



Teachers' Perceptions of Teacher-Centered Learning (TCL) in Learning English at Senior High Schools in Agam Regency

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Abstract

This research was conducted to determine teachers' perceptions of teacher-centered learning and their reasons for using it when learning English. The researcher used descriptive methods with questionnaires and interview instruments to get answers about perceptions and reasons. The sample used in this research to fill out the questionnaire was 20 teachers and interviewed three English teachers in Agam Regency. The researcher provided a questionnaire with 20 statements that teachers had to fill in by choosing answers between strongly agree, agree, disagree, and strongly disagree. After that, the researcher will also interview three teachers. The findings show that teachers have a positive view of teacher-centered learning. In particular, the positivity of the characteristics category statements with seven statements with an average of 3.13, the positivity of the benefits category statements with four statements with an average of 3.20, and the positivity of statements regarding implementation with six statements with an average of 3.13. Meanwhile, the interview results stated that teachers use teacher-centered learning because it makes it easier for them to control the class, focuses students, and facilitates them to convey material in detail. From the results of this research, it can be concluded that teachers still use teacher-centered learning because of the convenience and benefits they experience. Through this research, the findings can help English teachers to be more creative and change teaching techniques to student-centered learning because it is better for students in the 21st century.

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INTRODUCTION

Teaching and learning in education emphasize the symbiotic relationship between these two essential concepts. The dynamic nature of the education system, constantly evolving in tandem with global changes, necessitates the presence of

highly knowledgeable and reflective educators (Belvis et al., 2013). Rasyid (2015) stated that the role of teachers in guiding, inspiring, and transferring knowledge to students is crucial, particularly in the context of English language instruction. Classroom management is essential for teachers to control students and make learning effective, especially for teachers who teach English as a second language. Teacher intelligence can be seen in their ability to provide students with an understanding of languages other than their own. English teachers must create a more enjoyable learning atmosphere, which can be achieved using an appropriate learning approach. There are two kinds of learning approaches: teacher-centered learning and student-centered learning.

Parwati (2014) states that teacher-centered learning (TCL) is an instructional method grounded in the belief that teaching conveys knowledge and skills. In teacher-centered learning, the teacher has an essential role in the process and ensures to provide expertise and information to students when students act passively during the learning process (Ahmed et al., 2022). The teacher focuses on the textbook, which is used as a guide in the teaching and learning process. Ramdhani & Muhammadiyah (2014) described that teacher-centered has several characteristics: the teacher becomes the center of learning, students are placed as learning objects that are considered passive, as recipients of the information provided, and the primary goal of teaching is mastery of the material. This opposes student-centered learning (SCL), which encourages active student engagement in the learning journey (Harsono, 2008).

The evolution of learning approaches from teacher-centered learning to student-centered learning reflects the ongoing quest for more effective pedagogical methods. While the benefits of student-centered learning in fostering active and innovative students are acknowledged, the persistence of teacher-centered learning in specific educational settings, as revealed by the researcher's observations in SMA Negeri 1 Palembang and other schools, prompts a deeper investigation.

The limited visibility of student activity during the learning process suggests a lack of engagement and initiative on the part of the students. Their involvement in activities seems contingent upon explicit instructions from the teacher, indicating a passive learning environment. Furthermore, the suboptimal nature of question-and-answer activities underscores challenges in student participation, with reluctance to ask questions and a tendency towards silence in response to teacher queries.

From the explanation, the researcher considers it essential for teachers to play an important role in resolving students' problems and caring for student learning in the classroom. In order to increase student activity, the teacher must have an appropriate teaching strategy. Based on these assumptions, the researcher is interested in conducting descriptive research about teachers' perceptions of teacher-centered learning in English language learning in high schools in the Agam Regency.

This study aims to discover teachers' perceptions and reasons for using teacher-centered learning. This research question is: What are teachers' perceptions of teacher-centered learning in learning English? Moreover, What are teachers' reasons for using teacher-centered learning in learning English?

RESEARCH METHOD

A descriptive design is used for this study. This method was used because the research only focused on teachers' perceptions of teacher-centered learning. This study did not require specific treatment for the teaching or learning process because it sought to provide information on English teachers' perceptions and reasons for using teacher-centered learning. The sample for this research was 20 English teachers. The researcher gave questionnaires to 20 English teachers. The questionnaire contains 20 statements that teachers must answer by choosing between four: strongly agree, agree, disagree, and disagree. The researcher also conducted interviews with three English teachers. The interview used was semi-structured.

RESULT AND DISCUSSION

Research Finding

1. Teachers' Perceptions of Teacher-Centered Learning in Learning English

The questionnaire was administered to 20 teachers, and respondents provided their opinions by selecting from four options: strongly agree, agree, disagree, and strongly disagree. The questionnaire was divided into three indicators: characteristics (7 statements), benefits (4 statements), and implementation of teacher-centered learning (9 statements).

No	Indicators	%	Mean	Category
1	Characteristics of Teacher-Centered Learning	78.21 %	3.13	Positive
2	Benefits of Teacher-Centered Learning	80 %	3.20	Positive
3	Implementation of Teacher-Centered Learning	78.33 %	3.13	Positive

From the table above, these three aspects, namely, characteristic aspects, benefits aspects, and implementation aspects have positive perceptions. The highest score of teachers' perception is with a mean of 3.20, which means the teacher responded positively about using teacher-centered learning in learning English.

a. Teachers' Perceptions Based on the Characteristics of Teacher-Centered Learning

The first indicator, focusing on teacher-centered learning (TCL) characteristics, comprises seven statements categorized into three sub-indicators: the teacher as the sole source of learning, the teacher's complete control of learning, and the use of the lecture method (One Way). The data analysis reveals a generally positive perception among teachers regarding these characteristics.

In summary, the overall average score for the characteristics of the teacher-centered learning indicator was 3.13, falling within the positive classification. This suggests teachers favour teacher-centered learning as a suitable approach to English

language education. Most respondents strongly agreed or agreed with the statements related to this indicator, indicating a preference for TCL due to its alignment with student attitudes and its perceived effectiveness in facilitating the learning process.

b. Teachers' Perceptions Based on the Benefits of Using Teacher-Centered Learning

The second indicator of teacher-centered learning focuses on the benefits of this approach. The analysis includes four valid statements representing four sub-indicators: focus, planning and goals, class management, and teacher's expertise and confidence.

Overall, the average score for the benefits of teacher-centered learning was 3.20, falling within the positive range. This suggests that teachers generally perceive teacher-centered learning as beneficial for teachers and students in learning English. Most respondents either strongly agreed or agreed with the statements related to this indicator, indicating a positive acceptance of the advantages of teacher-centered learning. However, it is worth noting that a small percentage of teachers expressed disagreement, suggesting that not all teachers believe the impact of teacher-centered learning consistently eases the teaching process or significantly influences students in the classroom.

c. Teachers' Perceptions Based on the Implementation of Teacher-Centered Learning

The third indicator of teacher-centered learning focuses on its implementation, encompassing seven valid statements distributed across three sub-indicators: learning model, strategy, and method.

The average score for implementing teacher-centered learning was 3.10, falling within the positive range. This indicates that teachers generally have a positive perception of the implementation of teacher-centered learning. They actively employ teaching techniques and methods associated with teacher-centered learning, emphasizing the importance of students following established rules and being supervised by the teacher during the learning process. This suggests a belief among teachers that this approach contributes to practical and well-organized learning experiences for students in the classroom.

2. Teachers' Reasons for Using Teacher-Centered Learning in Learning English

The interview consisted of five questions designed to gather insights into the reasons behind the teachers' choice of teacher-centered learning. The responses from three teachers were then summarized to provide a comprehensive understanding of the factors influencing their decision to use this instructional approach.

a. To Make Students Focus on the Learning Process

Teachers highlighted that students in their schools tend to be less active and have difficulty concentrating if given too much freedom during study sessions. They see that teacher-centred learning is a more practical approach in this context. The teachers stated that students were more responsive and motivated when specifically

directed by the teacher. Difficulty in encouraging students' active participation and lack of motivation were critical factors in their decision to use teacher-centered learning. Overall, teachers saw that teacher-centered learning helped optimize student focus and motivation and maintain order in the classroom. This approach is considered a practical way to manage student behavior, increase engagement, and ensure effective communication from teacher to student. This can be seen from the statements of Teacher 1 who were interviewed.

“I use teacher-centered learning because at this school the students are less active. It could be said that they like to be quiet when studying and have to be told first before they want to look for learning materials. Because of this activity, I decided to use teacher centered learning because if I used student centered learning it would not run smoothly. I have tried but most students are still passive when studying”

From the results of interviews with English teachers, it can be concluded that the main reason they use teacher-centered learning is to maintain order in the classroom and increase student focus.

b. To Control and Organize the Teaching and Learning Process

This approach provides better control and organization, allowing teachers to determine the rules and learning activities according to their policies without student interference. Teachers consider that by using teacher-centered learning, they can explore the theoretical learning material. This approach is considered adequate when learning material requires more detailed explanations and focuses on theory, as in the case of grammar or reading. The answers from teacher 2 showed it.

“I use TCL when a topic has a lot of theory so I have to explain it to students.”

Teachers use teacher-centered learning because this can be adapted to the learning material.

c. To Explain the Lesson in Detail

Teacher-centered learning provides an effective platform for teachers to convey information directly to the entire class, making it easier for students to introduce learning topics. These teachers described variations in the implementation of teacher-centered learning, including lecture methods, assignments, group activities, and discussions. They see that direct communication with students through methods such as lectures helps them explain learning topics so that students understand them more easily. This can be seen from the statements of Teacher 3 who were interviewed.

“I use the lecture method because I have to convey learning material. I also modified other methods such as group assignments, practice with friends, making products, and discussions too. I just adapt to the material taught.”

From the interview, it can be concluded that the teachers used teacher-centered learning because this approach suited their chosen teaching method.

Discussion

The research delved into three indicators of teacher-centered learning in the context of English language education, revealing predominantly positive outcomes. The characteristic indicators demonstrated a positive teacher perception, aligning with Ahmed et al. (2022), who emphasized the essential role of teachers in providing expertise and information, mainly when students exhibit passivity during the learning process. The teacher's central role in the classroom, as highlighted by Ramdhani and Muhammadiyah (2014), was evident, emphasizing the teacher's leadership in shaping classroom interactions and maintaining order. The classroom atmosphere is expected to be calm, and the teacher always appoints students first to answer questions. Therefore, the learning style becomes rigid and inflexible. This is related to the study conducted by Brophy (2006) that found that using TCL resulted in teachers controlling student behavior.

Similarly, the benefits of teacher-centered learning garnered positive perceptions from teachers, facilitating smooth learning processes and allowing for practical evaluation of student understanding. This aligns with Lathan's (2021) assertion that teacher-centered learning enables the implementation of predetermined learning plans, ensuring optimal teaching outcomes. The study findings correlated with Sanjaya's (2011) research, emphasizing teachers' oral material delivery to facilitate student mastery. Based on the results of this research, teachers dictate learning material, read texts, translate texts, and students must be able to remember what they have learned to get high scores in exams.

Furthermore, the adaptability of teacher-centered learning to students' needs, particularly in addressing their lack of activity, reading interest, and motivation, resonates with Altun's (2023) categories of order and focus, control and organization, and direct communication. Despite teachers' efforts to occasionally incorporate student-centered learning, the study underscores a prevalent reliance on teacher-centered approaches in English classes.

The research also points out the challenges teachers face in fully adopting student-centered learning due to perceived readiness issues. In the 21st century, teachers are expected to be optimal in education so that students are more innovative, creative and independent. What teachers can do is change their teaching style to use student-centered learning. Student-centered learning includes students in planning, implementation, and assessments, and teachers must become comfortable with changing their leadership style from directive to consultative. Keiler's (2018) perspective on improving teacher quality and student abilities through student-centered learning aligns with the potential benefits of evolving teaching methodologies.

In essence, the findings highlight the persistence of teacher-centered learning in English education, acknowledging its advantages and limitations. The study suggests a need for teachers to adapt their teaching styles, gradually incorporating

more student-centered approaches to foster innovation, creativity, and independence in students.

CONCLUSION

The purpose of this research is to find out English teachers' perceptions of teacher-centered learning in learning English and the reasons why teachers use it. Based on the results, three aspects were rated positively collectively. In addition, because the highest teacher perception score is 3.20 (80%), it can be concluded that the teacher's perception of the use of teacher-centered learning in learning English is positive.

Teachers give a positive perception because in class, they are more active than students, and the way interactions in class are delivered is more often initiated by the teacher. Based on this, it can be concluded that teachers are not yet fully prepared to teach, so they cannot try other learning styles that are better for students. Teachers still use the old model to match it with students' attitudes. Teacher-centered learning is an ancient learning style that makes students inactive and uncreative. However, this cannot be allowed because students will have difficulty developing, and their abilities will not increase rapidly. In the 21st century, students' learning styles should be more innovative so that their abilities grow. Therefore, teachers have an essential role in determining teaching techniques appropriate to current developments and the needs of students at school.

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