

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

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

Keywords: students centered learning strategy; students achievement

I. INTRODUCTION

International communication often takes place in English. English should be mastered by everyone in the globe as a means of communication for exchanging information, expressing ideas, and engaging in activities [1], [2]. In Indonesia, English is taught at all grade levels and is the first foreign language that students study [3]–[5]. This is said to be quoted from the curriculum and material development. "English is the first foreign language to be acquired in order to grasp and expand knowledge, technology, and the arts, as well as to foster positive relationships with other countries. This illustrates the importance of English and how useful it is, which is why students should learn it. Faculty of Tarbiyah Science and Teacher Training of State Islamic University has one department that educated the students to be a good English Teacher. The department is English Education Department that chaired by Yani Lubis, S.Ag., M.Hum. In English Education Department, English divided into many subjects as department subject, one of the subjects is Psycholinguistics.

Studying psycholinguistics is really challenging. Students who study it said that it is very tough to study psycholinguistics when the writer questioned them about it [6]. Since learning it requires mastering a variety of factors. the theory of psycholinguistics, the nature of language, language comprehension, language acquisition, first language acquisition, second language acquisition, and the language teaching process are among the components that one must

know in order to study psycholinguistics [6], [7]. It will be simple for the pupils to master psycholinguistics if they are able to master all the components. Because each component is a component of psycholinguistics [6]–[8].

In the seventh semester, students study psycholinguistics. Students should be proficient in Psycholinguistics by the time they are in their seventh semester because they had to take the Introduction to Linguistics course before taking Psycholinguistics in the third trimester. However, in practice, individuals still struggle with acquiring psycholinguistics. Psycholinguistics can be taught in a variety of methods [9]. Even though there are various approaches or ideas for teaching and learning that aim to improve students' proficiency in psycholinguistics, not all of them are effective [8], [10]. This research will find out the effective way to teach Psycholinguistics for Department of English Educational students of Faculty of Tarbiyah Science and Teacher Training of State Islamic University North Sumatra (UIN-SU) Medan. A lecturer who teaches psycholinguistics must be skilled in a variety of techniques. The writer will use the students-centered learning (SCL) technique as one of the useful and engaging strategies in this study [5]. Using a variety of learning activities, small teams of students with varying levels of aptitude engage in students-centered learning to deepen their grasp of the subject [5], [11]. Each team member is accountable for not only understanding the material being taught, but also for assisting teammates in doing the same, fostering a sense of accomplishment. Because strategies are a way for students to direct and assess their own

understanding, they are crucial to the teaching and learning process [5]. By implementing a strategy, it is hoped to advance the learning progress of the students. The main focus of this study is psycholinguistics [12], [13].

Some ideas related to the research will be explained using a theoretical framework [5], [11], [14]. The purpose of this study is to explain how Students Centered Understanding advances students' learning of psycholinguistics. It is founded on the requirement to conduct research scientifically and to define terms connected to the study, such as the following [4], [14]. Some hypotheses concerning the ideas of psycholinguistics, student-centered learning, and student achievement were reviewed. A psycholinguist is what exactly? As implied by the name, this person focuses on language and psychological processes (or a deranged linguist, of course). According to the explanation, the phrases linguistics and psychology are the origins of the term psycholinguistics [15]–[20]. In other words, the study of psycholinguistics is the psychology of language.

In other words, psycholinguistics is a little deceptive since it downplays the importance of approximately a dozen other scientific disciplines [6], [9], [21]. We require expertise from linguistics, psychology, and other scientific disciplines as well as computer science and neuroscience to really understand how language functions [15]. The entire subject of cognitive science, an interdisciplinary field that examines the challenging question of how animals, people, and even computers think, frequently serves as a home for psycholinguistics. According to the aforementioned remark, linguists ought to try to work independently of psychologists. It follows that psycholinguistics could not be created by combining linguistics and psychology [11], [13]. We can agree with the poet that the mind seems to include everything in our natural cosmos if we replace the word "brain" with the word "mind" [6], [7]. In fact, Dickinson may have been correct when she said that the mind is fashioned in God's likeness or is an integral part of it because it can also imagine the supernatural. But a scientist's job is completely the opposite of a poet's [10], [16], [21]. The scientist must characterize, delimit, and outline the cosmos objectively rather than using creativity to enlarge, expand, and animate it. This brings us back to the central problem: how can we research the human mind without reducing it to the less than two kilograms of soft tissue in the skull? About fifty years ago, scientists who were interested in this most primitive aspect of nature began to carve out a field of study that has now started to produce conclusions about the structure of the mind [6]. These conclusions were reached in part by using data from speech and language, two traits that are exclusively human. Psycholinguistics is the study of how language and speech can be used as a window into the character and organization of the human mind [4], [13].

As can be seen from the explanation above, psycholinguistics is the study of how language and speech can serve as a window into the nature and organization of the human mind [22], [23]. It implies that psycholinguistics serves as a window for people to use when they want to speak or use language to express themselves [24], [25]. On the other

hand, psycholinguistics can be deduced from the question's response. What does it mean to be a psycholinguist, exactly? One must be interested in how language use and structure interact [6], [12], [13], [19], [23], [26]. This does not rule out a primary bias toward one or the other of the two sets of underlying research questions. As a result, a psycholinguist can be essentially a psychologist, with the ultimate goal of comprehending and illuminating the mental processes and structures involved in language usage [6], [7], [26], [27]. But for a psychologist to be considered a psycholinguist, they must also be interested in the reasons for the universal features of language, the ways in which it might vary depending on the language, and the effects these structural elements have on how language is processed. In the same way, a psycholinguist can be a linguist first and foremost, whose main interest is in the patterning of language itself [6], [8], [19], [28]. However, such a linguist must also be interested in patterns in language performance and the reasons behind those patterns, as well as be open to evidence from laboratory studies involving tightly controlled processing tasks [29]. Another set of study questions, such as anthropological ones, can be the main one (and now all three authors of this introductory essay are represented) [28], [30]. However, a psycholinguist is interested in the connection between language and its use. According to the aforementioned quotation, psycholinguistics is the study of how language structure relates to language use, to comprehend and explain the mental structures and processes involved in the use of language, to understand why language has certain universal characteristics, how it can vary in language-specific ways, and to what extent these aspects of structure have an impact on how language is processed. Its primary focus is on the patterning of language itself, patterns that are visible in languages [31]. It means that linguists describe psycholinguistics as a discipline of linguistics that also studies branches of language, such as some universal language characteristics, variations in language-specific ways, and how language structure affects how language is processed. Each of them must do rigorous research in a laboratory setting [9], [15].

A competent teacher should be able to make students feel content and at ease while they are learning [32]. Because of this, the classroom environment and the teacher's method of instruction have an impact on how well pupils understand the material, particularly in English lessons. Therefore, the instructor must be wise while selecting a teaching technique. The kids will become bored if the teacher does not use instructional strategies wisely [33], [34]. According to Fred Nickols, the word "strategy" derives from the Greek *strategia*, which means "generalship." Before the adversary is actually attacked, troops are often moved into position as part of a military strategy [35], [36]. In order to understand Karl von Clausewitz's claim that war is merely the continuation of political relations through alternative means, strategy can also be seen as the mechanism by which policy is carried out. It makes sense to start our investigation of strategy with the military perspective given the centuries-old military roots of strategy [20]. According to the criteria given above, a strategy is a method for replicating a military program. However, in

education, strategy is used as a means of achieving the objectives of education. In addition, there are other variables that affect pupils' learning activities [20], [37], [38], they are,

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

Then, Kinsella [8], [9] observed that the whole process teaching and learning a foreign language should be fun. So, to create that condition teachers need teaching strategy .

Strategy is art to do stratagem (planning). Muhibin Syah says teaching strategy is a set of steps which made to reach the learning purpose. According J.R. David in teaching strategies for college class teaching strategy is a plan, method, or series of activities designed to a particular educational goal [6], [17], [21] In this case, Muhibin Syah focuses on a set of step to reach the education purpose, whereas Syaiful, Bahri Djamarah, Aswin Zaini gave a meaning of strategy to a bow line to act in reach target. It is connected to learning teaching process. And strategy can be meant as general pattern of teacher students' activity to scratching purpose [24]. To start, a teacher or lecturer needs to have a set of teaching strategies in order to facilitate learning [28]. Second, when presenting material to students, a teacher or speaker should pick the appropriate technique [11]. The third definition of teaching strategy can be summarized as the process of modifying people's (students') behavior through developing planning and competency to achieve the educational goal itself [39].

There are numerous teaching and learning strategies. One active learning technique, known as the students-centered learning strategy, is the writer's main focus in this study [40]–[42]. We must understand the history of student-centered learning in order to understand its terms in the past. Because all acknowledgements must be historical. Francis W. Parker, a Civil War colonel, was appointed superintendent of Quincy, Massachusetts, schools in 1875 [41], [43], [44]. He renounced standardization, memorization by rote, and grading and ranking systems while there. Instead, he argued for curriculums and instruction that focus on the development of the "whole child." Parker was referred to as "the father of progressive education" by John Dewey, a philosopher and advocate for progressive education reform." Since then, a number of theorists, education reformers, and academics have "rediscovered" the principles of progressive education and have written extensively about the advantages of student-centered learning [37]. The late Theodore Sizer was one of the most well-known reformers. This came to a head in August 1996 with the adoption of a completely new curriculum built on three key tenets: the development of capable others, student-centered learning, and integrated learning. A two-year evaluation of the major curriculum of each of the degree programs provided by the Ateneo was conducted after the Core Curriculum review [37]. We have long been aware of the two facets of our educational duty: providing for formation and learning that is content-based. However, what sort of graduates are we attempting to produce? We want to shape our students into people who can engage with, compete in, and make contributions to the Philippines and the rest of

the world. These people should be deeply rooted in their culture, proactive in the larger world, imbued with the scientific spirit, properly educated, and strongly committed to justice and faith. According to the two explanations above, student-centered learning has been around since 1875, albeit the name of the technique was unknown at the time. They put into practice the idea that the kid should become the center of the educational universe, the sun around which all other components revolve. Recently, scientists have continued to experiment and gather data in an effort to build a plan [5], [37]. Finally, the experts identified the approach as the student-centered learning approach. After the term "student-centered learning" was coined by earlier experts, there are currently a variety of specialists who have differing views on what the term actually means. SCL is a wide strategy that encompasses active learning experiences, a self-paced and cooperative style, responsiveness to individual requirements, and the awakening of learning potential, among other things, according to Felder & Brent [45] The writers emphasized the value of empowering students to take ownership of their own education and including them in activities like peer talks, essay writing, and exploring one another's opinions and values. The terms "active" and "collaborative" learning are frequently used to describe SCL, stressing the participation of students in the learning process.

The idea of student-centered learning is not particularly new. Although some claim it first originated in pedagogy and educational science at the turn of the 20th century, it has undoubtedly grown more potent within the constructionist paradigm since the 1980s. The term "a mentality and a culture" used in this definition identifies SCL as a notion with a high level of abstraction and universality. Since student-centered learning must be context-sensitive in order to be effective, operationalizing this notion and evaluating its implementation can be difficult but is necessary. One of the most crucial recommendations of the two initiatives stated above is the fact that there is no one approach that works for everyone. This assertion must be clearly contrasted from the relativistic view, according to which it is impossible to tell whether a particular institutional culture is focused on students or not. This demonstrates that SCL is about genuinely empowering students to become competent and independent learners for the rest of their lives, benefiting both their own learning and the caliber of education at their institution, rather than merely meeting the demands of the student body in the short term [45]. According to the aforementioned definitions, student-centered learning is active learning, self-paced and cooperative learning, responsiveness to individual needs and the arousal of learning potential, "active" and "collaborative" learning, emphasizing students' involvement in the learning process, and truly empowering students to become competent and independent learners for their future.

The student-centered learning strategy, on the other hand, allows students to be free in the learning process, gives them a variety of chances, and allows each student to progress at his own rate [40], [45], [46]. This method holds that when planning students' life, the varying rates of learning and

learning styles should be taken into account. In student-centered learning settings, the student's experience, the content, and the way knowledge is organized are crucial. In student-centered learning environments, it's also critical to form samples, explore, seek, and engage in problem-based learning [26], [29], [37], [45], [47], [48]. Teachers craft a structured learning environment with care, providing support and direction for pupils to build self-evaluation and independence skills [22], [23], [25], [26] [49]. From the two definitions above, it is clear that student-centered learning is a method that involves students in every study's active participation. Additionally, a method that takes students' interests, abilities, and needs into account, enables students to be free in the learning process, offers them a variety of chances, and allows each student to progress at his own rate. Additionally, based on the aforementioned definitions, student-centered learning environments can help students get experience in learning the subject matter, organizing their knowledge into samples, exploring, searching, and problem-based learning [6], [11], [15] [50].

For some time, the writer can infer them from all definitions. Student participation is required in the SCL learning system, and lectures serve as facilitators for discussions and assignment completion. Students' creativity will expand and flourish if they are engaged. This requirement will motivate the lecturer to increase their knowledge and class content, adapting it to advances in science and technology [7], [15], [17].

II. RESEARCH METHODS

40 students from each of two samples were used in the study on the impact of the students-centered learning strategy on student achievement in studying psycholinguistics. While the other samples served as the control class, the first sample served as the experimental class and received treatment using the Students Centered Learning technique. Results from the two classes' post-tests served as the study's source of data. A posttest was administered in each class before resource-based learning was implemented with the goal of determining the degree to which student achievement in studying psycholinguistics has increased. The posttest consists of 10 questions, and both the experimental class and the control class will have their posttest data examined using normality tests, homogeneity tests, and hypothesis tests.

III. RESULTS AND DISCUSSION

Descriptive Statistics of Experiment Class and Control Class Test Results

A posttest was conducted to assess the ability or results of the test to study psycholinguistics following treatment after performing research on the experimental class using the Students Centered Learning method and the control class using conventional learning. The table below shows the learning outcomes for the two classes:

Table 1 Learning Outcomes of Experimental and Control Classes

Information	Test	N	Lhit	Ltab	Conclusion
Experiment Class	Posttest	40	0,095	0,140	Normal Distribution
Control Class		40	0,075		Normal Distribution

According to Table 1, the experimental class's average learning outcome value is 81.43, while the control class's average value is 47.73. The experimental class's standard deviation is 8.941 while the control class's is 17.39. The experimental class's median is 81 while the control class's is 45.50, and both have 90 and 75 as their respective modes. You can observe that the experiment's class average values are higher than those of the control group. In addition, the experimental class's maximum value is 96, whereas the control class's is 83.

Prerequisite Analysis Test

When the quantity of data above or below the average is the same as the standard deviation, the data are considered normal or regularly distributed. The Lilifors test was employed in this study's normalcy assessment. When the degrees of freedom for each experimental class and control class are 40 at a 95% significant level, the normality test is employed to assess if the data is normally distributed. The number of samples per sample determines the degree of freedom. The following table shows the findings of the normalcy test of learning outcomes in the experimental class and control class:

Table 2. Normality test data for class results Experiment and Control Class

Statistic		Experimental Classes	Control Classes
N	Valid	40	40
	Missing	0	0
Mean		81,43	47,73
Median		81,00	45,50
Mode		90	75
Std. Deviation		8,941	17,394
Variance		79,943	302,563
Range		35	63
Minimum		61	20
Maximum		96	83
Sum		3257	1909

Table 2 shows the normality test findings for the experimental class, which were $L_{hit} = 0.095$ and $L_{hit} = 0.075$ with $L_{tab} = 0.140$ at a significant level of 95% with 40 degrees of freedom, respectively. 0.140, it is evident that the

experimental class and the control class have a regularly distributed population.

Homogeneity Test

The homogeneity value is sought after the two samples are deemed to be regularly distributed. If there is a discrepancy between the population means, it can be determined by the homogeneity test. The Fisher test was used in this study to determine the homogeneity test results. Both classes were deemed homogenous according to the test requirements if $F_{hit} > F_{tab}$ with 78 degrees of freedom. The number of each sample, n_1 , and its inverse, n_2 , were used to calculate the degrees of freedom. The degree of significance is 95%. The table below shows the outcomes of the homogeneity test for the two research samples:

$$F = \frac{vb}{Vk} = \frac{302,563}{79,943} = 3,784$$

The experimental class and the control class at 78 degrees of freedom produced from $n_1 + n_2 - 2$ with n_1 and n_2 being the number of 40 each at a significant level of 95%, the value $F_{hit} = 3.784$ based on the findings of the homogeneity test above. Because $F_{tab} = 1.704$, it meets the requirement that $F_{hit} > F_{tab}$, or $3.784 > 1.704$, ensures that the distributions of the two samples are homogenous.

Hypothesis Test

The learning outcomes of the two samples are known to be normally distributed and homogeneous after completing the necessary data analysis steps, so testing the data on the learning outcomes of the two samples is continued in the subsequent analysis, which is hypothesis testing using the t-test with the following criteria:

- $H_0 : \mu_1 \leq \mu_2$
- H_0 : There is no effect of Student Centered Learning Strategy on Student Achievement in Studying Psycholinguistics
- $H_1 : \mu_1 > \mu_2$
- H_1 : There is an Influence of Students Centered Learning Strategy on Student Achievement in Studying Psycholinguistics

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

$$t = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{40} + \frac{1}{40}}}$$

with etc = $\sqrt{\frac{(n_1-1)v_1 + (n_2-1)v_2}{n_1 + n_2 - 2}}$

$$= \frac{81 - 47,73}{13,829 \sqrt{\frac{1}{40} + \frac{1}{40}}}$$

$$= \frac{\sqrt{(40-1)79,943 + (40-1)302,563}}{\sqrt{40+40-2}}$$

$$= \frac{33,27}{4,373}$$

$$= \sqrt{\frac{3117,775 + 11799,98}{78}}$$

$$= 7,608$$

$$= \sqrt{191,2532} = 13,829$$

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

IV. CONCLUSION

Every student enrolled in the English Language Education Study Program is expected to learn, especially while they are studying psycholinguistics. The learning outcomes in this study were compared between the experimental class utilizing the Students Centered Learning technique and the control class using traditional teaching methods. Both classes underwent a posttest with a total of 10 questions based on the test results following treatment in the application of the Students Centered Learning Strategy in the experimental class and the application of conventional learning in the control class. The experimental class's posttest average scores were 81, while the control class' scores were 47.73. Additionally, tests for the prerequisites of analysis, such as the homogeneity and normality tests, were run. The hypothesis was then tested. Since the experimental class and the control class both meet $t_{hit} > t_{tab}$ at a significant level of 95%, the data gathered demonstrate that both groups are normally distributed. The fact that $F_{hit} = 3.784$ while $F_{hit} = 1.704$ or $F_{hit} > F_{tab}$ or $3.784 > 1.704$ proves that the data is homogeneous and that $F_{hit} > F_{tab}$. The data can then be used to test the hypothesis with the t-test if it has achieved normality and homogeneity. The data for the two classes, $t_{hit} = 7.608$ and $t_{tab} = 1.9908$, show that $7.608 > 1.9908$ or $t_{hit} > t_{tab}$. Thus, utilizing the Students Centered Learning Strategy approach to Student Achievement in Studying Psycholinguistics, H_0 is rejected and H_1 is accepted, leading to the conclusion that there is a significant influence in the experimental class compared to the control class.

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