

ABSTRACT

Nadya Ulfah. 2017. "Teacher's Belief of Learner-Centered Teaching in Esp Classroom At Informatic Engineering Student" (A Case Study at the Second Semester of Informatic Engineering Students of Science and Technology Faculty State Islamic University Sunan Gunung Djati Bandung).

The study seeks to learn more about the skills and benefits that teachers associate with the learner-centred teaching for informatic engineering students. The focus of this research is how teachers understand LCT and observe how the teacher implement it in the classroom.

The objectives of this research is to know; (1) the teacher's belief of LCT and how they implement it in ESP class (2) to explore why those teacher choose this approach and which skills they think are necessary in ESP Classroom. It was carried out in two phases. In the first phase the writer looked into teachers' belief of LCT based on her understanding and teaching practice and in the second phase the writer observed the roles of ESP teacher.

The research was conducted in State Islamic University of Sunan Gunung Djati Bandung at Informatic Engineering of Science and Techonology Faculty. The research focus on English teacher. The research is qualitative research, so it does not serve any statistical data. The researcher collects the data of the research from semi-structure interview and classroom observation.

The findings of this research are; the researcher describes how the English teacher uses the learner-centred approach to teaching as it can be observed in the context of ESP Classroom in Informatic Engineering. It indicates that certain learner-centred strategies , certain skills and content knowledge are acquired from learner-centred teaching.

The main contribution of this paper is the acknowledgment of the kind of LCT that teacher can achieve by support and the potential of the teachers in transforming ESP classrooms with authentic and effective forms of LCT.

Keywords: Teacher's belief, LCT, ESP