

Implementing Student-Centered Learning to Facilitate Students' Reading Comprehension of Report Texts: A Case Study

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ABSTRACT

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This study sought to examine how English teachers implemented student-centered learning to facilitate students in improving their comprehension of English report texts during the process of teaching English as a foreign language to Indonesian students at a vocational high school in Riau. Employing a qualitative case study design, data for this study were gathered through classroom observations, interviews with two English teachers, and focus group discussions with two groups of students at the school. Analyses of the data showed that the implementation of student-centered learning in facilitating students' comprehension of English report texts was communicative, as evidenced by its innovative and collaborative nature. Other findings indicated that it was both relevant to the expected learning outcomes and flexible in terms of lesson planning, classroom practice, and evaluation, as revealed through analysis of the relevant data. In general, it was concluded that the English teachers in this study were adequately successful in implementing student-centered learning to support students in developing their reading comprehension of English report texts.

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INTRODUCTION

Reading is a language skill to understand messages or information presented in written language. Reading means understanding what is being read. As Caraig et al. (2022) said that reading comprehension is the ability to understand word by word and develop a meaningful concept from the speeches or readings. It is obvious that reading cannot be separated from comprehension. Understanding what is read is necessary for reading comprehension (Mogea, 2023).



Many English teachers believe that reading is important for language use and understanding materials. It is the main way of promoting learning and understanding through written texts. According to Maslina et al. (2020), students gain knowledge of the meaning of the contents when they read and comprehend a text. Reading helps students learn new things and improves their understanding of life. Besides, Nisa as cited in Maslina et al. (2020) points out that comprehension is not a separate skill but involves the connection between the students' knowledge and the organization of that knowledge. Reading comprehension refers to the capacity to understand ideas and information included in a reading text.

There are certainly problems faced by English teachers in teaching reading comprehension. Solving the problems is undoubtedly the responsibility of the English teachers. The roles of the teachers in this regard are as facilitators, managers of their classroom, advisors, and communicators (Mogea, 2023). Teachers should keep in mind the objectives of reading skills listed in the school's curriculum when teaching reading comprehension to students in order to help them improve their comprehension. In a teaching environment, the teacher is the most important element. A teacher is a professional educator who successfully finds a balance between development of students' reading skills and their learning styles.

One of the alternative learning models that is believed to help English teachers face the challenges in teaching reading comprehension is student-centered learning—a learning approach that enables the development of every student's foreign language proficiency. According to Minalla (2023), student-centered learning method is a way of teaching that puts the needs and interests of the students front and center. Rather than acting as a traditional lecturer, the teacher facilitates students' exploration of interests and encourages questioning and peer collaboration. Besides, Almadayanti and Nugroho (2023) stated that teaching and learning methodology called student-centered learning helps students assume more responsibility and ownership for their own education.

Student-centered learning is not a recent approach promoted to schoolteachers by educational policy-makers in Indonesia, including for teaching English report texts as one of the English lessons that students are required to learn. Report text is one of the functional texts which is quite difficult to be learned by English as a Foreign Language (EFL) learners in Indonesia. According to Hanafi (2019), “[r]eport is a text which presents information about something, as a result of systematic observation and analyses” (p. 43). A report text is a written document that summarizes the facts of a case. Student-centered learning, including certainly for teaching English report texts, has been the approach to learning and education in schools promoted by the Indonesian Ministry of Education in different curriculums in the past three or four decades.

This study was conducted in this context of implementing student-centered learning to facilitate students in developing their reading comprehension

of English report texts. This is an important research endeavor because there has not been adequate empirical information on how student-centered learning has been implemented in facilitating students to develop their reading comprehension of English report texts, particularly in the context of English education at a Vocational High School in Riau. Similarly, little to none is known about the issues that have influenced the implementation of student-centered learning. It is also an important issue to be explored to generate information for developing strategies to improve the implementation of student-centered learning for teaching EFL in Indonesian schools.

Thus, in accordance with the phenomena and issues presented in this introduction, this study is intended to generate answers to the following research question:

How is implementation of student-centered learning in facilitating students' reading comprehension of report texts at a Vocational High School in Riau?

LITERATURE REVIEW

Student-Centered Learning

A learning system that supports student-centered learning is a new method of learning that has been strongly supported in schools for a few decades now. Student-centered learning approach has attracted the attention of many parties in education across a variety of academic areas (Abel & Campbell, 2009). According to Almadayanti and Nugroho (2023), student-centered learning model suggests that students have the freedom and adaptability to access important information sources. Student-centered learning suggests that the teacher take on the role of a learning facilitator rather than a learning organizer. It was this autonomy in learning that is believed to have the potential to improve students' comprehension of report texts.

According to Rogers (1983), as cited in Suzanne (2015), the most basic definition of student-centered learning is that it is an approach to education where students select not just what to study but also how and why the topic could be interesting. Put differently, learner responsibility and action are central to the learning environment, as opposed to the norm where instructor controls academic material coverage (Cannon, 2000). Furthermore, when subjects are pertinent to their needs, interests, and lives, and when they actively participate in the creation, comprehension, and application of knowledge, learners find the learning process to be more meaningful (McCombs & Whisler, 1997).

In conclusion, student-centered learning is an educational approach that emphasizes students taking ownership of their learning by providing access to information and resources. In this model, teachers act as facilitators, enabling students to choose what and how they study. The focus is on active participation and autonomy, aiming to make the learning experience more meaningful by prioritizing learner responsibility and action. Unlike in the traditional instructor-

controlled instruction, this approach seeks to enhance students' comprehension of and engagement to the texts they are reading.

Parameters of Student-Centered Learning

There are several methods for identifying the core aspects of student-centered learning considering the variety of its possible applications and implementations (Attard, 2010), namely:

- 1) Innovative learning
Innovative learning is aimed at developing students' critical thinking skills in order that they can become lifelong learners. The reasoning behind a teacher's ongoing professional development is grounded on this objective. Several approaches can be used to apply innovative learning such as problem-based learning, team learning, and student self-regulated learning.
- 2) Reference to learning outcomes
This include reference to knowledge, abilities, and understanding that students should be expected to receive from a learning experience. Reference to learning outcomes aims to assist students in controlling their expectations both during and while following instruction.
- 3) Flexible curricula
Flexible curriculum delivery promotes students to make learning happen. Due to its focus to students' learning through promotion of engagement and learning that is active and flexible, teachers in schools have the opportunity to develop the required skills for students to foster their metacognition.

Considerations in employing student-centered learning

There are several considerations worth noting in employing student-centered learning. First, it is important to define the learning outcomes for students and align them with the activities and assessments (Pittich & Ludwig, 2022). Pittich and Ludwig also mention that the learning activities should be designed to actively involve the students and make them the center of the learning process. This can be achieved by providing opportunities for students to engage in hands-on projects, discussions, and presentations (Ngatia, 2022). The role of the teacher in student-centered learning is that of a facilitator who supports and guides students in their learning journey (Walidaini, 2023). Finally, the learning process should be evaluated and reflected upon to identify areas for improvement and make necessary adjustments.

Strategy of Reading Comprehension

According to Jumiatty (2023), the followings are some strategies that readers can use to develop comprehension of the texts they read:

1. Activating Prior Knowledge

According to Serravallo (2010) competent readers are those who, before reading, generate consistent concepts regarding the content related to the text's theme and organization; furthermore, they connect the text to their experiences, other written materials, and the outside world; and lastly, they generate coherent concepts after completing the text. Put another way in order to facilitate their understanding of the material, readers should consider what prior knowledge they may have about the subject before beginning to read.

2. Prediction

Forming an expectation about what will happen in a book based on what is learned from reading it and taking into account the reader's past knowledge is the process of prediction. It implies that before reading the text, readers should make an educated assumption as to its meaning.

3. Skimming

Skimming is a type of fast reading that lets you locate a text's main concept or information with ease. It means readers scan the text to understand the main idea or broad material without reading it sentence for word.

4. Scanning

The reader's task is to scan the book for certain information without reading it cover to cover. Put differently, readers scan only a section of the text in search of a certain piece of information. It can assist readers in rapidly gaining the information they need without having to read the full text.

5. Determining topics and main idea

Learners should practice certain tasks to develop cognitive exercise, like determining a text's topic and grasping its major idea. It means that reading comprehension depends on understanding the topic and main idea.

Report Text

Definition of report text

According to Defri et al. (2020) a report text is a text that provides details about a certain topic. Furthermore, Anderson (1997) says, "report text is a piece of text that presents information about a subject. A report text usually contains facts about subject, a description and information on its parts, behavior and qualities" (p.86). Meanwhile, Refnita and Ernati, (2015) suggest that a report text is a type of writing that describes the current state of affairs in relation to various natural, artificial, and social phenomena in the environment around us.

The social role of a report, according to Gerot and Wignell (1994) as cited by Defri (2020), is to describe the state of things with regard to a variety of natural, man-made, and social phenomena in the environment we live in. The social goal of a report is to offer accurate information, typically through the classification and description of various entities.

Generic structure of report text

General classification and description are two additional generic report text structures added by Gerot and Wignell (1994). While the description provides information on the specific features of the thing that will be addressed, the general classification states the classification of the general aspects of something that will be discussed generally, such as animals, publics, places, plants, etc.

Features of Report Text

Defri (2020) explains the important language feature of report text. They are:

1. Introducing group or general aspect
General aspect statement outlining the report's classification, description, and subject matter. This includes basic categorization of objects, including humans, plants, animals, and public spaces.
2. Using Relational Process
One kind of process that can be utilized to convey a verb that both describes a participant's statement and is a part of the ownership cue is the relational process. As an example, plant cells have a cell wall. The deadline was on Tuesday.
3. Using transition words
One of the speech components that joins words, phrases, and sentences together is a transition word. It facilitates the reader's comprehension of the connections between the writer's ideas and thoughts.
4. Using simple present tense
Because a report text describes an event that is currently happening, it uses the simple present tense. The present tense formula is S + V-1 + O. Two examples of the simple present tense are: She is in Paris, and they are enjoying the sunset.
5. No temporal sequence
Although temporal sequence has no use in the report text, it is a word that is used to coordinate words inside a clause or to connect clauses. Temporal sequence examples include first, next, that, last, etc.

METHOD

This study employed qualitative research approach. Creswell (2012) define that qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. Meanwhile, Moser and Korstjens (2017) stated that qualitative research is a research method that aims to explore and provide more profound understanding of real-world issues. The purpose of qualitative research is to analyze certain study issues and problems by using in-depth descriptions from the viewpoint of research participants (Aspers & Corte,

2019). The researchers selected case study design to guide collection and analyses of data obtained from the study's participants.

Employing qualitative case study design, data for this study were gathered through classroom observations and interviews with two English teachers and focus group discussion with two groups of students at a vocational high school in Riau. In this study, the researchers conducted observations, interviews, and focus group discussions to gather the data needed to generate findings or answers to its research questions. First, the researchers observed the implementation of student-centered learning to facilitate students' comprehension of English report text in the classrooms to gather data about the situation, learning processes, behavior, and individual activities. Second, the researcher interviewed the English teacher. Finally, the researcher conducted focus group discussion with students from the tenth grade of a vocational high school in Riau about the implementation of student-centered learning in improving their reading comprehension of report text. The data in this study were analyzed in accordance with principles of thematic analysis (see Braun & Clarke, 2022).

RESULTS AND DISCUSSION

Results

This section presents findings that emerged from analyses of data in this study. It consists of presentation of findings based on the research question of this study. Thus, this section presents findings on the implementation of student-centered learning in facilitating students to develop their reading comprehension of English report texts. The second part of the section presents a discussion of the findings on the implementation of student-centered learning in facilitating students to develop their reading comprehension of English report texts.

The results of data analysis in this study show that the implementation of student-centered learning in facilitating students to develop their reading comprehension of English report text in this study is characterized as:

1. communicative implementation of student-centered learning;
2. Relevant implementation of student-centered learning to school's educational objectives; and
3. flexible implementation of student-centered learning

Each of these findings about how student-centered learning was implemented to facilitate students to develop their reading comprehension of English report texts is presented below with data from observations, interviews, and focus group discussions.

Communicative implementation of student-centered learning

Implementation of student-centered learning in this study was found to be *communicative* in nature. This finding is supported by results of data analyses

which show implementation of student-centered learning in the study as (1) *innovative* and (2) *collaborative*. Each feature of this communicative implementation of student-centered learning is presented below supported with relevant account that emerged from analyses of data for this study.

Firstly, indication of the *innovative* aspect of the communicative nature of the implementation of student-centered learning was found from analyses of data from classroom observation and interview with the English teachers. The data show that, to improve students' reading comprehension of English report text, various methods such as group discussion, games and technology were used. This innovative aspect of the communicative implementation of student-centered learning was described by one of the teachers interviewed in this study below:

If planning innovative learning to improve the understanding of reading students in the report text like the one I said before we should have ... have a pre-test in the beginning so we know the ability of the students first because each student must be different or maybe we picture it if in this class this way ... this way ... from there later we can design in the class ... [a] type of methods that then we see that if it succeeds.

(Interview with T1, May 20th, 2024)

This is further supported by data in from classroom observation which also indicate the innovative aspect in realizing a communicative implementation of student-centered learning. This is reflected below in the field note from classroom observation of student-centered learning implemented to facilitate students' comprehension of English report text:

After completing the planning and implementation phase of innovative teaching, then the teacher performs an evaluation to see how improved the understanding of their reading is by presenting the results of the group work then the other teacher or group gives feedback and analyses the results. Presentations include questions and answers to confirm and provide additional information ... In the process of learning and teaching, teachers plan and apply different methods and then evaluate the materials that have been taught. However, the time available is often insufficient to complete all planned activities. Therefore, teachers ask students to do some of their homework, so that students can complete all the necessary materials and tasks, even though the time constraints in the classroom become an obstacle. This approach also helps students learn independently and strengthens their understanding of the material that has been studied in the classroom.

(Classroom Observation 1, May 17th, 2024)

Secondly, indication of the *collaborative* aspect of the communicative implementation of student-centered learning was found from analyses of data

from classroom observation, interview with the English teachers, and focus group discussion with the students. As shown in the data obtained from interview with one of the English teachers below, discussion was used as a method to manifest the collaborative aspect characterizing the communicative implementation of student-centered learning in this study. The English teacher said:

With small discussion, they can discuss [with] the same friends so that [they] can understand more quickly, or maybe a friend is the one [that] first understands [and] he explained it to the same friends or others ...

(Interview with T1, May 20th, 2024)

This collaborative aspect is corroborated by data from classroom observation where another English teacher taught English report texts. It was observed in the classroom that:

T2 asked students to form discussion groups (each group consisting of three until four peoples) based on the easy and the less easy to understand lessons.

(Classroom observation 2, May 16th, 2024)

Similarly, as shown below, data analysed from two focus group discussions support the collaborative aspect of student-centered learning in this study.

Ma'am Dxxx, when we learned the report text, divided us into groups.

(Focus Group Discussion 1, May 17th, 2024)

T2 asks students to play a wordwall game using their respective HP via a link already shared through the WA group.

(Focus Group Discussion 2, May 2nd, 2024)

The innovative and collaborative aspects above indicate an emphasis on the efforts to create implementation of student-centered learning as a learning experience that is communicative in its nature for students in the school. This is in line with the nature of student-centered learning which promotes collaboration and innovation in language learning.

Relevant implementation of student-centered learning to the expected learning outcomes

Learning outcomes can be defined as the knowledge, skills, and understanding a student is expected to acquire as a result of the learning experience (Attard, 2010). The use of learning outcomes serves to help students manage their expectations both during and after their studies, enabling them to handle their studies better. By clearly articulating what is expected from students, learning outcomes provide a roadmap for their educational journey, allowing them to focus on achieving specific goals and benchmarks.

In this study, it was also found from analyses of interview and classroom observation data that the implementation of student-centered learning is relevant to the expected learning outcomes. This finding is manifested in the following three descriptions: (1) lesson planning that is in accordance with the expected learning outcomes, (2) classroom practice that is in accordance with the expected learning outcomes, and (3) learning evaluation that is in accordance with the expected learning outcomes.

The emergence of the first description as manifestation of this finding is supported by evidence generated from analyses of data from interviews with the English teachers. From interview with one of the English teachers, the following information emerged:

In planning [lessons] to implement student-centered learning to improve students' reading comprehension of report texts, we refer again to the expected learning outcomes as the guidelines.

(Interview with T2, May 16th, 2024)

After planning the lesson with reference to the expected learning outcome, teachers implemented learning activities required to achieve the learning outcomes, which in the case of this study, is to improve students' reading comprehension of English report texts. As presented below, from an interview with one the teachers, it was found that the classroom practice in implementing student-centered learning in this study is in accordance with the expected learning outcomes.

The application we bring back to the purpose of learning. We need to know first what achievements we want to in one matter. And we also raise issues that let the kid relate to his learning so we raise the issues that are closest. Then we ask them some kind of anthropological question to build their sense of targeting or there's a question mark in their minds why they should learn this.

(Interview with T2, May 16th, 2024)

Field note data from a classroom observation in this study further confirm the relevance of classroom practice in implementing student-centered learning and an expected learning outcome, which is to engage students in English in the process of developing their reading comprehension of English report texts. This relevance is reflected in the following classroom practices:

The teacher asked about the student's knowledge by asking the question "Have you ever read an information report texts before?" When initially asked this question, only a few students understood, and one student answered "Yes, I have ma'am" then the teacher again asked "Where did you get the news item from? Did you get it from TV, radio, newspaper or people around you? And the students started to answer a lot of different answers, some of

the students answered TV, and then the teacher started to straighten up all those answers.”

(Classroom observation, May 3rd, 2024)

Lastly, as a way for teachers to evaluate learning outcomes in improving students' reading comprehension of report texts, learning evaluation that is in accordance with the expected learning outcomes was conducted. This is supported by data from interviews with English teachers at the school. One of them said:

Evaluation is conducted to normatively assess students' attitudes and also to cognitively assess their learning. In final exams, we assess students' mastery of the theories, and for their final grades, it is combination of their test scores, their grades from their projects, their participation in class, and their attendance.

(Interview with Teacher 2, May 16th, 2025)

Flexible implementation of student-centered learning

Lastly, implementation of student-centered learning in this study was found to be *flexible* in nature. This finding is supported by results of data analyses which show flexible implementation of student-centered learning in the study in terms of (1) *planning*, (2) *classroom practice*, and (3) *evaluation*. Each point of view of the flexible nature in implementing student-centered learning in this study is presented below supported with relevant account that emerged from analyses of interview data for this study.

Firstly, the teachers emphasized the importance of shared beliefs in planning lessons for flexible implementation of student-centered learning. One the English teachers stated the following in an interview:

In planning this flexible curriculum, we must have a common perception or view, especially in the context of the Free Curriculum. Although this curriculum emphasizes freedom, coordination between teachers of the subject level remains necessary for our perception to be harmonized.

(Interview with T2, May 16th, 2024)

This is further supported by the other English teacher who said:

Yes, when we plan a flexible learning, for example, for teaching report text, we usually get together with other teachers. So, it's not personal but we mean it will be a common goal. So, together we test the perception of the same concept.”

(Interview with T1, May 20th, 2024)

Next, in term of classroom practice, flexible implementation of student-centered learning in this study was explained by one of the English teachers as follow:

Of course, strategies to improve student understanding in reading the report text should include several different approaches according to their individual characteristics. First, it is important for me to encourage the students for continuous learning and provide alternatives if the methods being used are ineffective. Furthermore, the module or the learning objective must remain in line with the competence to be achieved (KD), but the method of delivery must be adapted to the individual student's uniqueness. There are students who are quick to understand by memorizing, while there are those who prefer to learn through a project-based or motoric-based approach.

(Interview with T2, May 16th, 2024)

Finally, in term of evaluation, flexible implementation of student-centered learning in this study was describe by one of the English teachers as follow:

Therefore, assessment not only focuses on one aspect, but also takes into account the presence, activity, and attitude of students during the learning process.

(Interview with T2, May 16th, 2024)

This data indicate that the teacher was flexible in conducting evaluation in the process of implementing student-centered learning. She took different aspects of students' learning into account. Thus, the final result is a reflection of students' comprehensive learning experience, not only reflection of their test results.

Discussion

This section presents a discussion of findings from this study. As previously presented, implementation of student-centered learning in this study is described as (a) *communicative*, (b) *relevant to the expected learning outcomes*, and (c) *flexible* in facilitating students to develop their reading comprehension of English report texts. Each of these findings is discussed briefly below.

Communicative Implementation of Student-Centered Learning

The result of this study showed that English teachers at the vocational high school in Riau has implemented student-centered learning communicatively. The communicative nature is reflected in the innovative and collaborative nuances of how English teachers in this study implemented student-centered learning in their efforts to facilitate their students' improved reading comprehension of English report texts.

Firstly, this is in line with the proposition from Subramani and Iyappan (2018) who posit that innovative teaching refers to teachers' creativity and novelty which change the style and method of teaching. For example, before delivering the material, the teacher conducted an innovative planning by administering a pretest so she could know which method suits the students. Thus,

in the teaching and learning process, teachers can employ different methods, materials, approaches to meet each individual student's need, and therefore, centering the students in the learning process.

As for the collaborative nuance in the communicative implementation of student-centered learning in this study, it was manifested in students participating in learning processes in pairs, groups, or whole-class activities. Provided that good and sufficient planning is done, this approach situates students to interact and finally communicate to each other personally, as a group, or between groups, which, in essence, is a reflection what we call student-centered learning.

Relevant implementation of student-centered learning to the expected learning outcomes

It is important for a teacher to be familiar with the expected learning outcomes of the teaching and learning process that she/he is assigned to. Being familiar with the expected learning outcomes helps teachers to plan, implement, and evaluate a teaching learning process. Finding from this study shows the importance of relating planning, implementation, and evaluation of teaching and learning process to the expected learning outcomes in ensuring that student-centered learning can be realized for students' development in learning English as a foreign language. This is in line with recent and current literature in foreign language learning and teaching, which emphasizes the importance of learning outcomes, as promoted through OBE (Outcome Based Education) (see for example Merueña, 2023).

Flexible implementation of student-centered learning

Flexible implementation of student-centered learning allows teachers to create a more personal and relevant learning experience for each student, preparing them with the necessary skills (McGarry et al., 2015). Findings from this research on implementing flexible student-centered learning suggest that teachers need to look at students' abilities and interests, with the aim of choosing the most effective learning strategy that matches the characteristics of each student. This strategy includes a variety of methods that are adapted to individual needs and concerns, thus maximizing students' learning potential (Reber et al., 2018). In addition, flexible implementation of student-centered learning enables teachers to perform evaluations by looking at the final score, attendance, and student activity during the learning process. Through these evaluations, teachers can identify the extent to which the learning objectives have been achieved, evaluate the effectiveness of the strategy used, and make the necessary adjustments to improve the quality of learning in the future.

CONCLUSION

This study explored how English teachers at a vocational high school in Riau implemented student-centered learning, particularly in for the purpose of facilitating students to develop better reading comprehension of English report

texts. Qualitative analyses of the data gathered in this study have shown some attributes that need to be made available in order that student-centered learning can be implemented in ways that contribute to better learning experience and improved results for students. The findings from this study show that these attributes are that implementation of student-centered learning is supposed to be (1) *communicative*, (2) *relevant to the expected learning outcomes*, and (3) *flexible*. The findings also show that the communicative attribute of implementing student-centered learning in this study is manifested in its innovative and collaborative nature. The findings also show that the attributes of being relevant to the expected learning outcomes and flexible are crucial in lesson planning, classroom practice, and evaluation when implementing student-centered learning. In general, it can be concluded that English teachers in this study have been adequately successful in implementing student-centered learning to facilitate students in developing their reading comprehension of English report texts.

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