

**STUDENTS' PERCEPTION ON STUDENT CENTERED  
LEARNING IN WRITING D CLASS**



By:

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JANUARY 2019

**STUDENTS' PERCEPTION ON STUDENT CENTERED  
LEARNING IN WRITING D CLASS**

**A THESIS**

Presented to Faculty of Teacher Training and Education  
Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for the Degree of  
Sarjana Pendidikan in Teaching English as a Foreign Language



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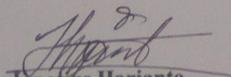
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This thesis entitled **Students' Perception on Student Centered Learning in Writing D Class** prepared and submitted by **Handy Surya Halim** (1213014016) has been examined and declared PASSED as a partial fulfillment of the requirement for *Sarjana Pendidikan* Degree in English Language in Faculty of Teacher Training and Education by the Board of Examiners:



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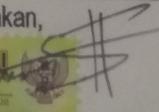
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## **ABSTRACT**

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Keywords: perception, student centered learning, group presentation, writing

Communication has become a basic skill for every person to be able to speak, deliver and understand each other's thought. One of basic skills which must be improved is writing skill. According to Klein (1999 in Boyd, 2009), written language needs an elaboration and articulation of knowledge, there is a "problem solving" as we seek to make a logical message to project our writing to represent that message better. By having a group presentation, students have the parts and know the materials better because they are supposed to present it. In the classroom, student centered learning is used by the lecturers or lecturers instruct students to perform group presentation in the classroom activity.

This study is a qualitative study. The problem of the study is presented in these following questions (1) What is the students' perception on student centered learning in Writing D Class?. After finding the problems of lack motivation, the writer distributed the questionnaire to the students of one Writing D class of the academic year 2017/2018.

The writer observed that the writing class always used teacher-centered to define the writing theory to the students. But, the research has been made pointed out that writing can be done by student-centered especially using group presentation. Group presentation is useful for teaching and learning in writing class.

This learning is helpful to create conducive atmosphere of teaching-learning activity and help students to be intrinsically encouraged to understand the writing theory. It shows that students' perception which was explained from the data of this study learnt the writing theory maximally.