

**PROBLEMATIC SIDES IN IMPLEMENTING LEARNER-CENTERED
INSTRUCTION PARADIGM IN ENGLISH CLASSROOM:
A PHENOMENOLOGICAL STUDY
*AT MAN KOTA SOLOK***

THESIS



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*Submitted as a Partial Fulfillment of the Requirements to Obtain
a Degree of Master in Education*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2013**

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






Absharini Kardena, 2013. Problematic Sides in Implementing Learner-Centered Instruction Paradigm in English Classroom: A Phenomenological Study at MAN Kota Solok. Thesis. Graduate Program of State University of Padang.

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.

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Padang, 7 Februari 2013

Saya yang menyatakan

Absharini Kardenia

ACKNOWLEDGEMENT

The researcher would like to express her thank to Allah SWT who has given his blessing for the researcher in finishing her thesis entitle “Problematic Sides in Implementing Learner-Centered Instruction Paradigm in English Classroom: A Phenomenological Study at MAN Kota Solok”. This thesis could not be finished without any support, guidance and valuable advices from many people. Therefore, the researcher would like to express her deepest gratitude and appreciation for those people.

1. Prof. Dr. H. Mukhaiyar and Prof. Dr. Hj. Hermawati Syarif, M.Hum as her advisors who have given her advices, guidance, and encouragement in accomplishing this thesis.
2. Prof. Dr. Anas Yasin, M.A, Dra. Yenni Rozimela, Ph.D, and Prof. Dr. Syafruddin as her contributors who have given many valuable advices and suggestions for improving this final thesis.
3. The director of Graduate Program of State University of Padang and all staff who provided the supporting facilities as well.
4. All lecturers of English education section of State University of Padang who have taught her during her study.
5. The principal of MAN kota Solok who has given a chance for the researcher to conduct the research.
6. All the English teachers in MAN kota Solok who have cooperated so well during the research conducted.
7. All students in MAN kota Solok who have cooperated while this research was conducted.
8. Her beloved parents, Drs. H.Kardinal N, M.M and Hj. Makhdalena, S.Pd who always give love, support, and encouragement in her whole life.

9. Her beloved sisters, Silvia Kardena, S.Pd and Hidayati Kardena, as always support and love her in every moment.
10. Her beloved one, Wahyu Hardian, who always gives love, support and care for her in every moment.
11. Her best friends, Siti Muth^{iv}₁, Rika Amelia, Diana Riza, Okti Willymafidini, Yenni kurnia Fitri, and Andry Azhari, for every moment and togetherness that can give spirit for her in accomplishing this thesis.
12. All friends at Graduate Program of State University of Padang enrolled in 2011/2012 for their friendship and encouragement during her study.

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

Padang, February 2013

The Researcher

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CHAPTER I INTRODUCTION

A. Background of the Problem

In language teaching method, there have been a lot of theories that are specified for teaching English as a foreign language or as a second language. Those theories discuss how the language should be taught to the students. It is related to teaching method, teaching techniques, the instructional materials, the model of the instructional plan, the techniques for testing, and so on. Most of those theories include an important consideration of teacher's and students' role in the classroom. In other words, both of the teacher and the students have their roles that contribute to students' achievement in acquiring a foreign or second language. It had been discussed for years until most of the experts proposed that English can be better acquired by learners when it is taught through Learner-Centered Instruction (LCI) paradigm.

Learner-Centered Instruction paradigm is one of the popular issues for several decades. It has been argued since the learners should have a great responsibility in deciding their styles in studying, such as applying any creativity in the process of teaching and learning process. It is supported by Wohlfarth (2008: 67) who explains that Learner-Centered Instruction paradigm focuses more on students rather than teacher and on learning more than teaching. In other words, this paradigm points up 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. Because of that, it can be assumed that in teaching and learning process, the students should be given a wide control on their own learning in order to improve their ability in acquiring English as a foreign language. It is expected that offering a wide portion of students' control in teaching learning process can give a better result for their achievement.

Since this paradigm introduced in 1990s, many language educators have tried to implement it and showed many kinds of wash-back. In fact, English teachers in MAN kota Solok have started to implement this paradigm. It was proved by preliminary observation in which it showed that English teachers in this school have tried to give more chance for the students to participate actively in teaching and learning process while the teachers performed as a facilitator. The teachers have also promoted the students to take a greater control in the classroom. However, the result of its implementation did not give a significance impact on students' achievement. The data from students' score showed that there were only $\pm 30\%$ students who got satisfied score when the teachers implemented Learner-Centered Instruction paradigm. It indicated that there were some problems during the implementation of this paradigm.

Based on the preliminary data above, it could be assumed that the implementation of Learner-Centered Instruction paradigm in MAN Kota Solok still was not fully successful. It was supported by preliminary data that were collected through questionnaires. The questionnaires were distributed to the students in some classes in that school. The questionnaires were filled by the students in relation to how the teachers and the students played their roles in

implementing Learner-Centered Instruction paradigm. Besides, the preliminary data was also gotten through an informal observation in some classes.

The data from the questionnaires and observation showed that 60% the English teachers tended to fail for encouraging the students to be more active on a discussion. It was proved by the students' statement on the questionnaires. In addition, 65% students in every class rarely participated in a discussion, whether it was a group discussion or class discussion. Besides, the teacher also found a problem related to encourage the students in searching out any other materials that can support their learning materials. In this case, most of the students tended to be less initiative to find out any sources that can help them to understand the materials to get a deep understanding. This situation became worse since most of the students rarely asked any question when they faced any problem in learning the materials although the teacher offered a chance for them to do so.

Those evidences described a phenomenon that had to be investigated in relation to the problems in implementing Learner-Centered Instruction paradigm at MAN Kota Solok. There was a need to investigate how this paradigm was carried out in the classes. It involved how the teachers implemented it and how the learners performed their roles in class activity. Based on their performance in the classroom, the problems and the causes of this phenomenon could be analyzed. Because of that, this research aimed to investigate the real problems that caused the unsuccessful implementation of Learner-Centered Instruction paradigm in MAN Kota Solok.

B. Identification of the Problem

Based on the preliminary data found in MAN Kota Solok related to the realization of Learner-Centered Instruction, it was known that the English teachers in MAN kota Solok have implemented this paradigm by giving a greater chance for the students to participate in teaching and learning process. However, during the implementation of Learner-Centered Instruction paradigm, students' achievement did not improve significantly. It was proved by the data that there were only 30% students who got good mark when the teacher implemented this paradigm. Because of that, the implementation of this paradigm was categorized unsuccessful.

There were several indications that described how this paradigm was still unsuccessfully applied by the teachers in this school. One of the indications was some teachers in this school who could not encourage students to participate in a discussion. Besides, there was also a tendency that the students almost never initiated to find out any other materials that can support their learning process. The last indication of this unsuccessful implementation of Learner-Centered Instruction was related to the less frequent shown by the students in asking a question whenever they faced any problems in teaching learning process. It automatically built a passive atmosphere for students in their own learning progress.

Those indications built an assumption that Learner-Centered Instruction paradigm still cannot be implemented well in the English classroom at MAN Kota Solok. As a result, it did not give a positive contribution for students' learning

achievement. Based on this condition, this research was going to explore the problematic sides that influence the unsuccessful realization of this paradigm, specifically in MAN Kota Solok.

C. Focus of the Research

The focus of the research was to investigate the causes of the unsuccessful implementation of Learner-centered Instruction paradigm. It was done through exploring how the teachers applied this paradigm and how the students performed their roles in the classroom. Besides, this research also focused on any factors that cause such problems in implementing this paradigm in English classroom in MAN Kota Solok.

D. Research Questions

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

1. How do English teachers in MAN Kota Solok run their roles in implementing Learner-Centered Instruction paradigm in the classroom?
2. How do students in MAN Kota Solok perform their roles through Learner-Centered Instruction paradigm in the classroom?
3. What are difficulties find in implementing Learner-Centered Instruction in MAN Kota Solok?
4. What are the causes of any difficulties in implementing Learner-Centered Instruction paradigm in MAN Kota Solok?

E. Purpose of the Research

This research was aimed to investigate the problems that cause unsuccessful implementation Learner-Centered Instruction in MAN Kota Solok. In particular, the purposes of this research were:

1. to explain how English teachers in MAN Kota Solok run their roles in implementing Learner-Centered Instruction paradigm in the classroom.
2. to explain how the students in MAN Kota Solok perform their roles through Learner-Centered Instruction paradigm in the classroom.
3. to explain any difficulties find in implementing Learner-Centered Instruction in MAN Kota Solok.
4. to explain any causes of difficulties in implementing Learner-Centered Instruction in MAN Kota Solok.

F. Significance of the Research

There are two significances of the research. The first one is, theoretically, this research is expected to be one of the basic theories for further researches that related to Learner-Centered Instruction. Besides, this research also offers two practical significances. The first one is it can be beneficial for English teachers in MAN Kota Solok so that they are aware about the way to implement Learner-Centered Instruction paradigm. The result of the research will be reported to the teachers in order to give an input about Learner-Centered Instruction paradigm. The second one is for the researcher herself in order to get deeper understanding about the Learner-Centered Instruction paradigm and the information about some

factors that should be solved related to the problems in implementing this paradigm.

G. Definition of Key Term

1. Learner-Centered Instruction: an instructional paradigm in which students take an active role in and responsibility for the learning process. This learning model places the students (learners) in the center of the learning process.
2. Paradigm: a widely accepted belief, concept or perspective in educational setting.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Learner-Centered Instruction paradigm has been suggested to be applied by the practitioners since it promotes 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. Because of that, the teachers and the students are involved to perform their roles in a good way.

Based on the data gotten, the teachers have been categorized almost successful in terms of being an information gatherer, a decision maker, and a counselor. However, the teachers should improve their ability belongs to their roles as a motivator, a facilitator of group dynamic, a provider opportunities for communicative and authentic language use, a promoter of multicultural perspective, and as a reflective practitioner and researcher. Those roles were demanded to give a significant contribution to the implementation of LCI. Besides, those roles were also influenced the students' performance and their achievement in teaching and learning process.

In addition, the students were also observed in order to know how they performed their roles as a negotiator, an interactor, a responsible person for their learning success, and as a self-corrector. The students were classified fail to perform their roles as a negotiator, self-corrector, and the one who responsible for their success. However, they performed better as an interactor. They could be

an active participant because they were 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 LCI paradigm could not give a significant improvement for students' achievement. In other words, the implementation of LCI paradigm 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.

Besides, the data from this research also explain some problems during the implementation of LCI paradigm. The problems included lack of time having by the teachers to teach, teachers' lack of creativity, material resources, class size, and teachers' knowledge related to the materials. 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 any learning style and activities that they like.

Those problems above were caused by some factors that can be sourced from the teachers, students, and also school officers. The factors that caused the problems in implementing LCI were extra responsibility and task that were given to the teacher, teachers who get little training of LCI, teachers who were not able to develop their own materials, school decision and total number of classroom that the school had, and teacher's ability to access any websites in

internet for getting additional materials. 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 be followed up in order to find any solution for those problems. Besides, this research finding proved that the implementation of LCI in MAN kota Solok still had such problematic sides. In another words, the implementation of LCI in this school still needs such improvement to achieve a better result of LCI.

B. Implication

There are some implications related to the implementation of Learner-Centered Instruction paradigm in English classroom. They are:

1. There are two different concepts of knowing the theory of Learner-Centered Instruction paradigm and the effort to implement it. Knowing the theory about the implementation of this paradigm does not guarantee that the teachers can implement it in a good way. There are many factors that influence the successful of this paradigm. It involves a cooperation and coordination between the teachers and the students so that the aims of implementing this paradigm can be achieved.
2. The successful implementation of Learner-Centered Instruction paradigm is influenced by internal and external 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 factors do not support the teachers to build a positive atmosphere for implementing Learner-Centered Instruction paradigm successfully.

3. The implementation of Learner-Centered Instruction paradigm is closely related to curriculum that is used. This paradigm demands a freer and more egalitarian atmosphere for the students. In other words, through this paradigm, 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 paradigm.

C. Suggestion

Based on the research finding described in the previous chapter, the researcher suggests several points for the school community, especially in MAN kota Solok. The suggestions are:

1. The English teachers should be more aware of all their roles in implementing LCI.
2. School's decision making should consider the availability of classroom and total number of new students that are going to be accepted.
3. Through this research, the researcher also invites the government to do more training of LCI for the English teachers. It aims to help the

teachers be more prepared in performing their roles in implementing LCI in the classroom.

4. Based on the research finding gotten, the other researchers are suggested to continue this research in order to find out any solution for the problems appeared during the implementation of LCI. Besides, this research could also be one of the referential to do any other researches that discuss about the implementation of Learner-Centered Instruction paradigm.

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