T1: Ketika mereka mengerjakan soal membaca tanpa di translate, biasa jawabannya kurang memuaskan, kecuali mereka menggunakan translater baru bagus jawabannya. Namun, ketika mereka membuka kamus, biasa lama jdi akhirnya mereka bosan. Adakalanya saya tidak menyuruh mereka menggunakan translator tapi menggunakan kamus. Seperti itu. [When the students do their reading tasks without the use of translation, their answers are not satisfying enough. But when they use the translation tools, their answers would be better. But unfortunately, when they open their dictionary, they feel bored because it takes too a long time to search the words-meaning. Therefore, sometimes I don't permit them to use a translator but instructing them to use a dictionary]

From the response of T1 in extract 27 regarding students' motivation in doing their reading tasks, the researcher found out that the students still have low motivation in reading because their lack of vocabulary mastery considering that they prefer to use an instant translator to solve their reading problems in vocabulary than using a conventional way using dictionary. Therefore, the teacher instructs the students to use dictionary to solve their vocabulary problems. Despite of students' preference of using instant translator, the researcher acknowledges this as the characteristic reading engagement from cognitive aspect which students tend to think deeply about the content of texts even in the instant way using translator.

g. Motivational

The researcher identifies some extracts that could stand of these motivational aspect characteristics that students of SMA 10 Luwu have specifically in the reading class. The elaborations of motivational aspect regarding students' engagement in reading class can be shown in the following extracts:

Extract 28

T1: Kalau topik membacanya, saya yang tentukan. Tapi saya sesuaikan juga dengan kesukaan. Iya, kesukaan dan apa yang lagi tren sekarang seperti itu. [Specifically, I decided the reading topics, but the topic I chose would be justified with students' preference generally and what is the trend at that moment]

From the response of T1 related with motivational aspect of reading engagement in the extract 28 above, the researcher found out that the topic of reading tasks is decided by the teacher even though the teacher surely justifies the reading topic with students' preference.

Extract 29

R: Topiknya siapa yang tentukan? [How was the reading topic decided?]

S1: Topiknya lebih ke guru sendiri yang tentukan nanti dikasih pilihan, pilih yang mana mau dipilih. [The reading topic was decided by our English teacher, but we are free to choose one of several topics which had been provided by the teacher]

In the extract 29 above, the response of S1 regarding reading topic's preference is decided by the English teachers emphasize the response of T1 in the previous extract 28. But from students' point of view, students are able to choose the reading topics which had been provided by the teachers. Therefore, from this response, the researcher summarized that teacher provide more than one reading topics that would be chosen by each group in the classroom. This is in line with the characteristic of reading engagement specifically in motivational aspect that students are feeling confident to choose the topic justified with their preference as a group.

Extract 30

T2: Nah, terus ini kan kemampuan anak-anak kan gitu. Maksudnya agak rendah ya kalau di sini, kalau di bahasa Inggris. Ini kosa-katanya yang kurang. Jadi, saya minta mereka mengidentifikasi kata-kata yang misalnya sulit. Mereka akan kemudian kita bahas sama-sama. [Students' reading skill is quite low. That is because they lack of vocabulary mastery. So, I instruct them to identify difficult words and we can discuss it together]

R: Mereka lebih cenderung bertanya langsung ke ibu atau mereka cari sendiri? [Do they tend to ask you directly or they search those difficult words by themselves?]

T2: Biasanya cari sendiri. Kalau siswa yang masa bodoh, ya langsung bertanya juga. Tapi biasanya saya arahkan, cari dulu. Kalau kita cari sendiri, akan lebih mudah kita ingat daripada menggunakan handphone sendiri. [Usually, they find it by themselves, but for the particular students whose doesn't have enough motivation, they prefer directly ask English teachers. But on the other hand, sometimes I guide them to search it by themselves first by using their gadget]

From the response of T2 in the extract 30 above, the researcher found out that there are still particular students whose don't motivate to read and search the meaning of difficult vocabularies individually. Besides, from the extract 31 below, the researcher also identified that students tend to choose group reading task compared with individual reading task. Therefore, from both of extracts (30 and 31) the researcher summarized that students in SMA 10 Luwu do not have the characteristic of reading engagement specifically in motivational aspect as confident reader.

Extract 31

R: Kalau menurut Anda, Anda memilih mengerjakan tugas membaca secara individual atau secara bersama-sama? [In your opinion, which one do you prefer, individual reading tasks or reading tasks in a group discussion?]

S1: Lebih ke kelompok supaya cepat selesai. cepat selesai. Supaya dibagi-bagi, ada yang kerja ini, ada yang kerja itu. [I prefer doing task in group so that we can finish those tasks earlier. The tasks can also be divided in to several parts and each member of the groups do their own tasks]

Despite of the analysis from extract 30 above, the researcher identified in extract 31 that students are more comfortable doing their reading tasks in group rather than individually based on the response of S1 in the extract 31 above. So, the researcher summarized that students in SMA 10 Luwu can fulfil reading engagement characteristic specifically in motivational aspect which is students' enjoyment of discussing their reading task with their group/peer.

h. Behavioural

The researcher identified some extracts that could stand of these behavioural aspect characteristics that students of SMA 10 Luwu have specifically in the reading class. The elaborations of behavioural aspect regarding students' engagement in reading class can be shown in the extract 31 above in particular.

According to the extract 31 above, the researcher found out that students are more comfortable doing their reading by group rather than doing it individually. In other words, this students' behaviour towards reading doesn't stand of the reading engagement characteristic which is often reading independently.

CONCLUSIONS

Based on the research results and the discussion above, researcher describes several conclusions that answered several research questions presented below:

- a. Generally, teachers' understanding towards student-centred learning paradigm is quite well and SCL has been implemented roundly in SMA 10 Luwu despite several shortcomings that still occur in the learning process. After investigating the ten elements of student-centred

learning in SMA 10 Luwu, the researcher summarizes that the learner autonomy element which students become more independent of teachers is not implemented roundly because students sometimes still depend on teachers' helps in solving their problems. This finding leads to the last element of SCL which is motivation, and the researcher found out that the students of SMA 10 Luwu do not have enough intrinsic motivation to support the implementation of student-centred learning effectively.

- b. There are several methods of students-centred learning that are mostly applied by the English teacher in teaching reading in SMA 10 Luwu which are auditory intellectually repetition (AIR) learning method, brainstorming method, cooperative script method, and cooperative integrated reading and composition (CIRC).
- c. From the three aspects of reading engagement which consist of cognitive, motivational, and behavioural, the researcher concludes that the weakest aspect of reading engagement that should be highlighted is from cognitive aspects. Specifically, in the point of students do not use comprehension strategies well. This is due to students' low mastery of vocabulary. The results of this research point to students' low intrinsic motivation to read confidently.

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