

**TEACHER'S AND STUDENTS' PERCEPTION ON THE ROLE
OF PANEL DISCUSSION AS STUDENT-CENTERED LEARNING
METHOD TO ENHANCE STUDENTS' SPEAKING SKILLS**

THESIS



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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

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This thesis is submitted to meet one of the requirements to achieve
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2024

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Motto and Dedication

Motto

“Chase your dreams, but always know the road, that’ll lead you home again”

-Tim McGrow-

Dedication

I dedicate this thesis to:

1. My parents
2. My sister, Sania
3. My friends and best friend
4. My self

AUTHOR'S DECLARATION OF ORIGINALITY

I declare that this thesis titled 'Teacher's and Students' Perception on the Role of Panel Discussion as Student-Centered Learning Method to Enhance Students' Speaking Skills' is entirely my own work. All the ideas, concepts, and findings presented in this study are the result of my independent research and analysis. Any assistance I received in the preparation of this thesis, whether from academic or non-academic sources, is acknowledged in the text or through citation.

I confirm that this work has not been submitted for any other degree or examination at any other university. Where information has been derived from other sources, I confirm that it has been appropriately referenced and cited. I understand that any form of plagiarism, including the unacknowledged use of the work of others, can result in disciplinary action.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 10 February 2024



Fadlilatul Ula P.

ACKNOWLEDGEMENTS

First and foremost, the author would like to convey her gratitude to Almighty God, Allah SWT, for bestowing us marvelous and remarkable grace and allowing the writer to complete this thesis as a requirement for pursuing the Bachelor's degree.

The author is also genuinely thankful to the following people:

1. I express my deepest gratitude to my thesis advisor, Adityo, S.S., M.A., for his unwavering support, guidance, and valuable insights throughout the research writing process.
2. I sincerely thank the teacher and students who participated in this study, without whom this research would not have been possible. Their willingness to share their experiences and perceptions on the role of panel discussion as a student-centered learning method has enriched the depth of this research.
3. I appreciate my colleagues and best friend especially to Noor Lathifa Dewi; thank you for the shared laughter, late-night discussions, and genuine camaraderie that made this learning journey memorable. You have been a loyal friend from the beginning of college until now. Thank you for always being helpful and consistently being by my side. I appreciate you being a good friend in every situation.
4. I express my heartfelt gratitude for my family, to my beloved father and mother, Dwi Yanto S.Pd., and Mu'ah, and also my lovely sister Farah Isania Pristyaningrum three people who was very instrumental in the author's life.

Thank you for your prayers, love, trust, and all forms that have been given to the author. Thank you for your support in all choices and decisions taken by author and tirelessly listened to the author's. This thesis stands as a testament to more than just academic achievements; it reflects the moral and financial support you have graciously provided throughout my educational journey. Your encouragement has been my guiding light, and your sacrifices have paved the way for my success. May Allah SWT give blessings to the world and places the best in the afterlife, because you have become the best parental figures for author.

5. Lastly, I extend heartfelt gratitude to myself for the unwavering dedication, perseverance, and personal growth demonstrated throughout the completion of this thesis. This journey has deepened my understanding of this research, fostered resilience, and honed valuable skills. I acknowledge the late nights, moments of self-doubt overcome, and the continuous effort invested. This accomplishment is a testament to my commitment to learning and personal development.

This research would not have been possible without the collective contribution of all the parties mentioned above. I am deeply grateful to them for their support in completing this thesis.

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ABSTRACT

Speaking has become a crucial skill in today’s world. The ability to express thoughts clearly and persuasively is essential for academic success, personal and professional growth. Despite its significance, speaking remains a challenging skill for many students. This study aimed to explore perceptions for both teacher and students regarding the role of panel discussion as a student-centered learning method to enhance students’ speaking skills. Qualitative method was used in this study with one teacher who have taught Speaking for Academic Purposes B and six students who have taken Speaking for Academic Purposes B in 5th semester. To collect the data, researcher used retrospective interview conducted in semi-structured interviews. Based on the results, it was found that there were positive and negative perceptions. The positive impacts of panel discussion were evident, with teacher emphasizing the essential nature of speaking skills and providing students with opportunities to engage in class actively. Students reported practical learning experiences, critical thinking, spontaneously speaking, active listening and contributing to effective communication. Panel discussion also increased student confidence. Cooperative learning through panel discussions was identified as a facilitator for exchanging ideas among students, fostering two-way communication and practical application of student-centered. Students also explained their improvement in speaking abilities, which included vocabulary, fluency, and grammatical accuracy. However, teacher and students highlighted the negative perceptions, lack of vocabulary, leading to pauses, anxiety, nervousness, fear of making mistakes, and difficulty answering unexpected questions. Overall, students and teacher displayed positive perceptions toward panel discussion as an effective method to improve students’ speaking skills in an English language learning context. The study provided insights for educators to optimize the benefits of panel discussion while addressing challenges to promote effective oral communication development.

Keywords: *Panel Discussion, Perception, SCL, Speaking*

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