

ABSTRAK

Absharini Kardena, 2013. Problematic Sides in Implementing Learner-Centered Instruction Paradigm in English Classroom: A Phenomenological Study at MAN Kota Solok. Tesis. Program Pasca Sarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui bagaimana guru dan siswa menjalankan peran mereka dalam penerapan LCI, masalah yang sering muncul dalam pelaksanaan LCI dan faktor penyebab masalah-masalah tersebut. Partisipan dalam penelitian ini adalah semua guru bahasa Inggris dan siswa di seluruh kelas di MAN Kota Solok. Hal ini didasarkan pada sistem *purposive sampling*.

Jenis penelitian yang digunakan adalah penelitian kualitatif dengan bentuk penelitian fenomenologi. Data penelitian dikumpulkan melalui observasi, catatan lapangan, dan wawancara. Observasi dilakukan di masing-masing kelas dan setelah itu dilakukan wawancara terhadap semua guru dan beberapa siswa dari masing-masing kelas. Data yang telah terkumpul dianalisis dengan menggunakan prosedur analisis penelitian fenomenologi yang diadaptasi dari teori Patton (1990). Data yang telah terkumpul dikelompokkan berdasarkan poin-poin utama penelitian dan selanjutnya diinterpretasikan untuk mendapatkan fakta yang sebenarnya.

Temuan penelitian menunjukkan bahwa 3 orang guru (60%) masih belum optimal menjalankan perannya dalam pelaksanaan LCI sedangkan 2 orang guru lainnya (20%) telah melakukan hampir semua peran guru dalam pelaksanaan LCI. Selain itu, siswa juga masih belum mencoba untuk menjalankan perannya sebagai seorang *negotiator*, *self-corrector*, dan *responsible person* dalam proses pembelajaran. Temuan juga menunjukkan bahwa masalah yang biasa dihadapi berkaitan dengan ketersediaan waktu, kurangnya kreatifitas guru, jumlah siswa dalam 1 kelas, sumber bahan ajar, ketidakmampuan guru menguasai materi, motivasi dan partisipasi siswa. Penyebab masalah tersebut adalah tugas lain yang diemban guru, kurangnya pelatihan yang diperoleh guru, ketidakmampuan guru dalam mengembangkan materi dan menggunakan internet, keputusan sekolah terkait jumlah siswa yang diterima tiap tahunnya, serta opini siswa yang menganggap bahwa sumber belajar hanya dari guru saja. Dari temuan penelitian dapat disimpulkan bahwa peran guru dan siswa sangat berpengaruh terhadap keberhasilan pelaksanaan LCI.

ABSTRACT

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This research was aimed to search out how do English teachers in this school run their roles in LCI, how do the students perform their roles in LCI, any difficulties in implementing LCI, and any causes for its difficulties while implementing LCI. The participants of this research were all the English teachers and the students in all classes in this class. The technique in choosing the participants was purposive sampling technique.

This research was a kind of qualitative approach in design on phenomenology research. The data was collected through observation, field notes and interview. Observation would be done before interview to the participants. The data collected would be analyzed by using such stages adapted from Patton (1990). The data that have been collected were divided into the main points of the research and the it was interpreted to get the real facts.

The findings of this study showed that there were 3 (60%) English teachers could not run their roles optimally in implementing LCI while 2 (20%) other teachers had run their roles in almost all indicators of teacher's roles in implementing LCI. It was also found that students in every class have not tried to be a negotiator, a responsible person of their learning process, and a self-corrector. The difficulties in implementing LCI relied on lack of the time, lack of teachers' creativity, teachers' ability in understanding the materials, materials resources, class size, students' motivation and students' responsibility in teaching and learning process. The causes of its difficulties were the other task or responsibility given to the teachers, lack of training, lack of ability in developing the materials, lack of teachers' ability in accessing the materials, school decision making, and students' opinion that was teachers as the only source of knowledge. It could be concluded that how the teachers and students run their roles would give a big influence to the successful implementation of LCI.