



Investigation of the Implementation of Student-Centered Learning in Training Digital-Based English Pronunciation in Islamic Boarding School

Yousef Bani Ahmad¹(✉), Mobit Mobit¹ and N. Fathurrohman²

¹ Department of English Education, Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, Karawang, Indonesia
yousef.baniahmad@fkip.unsika.ac.id

² Department of Islamic Education Management, Faculty of Islamic Religion, Universitas Singaperbangsa Karawang, Karawang, Indonesia

Abstract. This research aims to describe and analyze the application of the SCL (Student-Centered Learning) method in learning English pronunciation in the Islamic boarding school environment. A descriptive qualitative approach is used to describe in detail the experience, perception, and results of implementing SCL. The research participants consisted of teachers and students involved in learning English pronunciation at Islamic boarding schools. Data was collected through participant observation and in-depth interviews with teachers and students. Data analysis shows that the implementation of SCL in Islamic boarding schools emphasizes the active role of students in the process of learning English pronunciation. The teacher acts as a facilitator, while students are encouraged to actively participate in learning, strengthening their ability in pronunciation with drilling techniques. The results of this research illustrate that the SCL approach can help students with their English-speaking skills at Islamic boarding schools. This can be seen from motivation to learn, confidence in speaking, and the ability to communicate more fluently and clearly. This research concludes that the application of SCL in learning English pronunciation in Islamic boarding schools can be the right approach to helping students' language skills. The implications of this research can be the basis for developing learning strategies that are more focused on students in the context of Islamic boarding school education.

Keywords: Learning Approach; Pronunciation; Student Centered Learning.

1 Introduction

Islamic boarding schools have a long history of tending to emphasize teacher-centered teaching methods and learning that focuses on memorization. Shifting the approach to be more student-oriented in the learning process is a significant step and has the potential to pose significant challenges in this context.

Globalization has increased the demand for English proficiency, including good pronunciation skills. In an increasingly globally connected environment, a good understanding of English is crucial for Islamic boarding school students to participate in global dialogue and prepare them for a wide-open future.

There are several factors that make English important for communication in our current era. Firstly, for those who do not have English as their primary language, it is a second language. Second, English is a language known by many people and used as an international language. Given its popularity in everyday communication, academia, business, and entertainment, it's no wonder many say that it's important for non-native speakers to hurry up and learn English. However, the current data also shows that students still have errors in English pronunciation. Due to the potential for misinterpretation, pronunciation is crucial to learning a foreign language. Pronunciation was described by Pennington and Richards (1986) as the pattern of individual sounds, stresses, and intonations of the target language as spoken [1]. Speaking is taught in many English language training programs, although pronunciation is not emphasized. There is now more of a need to teach pronunciation because English instruction has shifted to focus on language functions and communicative abilities [2]. One of the most crucial aspects of learning a language is getting the pronunciation right, as this improves speech comprehensibility and intelligibility and helps one become as natural-sounding as possible [3].

English language learners can of course be taught using approaches or methods. An approach that can make students active is through student centered learning. The traditional teacher-centered education model has been improved by student-centered teaching [4]. According to Partanen (2020), student-centered teaching views students as designers and shifts the teacher's job from imparting knowledge to assisting students' learning, suggesting the importance of student involvement in the learning process. student-focusedIn recent decades (Phillips, 2000; Richardson, 2003), a variety of student-centered learning settings have been included into university curricula, which is indicative of the prevalence of social constructivism [5]. SCL is a learning strategy that places students as active and independent, where students are fully responsible for their learning, and are able to learn inside and outside the classroom independently. This is also in line with findings in the field where teachers use the Student Center Learning approach. Student learning model-centered learning is one effective learning technique that can support students' quality. The word "SCL" refers to a learning paradigm used in education and teaching where students engage in a variety of tasks including planning, learning, research, and evaluation of their own learning. Traditionally, learning occurs when a teacher serves as a source of knowledge, imparting knowledge and skills to students [6].

The aim of this research is to observe the application of student center learning carried out by teachers to train digital-based English pronunciation. Apart from that, researchers experience, process and results from implementing student center learning. In everyday life, students use two foreign languages, namely Arabic and English. foreign language skills (Arabic and English) for Islamic boarding schools are a must. Therefore, the title of this research is about Investigation of the Application of Student-

Centered Learning in Digital-Based English Pronunciation Training at Islamic Boarding Schools.

2 Methods

This research aims to understand the experiences, perceptions of implementing student center learning, and the impact of implementing student-based learning in English pronunciation training using digital technology in Islamic boarding schools. A qualitative approach was used to explore the depth and diversity of perspectives in this unique context. A case study approach will be used to enable in-depth observation of the application of this learning method. Islamic boarding school selection is carried out purposively to ensure representation from various backgrounds and approaches in implementing student-based learning. Interviews will be conducted with Islamic boarding school administrators, English teachers, and students who are directly involved in the learning process. This will help in deep understanding of their views, experiences, and outlook towards this learning method. Observations will be carried out directly in classes that implement student-based learning. Participatory observation allows researchers to directly understand the interactions between teachers and students as well as classroom dynamics. Data from interviews and observations will be analyzed thematically. This will involve coding and categorizing emerging findings to identify patterns, similarities, and differences in the perspectives and experiences expressed. To ensure the validity of the data, triangulation techniques will be used by comparing findings from interviews with data from observations and relevant literature. The results of this research are expected to provide an in-depth understanding of the challenges and implications of implementing student-based learning in digital-based English pronunciation training in Islamic boarding schools. This will provide valuable insights for the development of more adaptive and inclusive educational approaches in the Islamic boarding school context.

3 Results and Discussion

3.1 Students' experiences of learning with a student center learning approach

English pronunciation learning integrated with a Student-Centered Learning (SCL) approach in a digital-based environment has become an interesting research focus to increase the effectiveness of language learning. This research aims to explore the results of implementing SCL in learning English pronunciation which relies on digital platforms as the main media. The SCL learning method places students as active subjects in the learning process. When combined with digital technology, this approach provides learning reach to access materials, exercises, and learning interactions from a variety of sources and platforms. Giving practice pronouncing words on their own. Numerous

websites and applications are available to help students practice independent pronunciation, and some tools that are made for other purposes can also be modified to help with pronunciation [7].

This research involves the participation of students of various ability levels in a digital-based English pronunciation learning environment. Using questionnaires, interviews, and observational analysis, data was collected to evaluate how students learn with the SCL approach in a digital context. The research results show that the integration of SCL with digital platforms provides a more adaptive and personalized learning experience for students. Students can choose the material that best suits their needs and use a variety of resources, such as video tutorials, voice recordings, games, and special applications to improve their pronunciation skills. In addition, the interaction between students and instructors through digital platforms creates opportunities for more responsive feedback. Teachers can provide direct advice, recommend specific exercises, or provide direct evaluation of students' pronunciation progress. Flexibility of time and place in digital-based learning is also an important point. Students can access materials and practice whenever they have free time, removing time and distance barriers in the learning process.

However, the research findings also highlight several challenges in implementing digital-based English pronunciation learning with the SCL approach. Technology accessibility challenges, gaps in device availability, and unstable internet connectivity are the main obstacles. Apart from that, students' lack of readiness in using technology for learning is also a concern that needs to be addressed. In conclusion, the research results show that the SCL approach in learning English pronunciation which is integrated with digital platforms provides significant benefits for students. Although technical challenges need to be overcome, the potential for improving students' English pronunciation through this approach is enormous. In a SCL setting, the individual or student is in charge of choosing their own learning objectives, monitoring their progress toward achieving them by making any required adjustments or adaptations, and concluding that the objectives have been met in a satisfactory manner [6].

3.2 Perception of the results of implementing student center learning

Learning English pronunciation in Islamic boarding schools has become an interesting research focus in efforts to improve the quality of education in these environments. One approach introduced in this context is Student-Centered Learning (SCL), a learning approach that places students at the center of learning.

The research results show that the majority of students consider SCL to provide a more interesting and effective learning experience. They feel an increase in learning motivation and are more confident in speaking English. According to Collins and O'Brien (2003), when student-centered instruction is properly implemented, it strengthens understanding, encourages learning, and makes it easier for knowledge to be retained [8].

Students also highlighted the importance of direct interaction with teachers and their active role in the learning process. Apart from that, these findings also highlight several challenges in implementing SCL in Islamic boarding schools. Some students

stated that the transition from conventional learning methods to SCL required time adjustments. In addition, some of them feel that there is a need for more resources or teaching materials that support this learning method. Students' positive perceptions of SCL in learning English pronunciation in Islamic boarding schools show that this approach has great potential to improve the quality of education in this environment.

However, ongoing adjustments and provision of adequate resources may be necessary to support more effective implementation of these methods. As preliminary research, these findings provide a strong basis for further deepening the influence of SCL on students' progress in English pronunciation. Recommendations are given to Islamic boarding schools to continue to improve teacher training in implementing SCL and to develop resources that support this learning method.

When using the SCL model, educators must assist students in setting goals, support them in self-assessing their learning outcomes, assist them in collaborating in groups, and ensure that they are aware of and able to utilize all available learning resources. In contrast to what educators do, SCL places an emphasis on students as learners and what they do to succeed in their studies [6]. The Student-Centered Learning (SCL) approach in learning English pronunciation integrated with digital platforms has become the subject of interesting debate in an effort to increase the motivation of language learning. SCL positions students as active subjects, allowing them to control their own learning process. However, as with every learning approach, there are advantages and disadvantages to consider. The SCL approach encourages student independence. In a digital-based learning environment, students can access a variety of resources, choose material that suits their needs, and learn according to their own rhythm. A learning program for mobile devices, and they assert that the users exhibited optimistic attitudes [9]. Integration with digital technology allows students to choose the learning method that suits them best, from video tutorials, pronunciation applications, to direct interaction with instructors. Students have Time and Place Flexibility. Digital-based learning provides flexibility for students to learn anytime and anywhere. Through digital platforms, students can receive direct feedback from their instructors. This allows them to track their progress in detail and get more personalized guidance in improving their pronunciation.

The downside is that access to stable technology and adequate devices is the main obstacle. Not all students have equal access to the devices and internet connections needed for digital-based learning. Not all students are used to or ready to use technology for learning purposes. Some may have difficulty navigating digital platforms or lack the necessary technology skills. In addition, excessive reliance on technology can eliminate direct interaction and social experiences in learning. This can affect students' ability to adapt in real-world communication situations.

In the context of digital-based English pronunciation learning with the SCL approach, the advantage lies in giving students control over their learning process. However, technical challenges such as technology accessibility and student readiness are still obstacles that need to be overcome. With proper management, the benefits of this approach can be maximized while noting and addressing its drawbacks.

4 Conclusion

Implementing the Student-Centered Learning (SCL) Approach in Digital-Based English Pronunciation Learning has a number of significant impacts. First, Increased Student Involvement. SCL gives students control over their learning process. In a digital environment, students can be more actively involved in selecting resources, determining the pace of learning, and participating in the most interesting activities. This can increase students' intrinsic motivation to learn and practice English pronunciation. Secondly, flexibility in learning. Digital-based learning provides flexibility in time and place. Students can access the material at any time and from anywhere according to their convenience. This helps students who have busy schedules or may have difficulty attending regular classes. Third, a more personalized learning experience. In digital-based learning, students can access resources that suit their needs. They can choose the most relevant material or the most needed exercises to improve their pronunciation. This provides a more personalized and focused learning experience. Fourth, improve pronunciation through more responsive feedback. Fifth, development of independent skills. Students learn to manage their own time and take responsibility for their learning process. This helps develop independent skills that are important in learning English as well as in a digital environment. The application of SCL in digital-based English pronunciation learning provides an opportunity for students to have a more adaptive, personalized and interactive learning experience. With the right support, this method can have a significant impact in improving students' English pronunciation skills.

Acknowledgment. The authors would like to thank Singaperbangsa Karawang University for the financial support provided for this research through a funding program that has provided invaluable convenience. Contributions from the University have allowed us to explore ideas and investigate this topic in depth.

Reference

1. Mahdi, H.S. Using Multimedia-Assisted LINC'S for Learning English Pronunciation. *International Journal of Emerging Technologies in Learning* 2019, 14, 105–117, doi:10.3991/IJET.V14I09.10356.
2. Purwanto, A. Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices. *Scope: Journal of English Language Teaching* 2019, 3, 81, doi:10.30998/scope.v3i2.4129.
3. Tejedor-garcía, C.; Escudero-mancebo, D. Using Challenges to Enhance a Learning Game for Pronunciation Training of English as a Second Language. 2020, 8, doi:10.1109/ACCESS.2020.2988406.
4. Chen, C.H.; Tsai, C.C. In-Service Teachers' Conceptions of Mobile Technology-Integrated Instruction: Tendency towards Student-Centered Learning. *Computers and Education* 2021, 170, 104224, doi:10.1016/j.compedu.2021.104224.
5. Brouwer, J.; Jansen, E.; Severiens, S.; Meeuwisse, M. Interaction and Belongingness in Two Student-Centered Learning Environments. *International Journal of Educational Research* 2019, 97, 119–130, doi:10.1016/j.ijer.2019.07.006.

6. Tholibon, D.A.; Nujid, M.M.; Mokhtar, H.; Rahim, J.A.; Rashid, S.S.; Saadon, A.; Tholibon, D.; Salam, R. The Factors of Students' Involvement on Student-Centered Learning Method. *International Journal of Evaluation and Research in Education* 2022, 11, 1637–1646, doi:10.11591/ijere.v11i4.22314.
7. Yoshida, M.T. Choosing Technology Tools to Meet Pronunciation Teaching and Learning Goals. *Catesol Journal* 2018, 30, 195–212.
8. Serin, H. A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings. *International Journal of Social Sciences & Educational Studies* 2018, 5, 164–167, doi:10.23918/ijsses.v5i1p164.
9. Kacetl, J.; Klímová, B. Use of Smartphone Applications in English Language Learning—A Challenge for Foreign Language Education. *Education Sciences* 2019, 9, 1–9, doi:10.3390/educsci9030179.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

