

SKRIPSI



**ENGLISH TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION
OF CRITICAL PEDAGOGY IN MAN 2 KUDUS
IN ACADEMIC YEAR 2017/2018**

**By
INTAN NUR LATIFAH
201332081**

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

MURIA KUDUS UNIVERSITY

2018



TITLE

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OF CRITICAL PEDAGOGY IN MAN 2 KUDUS
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**Presented to University of Muria Kudus
In Partial Fulfillment of the Requirements of Completing
the Sarjana Program in English Education**

**By:
INTAN NUR LATIFAH
201332081**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2018**

MOTTO AND DEDICATION

MOTTO:

Let bygones be bygones.

DEDICATIONS:

This skripsi is dedicated to:

1. Her beloved parents who always give her support for everything that her do.
2. Her all best friends who always accompany her in every step.
3. All of her friends in English Education Department in 2013 academic year.



ADVISORS' APPROVAL OF SKRIPSI

This is to certify that the *Skripsi* of Intan Nur Latifah (201331081) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.


Kudus, 18 of January 2018

Advisor I



Fitri Budi Suryani, SS, M. Pd.
NIDN. 0615097701


Advisor II



Rusiana, S.Pd, M.Pd.
NIDN. 0611118301

Acknowledged by

Head of English Education Department



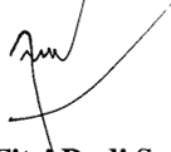
Nuraeningsih, S.Pd., M.Pd.
NIDN. 0612077901

EXAMINERS' APPROVAL


This is to certify that the Skripsi of Intan Nur Latifah (201332081) has been approved by the Examining Committee as a requirement for research.

Kudus, 2nd of March 2018


Skripsi Examining committee


Dr. Fitri Budi Suryani, S.S, M. Pd.
NIDN.0615097701

Chairperson,


Rusiana, S.Pd, M.Pd.
NIDN. 0611118301

Members,


Dr. Dra. Sri Surachmi W, M.Pd
NIDN. 0625016801

Members,


Drs, Suprihadi, M.Pd
NIDN. 0016065701

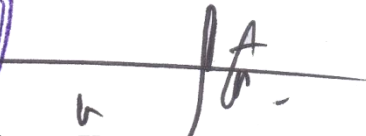
Members,

Acknowledged by

The Faculty of Teacher Training and Education

Dekan,




Dr. Slamet Utomo, M. Pd
NIP. 19621219 198703 1 015

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The writer expects that it will be useful for those especially who are in the field of education.

Kudus, 5 February 2018

The writer,

IntanNurLatifah



ABSTRACT

Latifah, IntanNur. 2018.*English Teachers' Perspective onthe Implementation of Critical Pedagogy in Man 2 Kudusin Academic Year 2017/2018*.Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Fitri Budi Suryani, Ss, M. Pd, (ii) Rusiana, S.Pd, M.Pd.

Critical pedagogy as one of education systems that is in line with the new 2013 curriculum in Indonesia. It forces the students as the center in learning process. Most of teachers have many problems in realizing that educational system just what has been commanded by the government through the 2013 curriculum.

The aim of this study was to know teachers' perspective of the practical usefulness of the theory of critical pedagogy. By using themes provided by Freire (1970) this study explores how problem posing, dialogue and critical consciousness were practiced by English teachers in teaching learning process.

The method of this study was qualitative study and used narrative interview guidelines as the instrument. There were 3 teachers that had been interviewed for getting the data. The participant was 3 English teachers of MAN 2 Kudus in academic year 2017/2018.

The result showed that the English teachers' perspective on the implementation of critical pedagogy is good and the dialogue concept of critical pedagogy can be implemented by all of the 3 teachers, while for another 2 concepts, problem posing and critical consciousness could only be implemented by 2 teachers.

From the result above, the researcher hopes it could be an additional knowledge for others teachers and they could be aware about the concept of critical pedagogy so they can do teaching learning process just as what has been commanded by the government through the new 2013 curriculum.

Key words: teachers' perspective, critical pedagogy, problem posing, dialogue, critical consciousness.

ABSTRAKSI

Latifah, Intan Nur. 2018. *English Teachers' Perspective on the Implementation of Critical Pedagogy in Man 2 Kudus in Academic Year 2017/2018*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Fitri Budi Suryani, SS, M.Pd., (ii) Rusiana, S.Pd, M.Pd.

Critical pedagogy sebagai salah satu system pendidikan yang pada dasarnya memiliki kesamaan dengan kurikulum 2013 yang ada di Indonesia. Critical pedagogy menekankan kepada murid sebagai pusat pada proses pembelajaran yang ada didalam kelas. Namun sebagian guru menemukan banyak permasalahan dalam merealisasikan system pendidikan yang telah di tetapkan oleh pemerintah Indonesia melalui kurikulum 2013.

Tujuan dari penelitian ini adalah untuk mengetahui perspektif/ pandangan guru pada praktek kegunaan dari teori critical pedagogy. Dengan menggunakan tema-tema yang telah ditetapkan oleh Freire (1970), penelitian ini menyelidiki bagaimana problem posing, dialogue dan critical consciousness dipraktekkan oleh guru-guru bahasa Inggris dalam proses pembelajaran didalam kelas.

Metode dari penelitian ini adalah qualitative dan menggunakan narrative interview guidelines sebagai instrument. Ada sebanyak 3 guru yang telah diwawancarai untuk mendapatkan data. Peserta penelitian dalam penelitian ini adalah 3 orang guru bahasa inggris yang mengajar di MAN 2 Kudus tahun ajaran 2017/2018.

Hasilnya menunjukkan bahwa guru memilikipandangan/perspektif yang baik terhadap penerapan konsep critical pedagogy dan konsep dialogue dari critical pedagogy dapat dilaksanakan oleh ketiga guru tersebut, sedangkan untuk 2 konsep lainnya, yaituproblem posing and critical consciousness hanya dapat dilaksanakan oleh 2 guru.

Dari hasil di atas, peneliti berharappenelitianini dapat menjadi tambahan pengetahuan bagi guru-guru lain dan mereka memilikikesadaran konsep critical pedagogy dapat melakukan proses belajar mengajar seperti yang telah diperintahkan oleh pemerintah melalui kurikulum 2013.

Kata kunci: teachers' perspective, critical pedagogy, problem posing, dialogue, critical consciousness.

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