Causes of Problem during Implementing Learner-Centered Instruction (LCI) Paradigm in EFL Classroom

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Abstract
This research was conducted because of the high level of challenges and problems faced by the English teachers and their students during implementing learner-centered instruction paradigm. This research aims at analyzing the causes of any difficulties faced by the English and the students when they impellemented LCI in their English class. The researcg was qualitative research by using observation and interview as the instruments of the research. The research involved English teacher s and the students in one of Islamic senior high school in Solok region. Based on analyzing the data, it was found that there have been several causes why the teachers and students got difficulties in implementing LCI in their class, such as the lack of training got by the English teachers, school regulation related to the capacity of students in one class and students' perception which was still highly depend on teachers in their learning process.

Keywords—*learner-centered instruction; causes.*

1. INTRODUCTION

Nowadays, one of the main concerns in teaching English, especially as a foreign language, is encouraging students to study independently. The independence of the students can be seen from their involvement in their learning activity activiyly. It could be through involving in decising the goals or aims of learning, the materials or media that they prefer to be used in their learning process, the technique and strategy that they like in learning English and kinds and procedure of evaluation that appropriate for them (Wattanakasiwich et al., 2021). Those elements should be decided and chosen by considering students' need, preferences and background (Kardena, 2017). The process of deciding those elements and implements all of them in learning process should encourage students' participation actively. It is what people commonly known as learner-centered instruction.

Learner-centered instruction could generally be defined as a process which enoucrage students to be the main core of classroom activity. The students are not just as passive students who receive all information and do everything asked by the tecahers without any active effort to involve in their own learning process(Khadka et al., 2022). Thus, it can simply be stated that in

learner-centered instruction, the students are the ones who play the main roles in classroom activity.

In fact, the teacher as the one who surely has power in the classroom does not automatically being passive since the students are the core role inn classroom activity. There have been many misconceptions that lead to misunderstanding that implementing learner-centered instruction gives a right for the teachers to only ask the students do the task and do not explain any lesson to the students at all (Emaliana, 2017). However, the teacher still has tasks and roles to guide, control, motivate and consult the students for any problems they mightly face during their learning process.

Misconceptions nor misunderstanding which occurred during the implementation of learner-centered instruction usually covered some areas on students' achievement after using learner-centeres instructions. Some debatable issues always appear related to this point which the arguments related to the low achievement of the students whenever they do learner-centered instruction paradigms which lead to the proof that learner-centered instructiongive better impact on students achievement rather than teacher-centered learning(Kassem, 2018)(Kaput, 2018). Besides, teacher's and students' readiness in impelementing learner-centered instruction paradigm is also one of the problems during its implementation (Daflizar & Petraki, 2022). Heredity habits in teaching and learning process in Indonesia for decades shows that the teachers are the central components in the classroom who have right and also responsibility as the ones who knows and control everything(Lidar et al., 2020). There has been a general assumption and belief that the teacher is the one who knows everything and should be the one who direct all activities in the classroom. This assumption and belief have been rooted deeply then they find it difficult to change that habit into new one, which is learner-centered instruction. It automatically influences their readiness, in terms of cognitive and psychology, to do a new process which is categorized new for them (Daflizar & Petraki, 2022). Moreover, the capacity of class size which is commonly in big size also being one of the problems in implementing this paradigm.

Build upon the problems arise during the implementation of learner-centered instruction, it is urgent to find out and analyze any obvious sources which cause the problems in impelementing learner-centered instruction. As mentioned previously, many previous researches have been conducted related to learner-centered instruction. However, the research which deals to analyze the causes of problems in implementing learner-centered instruction is still very limited. Thus, it is important to conduct a research in order to analyze deeply any factors that may contribute as root causes which raise any problems during the implementation of learner-centered instruction. Through analyzing the causes, it is expected that all parties which contributes in teaching and learning process in the classroom could give significant benefits and imporvmenet. Thus, the implementation of learner-centered instruction could be more effective and

success. Hence, this article aims at analyzing any factors which are the causes of problems during the implementation of learner-centered instruction.

2. RESEARCH METHODOLOGY

The research was conducted under qualitative approach by using phenomenology design. The research used 5 english teachers and 5 clasess of students at MAN Kota Solok, West Sumatera, Indonesia, as the informant of the research. The data were gathered through observation in these 5 classess who were taught by these 5 english teachers. The observation was conducted 5 times for each teachers and classes. The interview then conducted to the English teachers in order to confirm and strengthened the data related to the causes of problems in implementing learner-centered instruction. Observing the teachers and students while also interviewing the teachers was a step used to guarantee that the data were valid and haad been saturated. The data then analyzed by using theory of analyzing phenomenology study (Creswell, 2012).

3. RESULT AND DISCUSSION

In implementing Learner-Centered Instruction paradigm, the teachers faced such difficulties and problems. Each of the problems was caused by several factors. Because of that, it was important to search out the causes of those problems.

Based on the interview with the English teachers in MAN kota Solok, it was known that there were several factors that caused the problems in implementing Learner-Centered Instruction. The causes included teachers' training, the extra responsibility for some teachers, cultural factor, the decision making of the school, lack ability of the teachers in developing materials, and so on. Each of the causes is discussed in detail as follow.

The first factor that caused problem in implementing Learner-Centered Instruction was other responsibility given to some English teachers. Based on the interview done with two English teachers, they said that being a vice headmaster took most of their time that was usually used to prepare their lesson. As a result, they should be able to divide the time between teaching and running their role as a vice headmaster. One of their statements was stated on the transcription of the data interview 1.

Data Interview 1:

R: *Kendala yang biasa dihadapi apa saja, pak?*

T: *Nyaris tidak ada… tapi biasanya waktu ya rin…iko sajak apak jadi wakil ko taraso bana kalau… yo tatingga anak-anak ko dek urusan tugas kantua ko…ndak bisa apak optimal dikelas jadinyo. Tapi tu tetap harus diusahokan kan.*

Translation of data interview 1:

R: *What are the common problems that you face?*

T: *Almost nothing, but commonly, it about time. Since I've been a vice principle, I have so many roles and tasks. The effect is I can't optimize my teaching, but I still try to always maximize my effort in teaching.*

From the interview above, it could be known that the teacher was disturbing by the other responsibility offered to them. It affected their preparation in teaching that was also influenced by limited of the available time that the teacher had. In fact, this extra responsibility limited their time and their focus to teaching and learning process. As a result, the problems about lack of time existed during the implementation of learner-centered instruction.

The next cause of problems in implementing Learner-Centered Instruction was lack of training that was gotten by the teachers related to Learner-Centered Instruction paradigm. Based on the interview with the teachers, they stated that they were rarely invited or joined any training that discussed Learner-Centered Instruction. It is stated as the following transcription:

Data interview 2:

R: *Apa ibuk sering menghadiri seminar atau training tentang Learner-Centered Instruction?*

T: *Mmm…mmm… jarang ya…tentang Student-Centered Instruction kan? Ya jarang.*

Translation of data interview 2:

R: *Do you often join a seminar or training about Learner-Centered Instruction?*

T: *Mmm… mmm… seldom… about learner-centered instruction, right? Yeah, seldom.*

From the transcription above, it could be seen that the teachers rarely followed training of Learner-Centered Instruction paradigm. It affected to the way they implemented it. From the observation done, the teachers had a difficulty in encouraging students to be more active. They were also less creativity and innovation in teaching through Learner-Centered Instruction. It could be caused by lack of training that was gotten by the teachers. In other words, lack of training for the English teacher affected their performance in playing their role in implementing learner-centered instruction paradigm.

The next factor that caused difficulty in implementing Learner-Centered Instruction was related to teacher's ability in developing the materials or their lesson. The teachers who almost depended on the materials on the text book or worksheet bothered the implementation of Learner-Centered Instruction paradigm. In fact, the students' needs were not accomplished if the teachers only adopted or adapted the materials from text book and worksheet. The students needed learning materials that involved their real life. Because of that,

the lack of teachers' ability in developing their ideas to make their own materials became one of the factors that caused any problems in implementing Learner-Centered Instruction.

The next cause of the difficulty in implementing Learner-Centered Instruction was related to school's decision making and also the facility had by the school. This factor dealt with the problem of class size. In fact, the total number of students in one class were categorized as a big class since most of the classes consisted of more than 25 students. It happened because of the decision made by the school. It was in line with school facility in which this school only has 15 classes as the total number of the classroom. However, the total classes in this school right now were 17 classes. The two more classes were a laboratory room and meeting room that were used as classroom. This situation happened because the school decided to accept students more than the capacity of the available classroom. The effect was the total number of the students in one class was bigger than the ideal class. As a result, the teachers got difficulty to run the Learner-Centered Instruction paradigm since one class had lots of students. It was the fact why school decision making and the availability of the classroom became the factors that cause problems in implementing Learner-Centered Instruction paradigm.

The other cause of any difficulty in implementing Learner-Centered Instruction paradigm was teachers' ability to access the internet for getting more knowledge as a basic for teaching learning process. The fact from the field showed that 3 of 5 teachers did not know how to operate computer to access the internet. They knew that many websites in internet provided a lot of materials that could be adapted and developed as their teaching materials. However, they were not able to operate it so that they could not access the internet to get any materials and data. This data was gotten from the interview with the teachers as the transcription below:

Data interview 3:

R: *Biasanya materi yang diberikan kepada siswa diambil dari mana saja, buk?*

T: *Macam-macam. Ada dari buku yang diperpustakaan… dari LKS juga ada.*

R: *Ada sumber materi yang dari internet ga' buk?*

T: *Eh… (senyum)… ibuk ndak bisa pakai internet. Maklum lah Rini, urang lah gaek model ko ndak tau internet lai do.*

Translation of data interview 3:

R: *What are the sources of your materials?*

T: *Varied. It can be from library… and work-sheet also.*

R: *Do you also get it from internet?*

T: *Eh… (smile)… I can' search from the internet. You know, I'm an old woman so I don't know who to operate it.*

Based on the transcription above, it proved that some teachers were not able to use internet for accessing any additional materials. It impacted to the students' interest in learning process because most of the materials used by the teachers were only gotten from the textbook or even work sheet. It was also one of the sources why the teacher was not able to get an authentic material.

The last cause of problems in implementing LCI was related to the students who have been treated since they were at elementary school that the teacher played the important role in teaching and learning process. The students had a perception that the teacher was the only source of knowledge. It impacted to the students' responsibility for their own learning success. They more depended on the teachers rather than what it should be. It affected students' participation for promoting the learning activity or style that they liked in the classroom.

DISCUSSION

The first factor that contributed to the unsuccessful implementation of LCI was another responsibility given by the headmaster to the teacher. In this case, the teachers were trusted to be a vice headmaster. It automatically divided teacher's attention to teach. The teachers' time and teacher's attention were divided into teaching and also running the additional responsibility. Because of that, the teachers did not prepare and perform optimally for teaching and learning process. People could not take two tasks at the same time if both of the tasks involve a hard effort to accomplish (Islam et al., 2021) (Pertiwi, 2022). In education context, a teacher would be disturbed whenever they have to do more than just teaching. In other words, they would not only focus on teaching, but also to the other task, such as task of headmaster's vice. As a result, it affected their teaching performance and automatically also influenced students' achievement.

The other cause of problems in implementing LCI was teachers who did not have enough training about LCI. The teachers were not sufficiently prepared to implement this paradigm. They did not get enough technique or even strategy for encouraging and motivating students to be more active. The one that they did in order to optimize their performance was reading books that provided information about the implementation of Learner-Centered Instruction. Besides, they also did such discussion and sharing to discuss the implementation of this paradigm. However, training about the implementation of this paradigm was really crucial for the teachers. It is linear to the finding from a research done by Nonkukhetkhong (2006). He found that one of the causes of any unsuccessful implementation of LCI was less training gotten by the teachers. He explains that the implementation would never be successful as far as the teachers did not know how to involve their students to actively participate in the classroom activity(Nonkukhetkhong et al., 2006). In other words, the teachers were demanded to follow some training about Learner-Centered Instruction paradigm.

The next cause of problem in implementing LCI was teachers' lack ability in developing their own materials. There was a tendency of the teachers to use the materials that were provided on text book and work sheet only. Those materials could not give an authentic and real-life situation in every topic provided. In fact, theoretically, Rahayuningsih (2016) explains teachers construct their own knowledge on the basis of experience highlight the roles of school in teacher education program and opens the door to organizing teacher education according to the principle of learning through participation, in real, meaningful practices(Rahayuningsih, 2016). It refers to teachers' task to develop the materials by considering such factors. In a more detail explanation, she states that the factors could be the level of language course, language skills, motivation, proficiency, teachers, tests, and cultural differences.

School decision and total number of classrooms at school was also the causes of the problem in implementing LCI (An & Mindrila, 2020). It was related to the decision making that involved such considerations in deciding the ideal numbers of students that were going to be accepted for every academic year. The total numbers of new students in every academic year should be in a balance portion to the availability of classroom. However, the total numbers of students in MAN kota Solok were bigger than the availability of the classroom that can be used for teaching and learning activity. Because of that, the teachers got difficulty in controlling students' activity and students' progress since the classes that were bigger than the ideal class. The ideal class should be built on if the teachers want to develop an effective LCI(Tran, 2022). It was the reason why the decision making that related to this problem should be decided with a wiser consideration.

The other cause was related to teachers' ability in accessing the internet for searching any additional materials from the internet. The teachers were demanded to be able to access the internet because it could give more varied options of materials. They would be provided with options to adopt, adapt or even develop the materials that were provided on the internet. It aims to make the materials more communicative, more interactive and also to increase students' motivation and participation (Farajnezhad & Branch, 2022). There were many websites on the internet that were accessible for English teachers as a reference of new teaching technique, materials, and so on. However, some of the teachers were not able to access the internet. The effect was they only provided the materials for the learners that were gotten from text book and work sheet only. It means that the teacher should be more able in accessing the materials from many sources; one of them is through internet.

The last cause was related to students' perception in which the teacher was the central figure in teaching and learning process. This perception has been grown on for a long time. The students have been treated to have a concept that the teacher knew much better rather than the students (Lidar et al., 2020). A culture or worldview also dominates as a cause of the unsuccessful

implementation of LCI. When the student believes that the one who should take a greater control in teaching and learning class is the teacher, they would never try to be brief and take a control for their own learning. The effort to change this perception and culture would not be easy. It was the reason why the culture of students' perception gave a big influence to the successful of the implementation of LCI.

Generally, there were some causes of difficulties in implementing LCI that almost similar with many other researches conducted by different researchers in different areas. It includes the lack training of LCI gotten by the teachers, school's decision making about total number of students for one class, and also the culture or students' perception about teaching and learning process. However, there were also some new causes of problems in implementing LCI that were found in MAN kota Solok. They were such negative impact for the teachers when they got extra tasks or responsibility, teachers' lack ability in developing their own materials, and teacher's lack ability in accessing additional materials from other sources, such as internet.

4. CONCLUSION

Implementing learner-cnetered instruction paradigm in english classroom surely involves both teachers and students. Even though the learner-centered instruction led students to take more responsibility and actions during their lstudy, the teachers are still the ones who help and guide them in learning process. Thus, the problems appear in implementing learner-centered instruction paradigm, both from teachers' side or students' side, should be solved immediately in order to run this paradigm optimally.

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