

**PROBLEMS FACED BY TEACHERS AND STUDENTS IN  
IMPLEMENTING LEARNER-CENTERED INSTRUCTION IN  
ENGLISH CLASSROOM AT SMA 1 PAYAKUMBUH**

**THESIS**



By

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*This thesis is submitted to fulfill one of requirements to obtain  
a degree in Master of Education*

**ENGLISH EDUCATION PROGRAM  
GRADUATE PROGRAM  
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## **ABSTRAK**

**Arini Kumala Sari, 2016. Masalah yang Dihadapi Guru dan Siswa dalam Penerapan Pembelajaran Berbasis Siswa Pada Kelas Bahasa Inggris di SMA 1 Payakumbuh. Tesis. Program Pascasarjana Universitas Negeri Padang.**

Tujuan dari penelitian ini adalah untuk menjelaskan masalah yang dihadapi guru dan siswa dalam penerapan pembelajaran berbasis siswa pada kelas bahasa inggris di SMA 1 Payakumbuh . Partisipan dalam penelitian ini adalah 5 guru bahasa inggris yang mengajar di kelas X dan XI dan 21 orang siswa.

Jenis penelitian yang digunakan adalah penelitian fenomenologi. Data penelitian ini dikumpulkan melalui observasi dan wawancara. Observasi dilakukan di dalam kelas untuk melihat bagaimana guru dan siswa menjalankan peranannya. Wawancara dilakukan untuk menemukan masalah yang dihadapi siswa dan guru dalam penerapan pembelajaran ini. Kemudian, data dianalisis dengan menggunakan pendekatan kualitatif. Data yang telah terkumpul dikelompokkan berdasarkan tujuan penelitian, selanjutnya dideskripsikan dan dianalisis untuk mendapatkan fakta yang sebenarnya.

Temuan penelitian menunjukkan bahwa guru sukses dalam menjalankan peranannya sebagai pengumpul informasi, pembuat keputusan, dan penasehat. Namun, guru harus meningkatkan peranannya sebagai motivator, fasilitator dalam grup dinamis, penyedia kesempatan untuk berkomunikasi dan pengguna bahasa otentik, promotor dalam perspektif multibudaya, dan praktisi dan peneliti. Selanjutnya, siswa hanya melakukan peranannya dengan baik sebagai interaktor. Secara umum, guru dan siswa tidak melakukan peranannya secara maksimal sehingga pembelajaran berbasis siswa tidak memberikan peningkatan yang cukup bagi pencapaian siswa. Selain itu, ada beberapa masalah yang dihadapi guru dalam pembelajaran ini seperti kurangnya waktu, kreativitas, sumber bahan ajar, jumlah siswa dan kemampuan guru yang berhubungan dengan bahan ajar. Masalah yang dihadapi siswa antara lain kurangnya rasa tanggungjawab terhadap kesuksesannya, dan kurangnya partisipasi dalam mempromosikan gaya belajar dan aktivitas yang mereka sukai. Masalah ini disebabkan oleh beberapa factor antara lain guru memiliki tanggungjawab dan tugas ekstra di sekolah seperti menjadi wakil kepala sekolah, guru tidak mampu untuk mengembangkan bahan ajarnya sendiri, guru kurang mengikuti pelatihan dalam pembelajaran ini, keputusan sekolah dan jumlah kelas yang dimiliki, dan kemampuan guru dalam mengakses internet, budaya dan persepsi siswa terhadap kesuksesannya.

## **ABSTRACT**

**Arini Kumala Sari, 2016. Problems Faced by Teachers and Students in Implementing Learner-Centered Instruction in English Classroom at SMA 1 Payakumbuh. Thesis. Graduate Program, State University of Padang.**

The purpose of this research is to describe problems faced by teachers and students in implementing learner centered instruction in English classroom at SMA 1 Payakumbuh. The participants of this research were 5 English teachers who teach grade X and XI and 21 students.

Type of this research was a phenomenology research. Data of the research were collected through observation and interview. Observations were conducted to see how the teachers and students run their roles in the class. Interviews were conducted to each teacher and students to find out some problems faced in implementing this instruction. Then, the data were analyzed by using a qualitative approach. The data were grouped based on the purpose of the research, then described and analyzed to obtain the actual facts.

The findings of this research showed that, the teachers have been categorized almost successful in terms of being an information gatherer, decision maker, and counselor. However, the teachers should improve their ability related to their roles as a motivator, facilitator of group dynamic , providers of opportunities for communicative and authentic language used, a promoter of multicultural perspective and as reflective practitioner and researcher. Then, students only performed their roles better as an interactor. Generally, both of the teachers and the students did not run their roles maximally so that the implementation of learner centered instruction could not give a significant improvement for students' achievement. Besides, there are some problems during the implementation of learner centered instruction such as lack of time having by the teachers, teachers' lack of creativity, material resources, class size and teachers' knowledge related to the material. Problems faced by students were lack responsibility for their success and less participation given by the students in promoting any learning style and activities that they like. The problems were caused by some factors such as extra responsibility and task that were given to the teacher, teachers who get little training of learner centered instruction, teachers who were not able to develop their own material, school decision and total number of classroom that school had, teachers' ability to access any websites in internet for getting additional material, and the culture and students perception to their success.



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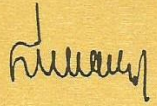
  
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Saya yang menyatakan



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Finally, this thesis is expected to give a significant and useful contribution for the development of English Education in Indonesia.

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Researcher

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of The Research Problem**

Teaching and learning theories in language teaching have been developed from time to time. The theories discuss how language should be taught to the students. It are related to teaching method, teaching techniques, the instructional materials, the model of instruction plan, the techniques for testing, and so on. The theories also cover how teacher and learner run their role. In other words, teacher and learner have important considerations to contribute to their roles in classroom to achieve the goal.

There have been several theories which are specified for teaching English as a foreign language or as a second language. Celce (2001: 5-8) states that there are eight well known approaches—Grammar-Translation, Direct, Audiolingualism, Oral-Situational, Cognitive, Affective-Humanistic, Comprehension Based, and Communicative—in language teaching. Besides, Brown (2007: 51:58) says that there are several approaches in Post-Method Era such as Task-Based Language Teaching, Learner-Centered Instruction, Cooperative Learning, Interactive Learning, Whole Language Education, Content-Based Instruction. In addition, most of the experts propose Learner-Centered Instruction for teaching English.

Learner Centered Instruction (LCI) is a crucial issue for years. It proposes a global shift from teacher-centered instruction that focusing on the learning outcomes. Learner-center instruction is presented to increase the importance of the instructional side of the classroom experience since the learners should have a great responsibility in deciding their styles in studying. It is supported by Wohlfarth (2008:67) who explains that learner centered instruction focuses more on students rather than teacher and on learning more than teaching. In other words, it refers to how the learners learn rather than how the teacher teaches. It is based on the premise that the learners would better understand, acquire, and retain knowledge when they are given opportunities to manipulate and to build on their own experiences. Therefore, student should have a great opportunity in acquiring English for giving a better result to their achievement.

Many teachers in Indonesia have tried to implement learner centered instruction in their classroom because the curriculum KTSP (Kompetensi Tingkat Satuan Pendidikan) and curriculum 2013 assign them to implement this instruction. The curriculum engage student with basic characteristics of learner-centered instruction such as using the language in typical situation, working in pairs, develop problem-solving skill, being active, and evaluating their own learning. In other words, this instruction has already been utilized by the English teacher in Indonesia for years.

One of the schools that have implemented this learner centered instruction is SMAN 1 Payakumbuh. This school has already used the instruction



since it was chosen as international school based system in Payakumbuh City. Then, the school continues to implement it in curriculum 2013 especially English for interest. It is proved by preliminary observation on November 16<sup>th</sup>, 2015. It showed that English teachers in this school have used learner centered instruction to teach English for interest. Teacher gave more chance for the students to participate actively in teaching and learning process while the teachers performed as a facilitator. The teachers had also promoted the students to take a greater control in the classroom while doing discussion.

Although it has been used for several years, the instruction still shows many kinds of wash-back. The result didn't show a great impact on students' ability in English. The data showed that only 20% of students were active and spoke fluently. Then, 30 % of students were active but did not speak fluently. It is also supported by preliminary data collected through interviews. The interviews were distributed for some students at the school. The interviews contained of relation to how the teachers and the students play their roles in implementing Learner Centered Instruction. The data from the interviews showed that English teacher tended to fail for encouraging student ability in English. In addition, 50 % of students were rarely active in classroom discussion.

Based on the data above, the researcher concludes that the implementation of learner centered instruction in SMAN 1 Payakumbuh is not successful. Therefore, those data describe a phenomenon that need to be investigated in relation to the implementation of Learner Centered Instruction at

SMAN 1 Payakumbuh. There was a need to investigate how this instruction is carried out in classes. It involved how the teachers implement it and how the learners perform their roles in class activity. Based on their performance in the classroom, the problems of the phenomenon could be found. This research was aimed at investigating the real problems that lead to the unsuccessful implementation of Learner Centered Instruction at SMAN 1 Payakumbuh.

## **B. Identification of the Research Problem**

From the background of the problem above, it showed that there are some problems in implementing learner centered instruction at SMAN 1 Payakumbuh. Based on researcher's preliminary research in SMAN 1 Payakumbuh showed that the English teachers have implemented the instruction by giving a greater chance for the students to participate in teaching and learning process. However, after the implementation of Learner Centered Instruction, students' ability in English did not increase significantly. It was proved by the data that there were only 20 % of students were active and spoke fluently when the teacher implemented this instruction. Therefore, the implementation of this instruction was categorized unsuccessful.

There are several indicators that describe how this instruction is still unsuccessfully applied by the teachers in this school. First, teachers could not encourage students to participate in a discussion. Second, students are not familiar with the topic being discussed. The last is related to the less frequency

shown by the students in using a question whenever they faced problems in teaching and learning process.

Those indications take an assumption that Learner Centered Instruction cannot implemented well in the English classroom. As a result, it did not give positive contributions to students' learning ability. Based on this condition, this research explored the problems faced by the teacher and students in implementing of learner centered instruction at SMA 1 Payakumbuh.

### **C. Focus of the Research**

The focus of the research is to investigate the implementation of Learner Centered Instruction. It was done by exploring how the teachers apply this instruction and how the students perform their roles in classroom. Besides, this research also focused on any factors that cause such problems in implementing this instruction in English classroom in SMA 1 Payakumbuh.

### **D. Research Questions**

Based on the formulation of the problem above, there were some questions that to be answered through this research.

1. How do the English teachers run their roles in implementing Learner Centered Instruction in classroom?
2. How do students in SMA 1 Payakumbuh perform their roles through Learner Centered Instruction in the classroom?

3. What are difficulties found in implementing Learner Centered Instruction?
4. What are the causes of any problems in implementing Learner Centered Instruction?

#### **E. Purposes of the Research**

This research was aimed to investigate problem faced in implementing of Learner Centered Instruction in SMA 1 Payakumbuh, the purposes of this research were:

1. To explain how the English teachers run their roles in implementing Learner Centered Instruction in classroom
2. To explain how students in SMA 1 Payakumbuh perform their roles through Learner Centered Instruction in the classroom
3. To explain some difficulties find in implementing Learner Centered Instruction
4. To explain some causes of problems in implementing Learner Centered Instruction

#### **F. Significance of the Research**

After conducting the research at SMA 1 Payakumbuh, it is hoped that the research findings gave contribution both theoretically and practically:



### 1. Theoretical contribution

It is hoped that the findings gave contribution for all English teachers who teach their students by using learner centered instruction. Teacher can be aware of several factors that affect their teaching process especially using learner centered instruction. In addition, it is hoped that the result enriched teachers' references about learner centered instruction.

### 2. Practical contribution

It is hoped that the findings solved teacher problem due to implementing of learner centered instruction.

## **G. Definition of Key Term**

In order to avoid misunderstanding in this thesis, the researcher defined the key terms in this research:

1. Learner Centered Instruction means an instructional in which student takes an active role in and responsibility for learning process. This learning model places the students in the center of the learning process.
2. Problem is a perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusion**

Based on the research question and findings in the previous chapter, conclusion, implication, and suggestions related to problem faced by teachers and students in implementing learner-centered instruction were concluded as follow:

##### **1. The Way English Teachers Run Their Roles in Implementing Learner Centered Instruction in English Classroom**

Learner centered instruction has been suggested to be applied by the practitioners since it promote a more positive atmosphere for the students to be more creative and to actively participate in teaching and learning process in the classroom. In addition, all the school members have their own responsibility to run their own roles.

Based on the data gotten, the teachers have been categorized almost successful in terms of being an information gatherer, decision maker, and counselor. However, the teachers should improve their ability belongs to their roles as a motivator, facilitator of group dynamic , providers of opportunities for communicative and authentic language used, a promoter of multicultural perspective and as reflective practitioner and researcher. Those roles were demanded to give a significant contribution to the implementation

of learner centered instruction. Besides, those roles were also influenced the students performance and their achievement in teaching and learning process.

## **2. The Way Students Run Their Roles in Implementing Learner Centered Instruction in English Classroom**

The way students run their roles in implementing learner centered instruction were also observed in order to know how they performed their roles as a negotiator, interactor, responsible person for their learning success, and self-corrector, and the one who responsible for their success. However, they only performed better as an interactor. They could be an active participant because they eager to practice actively in the classroom and got communicative practice. Those failures and success were also influenced by teachers' performances in playing their roles.

Some roles that could not be performed well by the teachers and the students gave impact to students' achievement. Both of the teachers and the students did not run their roles maximally so that the implementation of learner centered instruction could not give a significant improvement for students' achievement. In other words, the implementation of learner centered instruction will never give a positive and significant impact for students' performance in acquiring EFL as long as the students and the teachers do not optimize their effort in playing their own roles.

### **3. The Difficulties in Implementing Learner Centered Instruction**

There are some problems during the implementation of Learner Centered Instruction. The problems included lack of time having by the teachers, teachers' lack of creativity, material resources, class size and teachers' knowledge related to the material. Besides, there were also problems that were related to the students. They were students who lack responsibility for their success and less participation given by the students in promoting learning style and activities that they like.

### **4. The Causes of Difficulties in Implementing Learner Centered Instruction**

The problems or difficulties in implementing learner centered instruction were caused by some factors that can be sourced from the teachers, students, and also school officers. The factors that cause the problems in implementing learner centered instruction were extra responsibility and task that were given to the teacher, teachers who get little training of learner centered instruction, teachers who were not able to develop their own material, school decision and total number of classroom that school had, and teachers' ability to access any websites in internet for getting additional material. Besides, the culture and students perception that have been built since they were at elementary school influence the way they thought of who the one that should be responsible for their success.



All those research findings need to follow up in order to find solution of those problems. Besides, this research finding proved that the implementation of learner centered instruction in SMA 1 still had such problematic sides. In another words, the implementation of learner centered instruction in this school still need such improvement to achieve a better result of learner centered instruction.

## **B. Implication**

There are some implications that are needed by the EFL/ESL students related to the implementation learner centered instruction such as:

1. The successful implementation of learner centered instruction is influenced by internal and eksternal factors from the teachers. The internal factors include the teachers' performance in playing their roles while the external factors involve students' performance, school decision making and school facility. The teachers cannot work optimally if the external factor do not support the teachers to build a positive atmosphere for implementing learner-centered instruction successfully
2. The implementation of learner-centered instruction is closely related to curriculum that is used. This instruction demands a free and more egalitarian atmosphere for the students. In other words, through this instruction, the students get a greater control and responsibility for their learning success. Because of that, the curriculum should provide a space for the students.

Furthermore, the teachers can implement the curriculum in line with the concept of learner-centered instruction.

### **C. Suggestion**

Based on the research findings described in the previous chapter, the researcher suggests several suggestions are:

1. It is suggested that the English teachers should be more aware of all their roles in implementing learner centered instruction
2. It is suggested that the school's decision making should consider the availability of classroom and total number of new students that are going to be accepted.
3. It is suggested that the researcher also invites the government to do more training of learner centered instruction for the English teachers. It aims to help thee teachers be more prepared in performing their roles in implementing learner centered instruction in the classroom
4. It is suggestedfor other researcher to continue this research in order to find out solution for the problems appreared during the implementation of learner centered instruction. Besides, this research could be one of the referential to do other researches that discuss about the implementation of learner centered instruction.

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