TEACHERS' PERCEPTION TOWARD THE IMPLEMENTATION OF STUDENTS CENTERED METHOD IN COMPARISON TO TEACHERS CENTERED METHOD IN THE SECONDARY SCHOOL IN RIAU PROVINCE.

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ABSTARCT

The objective of the study was to know   the teachers perception toward   the implementation of Students Centered Method (SCM) in comparison to Teacher Centered Method(TCM) to the secondary school students   Riau province. The subject of the study was 28 the secondary school teachers of six regencies in Riau province.

The result of the study indicated that English teachers moderately to highly supported the implementation of SCM in teaching reading. They showed their greater agreement to SCM method than TCM in terms of conditional, conceptual , instructional, and students - learning perspectives. The comparison of teachers' perception toward the implementation of SCM were significantly greater than their perception toward TCM in teaching reading. For classroom assessment, grammar and vocabulary mastery, and content learning   for instructional perspectives dimension and   memorizing strategy and everyday reading habit   for students learning perspectives dimension, teachers showed positive perspective   to TCM than to   SCM but there was no significant differences on means value of both methods. Lastly,   there were no significant differences on teachers perception regarding their, ages, sex, education   except for those teaching experiences above 20 years but   with no significantly differed on mean value of both .

Keywords: perception, student centered method, teacher centered method

INTRODUCTION

Reading subject in EFL   class shows its beneficial role to students interest and motivation in Riau Province. Base on Competency- Based Curriculum, in teaching English, students are trained in the four language skills; listening, speaking, reading , and writing. Among these four language skill, reading is regarded as the most important skill for learners because it perceived as the key to access knowledge in science and technology. In doing so, SCM still runs in reading class in senior high school as a matter of fact.

Student Centered Method (SCM) is the teaching procedure that shifts the focus of activity from teacher to students. According to Felder (2012) active learning, cooperative learning, and inductive teaching and learning technique are

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parts of Student Centered Method. In *Active Learning* students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorming during class; *in cooperative learning* students work in team for problems and projects under conditions that assure both positive interdependence and individual accountability; *in inductive teaching* and learning, students are first presented with challenges (questions and problems) and learn the course material in the context of addressing the challenges while *Inductive learning* covers inquiry-based learning, case-base instruction, problem-base learning, project-based learning, discovery learning, and just-in-time teaching (Flender, 2012).

Regarding Bloom's Taxonomy (1956) and Gardner's theory of multiple intelligences (1983) , Students-Centered Method should be integrated to curriculum because it supports students motivation, promotes peer communication, reduces destructive behavior, builds students—centered relationships, promotes discovery/ active learning, and is responsible for one's own learning. SCM can be beneficial for students reading comprehension because it promotes various mode of diverse learning style. The implementation of this method is focused on students needs, abilities, interest, and learning style with teacher as the facilitator in which reading activities acknowledges students' voice as a central to the learning experience (www. Wikimedia.com 2012). In teaching reading comprehension, there are four learning models under SCM used by reading teachers; Active learning, Collaborative Learning, Cooperative Learning, and Problem-Based Learning.

Active learning is defined as any instructional method that engages students actively in the learning process. Bonwell, C.C., and J. A. Eison (1991) noted that active learning requires students to do meaningful learning activities and to think about what they are doing . The activities might include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. Active learning is often contrasted to the traditional lecture or TCM in which students passively receive information from the instructor. (Prince, 2004)

[5] *Collaborative learning is* all group-based instructional methods, including cooperative learning in which students work together in small groups toward a common goal (Prince, 2004). However, some teachers distinguish between collaborative and cooperative learning as having distinct historical developments and different philosophical roots. In interpretation, the core element of collaborative learning

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is emphasized more   on student interactions rather than on learning as a solitary activity(Bruffee, K. 1995: 12).

[5] *Cooperative learning is defined*   as a structured form of group work where students pursue common goals while being assessed individually (Lipsey, M.W., and Wilson, D.B.,   199: 1181–1209). Cooperative learning has five characteristics ; individual accountability, mutual interdependence, face- to-face   interaction, appropriate practice of interpersonal skills, and regular self-assessment of team functioning (Feden, P., and R. Vogel,2003 and Johnson, D., R., Johnson, and K. Smith, 1998). It   focuses more on cooperative incentives   than competition to promote learning. In understanding a text, students gain knowledge not only from the teacher but also through cooperation with each other in pairs or in the group.

Problem-based learning (PBL) is an instructional method in which   relevant problems are introduced at the beginning of the instruction cycle and used to provide the context and motivation for the learning that follows   (Prince H. 2004). PBL can be done in collaborative or cooperative models and involve significant amounts of self-directed learning.

Based on the observation to the school teachers in Riau Province, TCM is still implemented   in teaching   reading skill   (erni,2019). Most class time is spent by teacher's lecturing where students listen and work individually answering questions while cooperative working is discourage. Teaching reading is aimed at enabling students to pronounce sentence accurately, read loudly,   and identify   the grammatical rule of language then answer the comprehension questions of text.

There were some factors caused   TCM still implemented   in the teaching of reading by school teachers in Riau Province. The first factor is dealing with teacher misconception   about SCM. Teacher assumed that through   SCM   they gave up organizational and leadership responsibility completely. Teachers felt that interactive activities were waste of precious time (Alwasilah, 1997; Exley 2004; Mustafa, 2001). Teachers have to spend more time having activities in which students need to be discussing what they have read. This was seen as a very time consuming activity in which the teachers would rather fill the time with root learning drills of language aspects. In contrast, SCM stimulated learners to learn simultaneously in two ways ; inter-psychological (between learners) and intra-psychological (inside learners) (Cherry:2012), and socio-cultural theory believes that parents, peer, caregivers and the culture at large were responsible. (Vygotsky:1978).

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The second factor is dealing with large size of classroom in Riau province. The numbers of class in school were 35 to 40 students with small room volume. This big class inhibited the teachers to create conducive learning community (Zainil.2005). It also spent more time to rearrange the seat and cause   noisy. To emphasize, Stallings and Kaskowitz (1974, in Good and Brophy 1977) found that there was positive correlation between   student achievement and time spent with teacher in moderate size or large group. This condition made the teachers to teach reading in traditional ways or TCM.

The third factors deals with   classroom interaction and atmosphere. The classroom activities of reading were focused on students skills to find main idea, supporting detail, and to comprehend the text or conversation text. The expected students' competency is to be able to comprehend reading text.   Very limited discussion on why the writer uses/ utters such words, phrases or sentences to express certain idea. In his study, Soar (1973, Good and Brophy 1977) found that students working alone and independent of a teachers appears to have less than those who work in group. Moreover, they said that classroom activities must be created as interesting as possible to motivate students for higher reading achievement and teachers need to have in-depth knowledge of their subject area to make their teaching meaningful and interesting as well

The fourth   factor deals with   assessment procedures   obligated by the institution in which teacher should gain students score for   paper/ pencil   as the criterion for the success of students on specific subject course including National Examination even though   the ministry of education with his regulation No 047/U/2002, 4 April 2002 Chaper III/ 3 and No. 20 Tahun 2003 Chapter XVI/ 58 – 1 pointed out   that classroom assessment should be done in form of authentic assessment or continuous assessment to gain better classroom achievement. The type of Authentic assessment for English language learners are oral interview, story/ text telling, writing samples, projects, experiment/demonstration, constructed/respons items, teacher observations and portfolio(O'Malley and Pierce, 1995) to replace paper/pencil test .
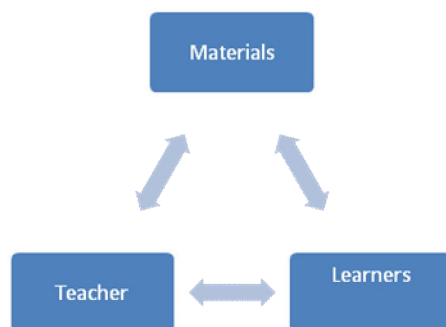
- The implementation of SCM versus TCM in of Riau

The implementation of TCM was not fully TCM because there were also activities for students to discuss and to present on their own idea or argumentation

about the text being read. The students not only memorized difficult words, understood grammar, references, punctuation, and answered questions provided by teacher, but also expressed their understanding or critical thinking to the material they read. By TCM , teachers determined all teaching contents and the student just organized the structure of teaching systematically and received of knowledge. This method would   ensure the mastery of   what is in the text through verbal communication and the teacher will work through the text by providing long series of questions which are associated with the explaining of the text and the teacher is the one who transfers material as figured out by Balitho (1990).

According to Carter and Long (1991) this TCM allowed to little opportunities for learners to formulate their own experience and knowledge about the text. Teachers position in TCM does not mean taking over responsibility for students' learning completely on how much the teacher structures or directs learning, but the students need to l have responsibility for working and expanding effort to comprehend new material.

In comparison, SCM as clarified by Vygotsky:1978 that SCM   involved   a careful coordination between the individual's capacities, abilities, and teacher tendencies and the learning environments in which new information and skill were presented to the community learning (www.wikipedia.com). To conclude, teachers are more like facilitators to clarify, to stimulate, and to promote students' mind and the learners are welcome to give their opinions and suggestions to develop their own responds in understanding the text. The diagram below shows a constant flow of learning, manifests a more independent relationship of the three important elements; material, teacher and students that flows in either way in SCM (Balitho. 1990)

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The following table shows two teaching (SCM and TCM). The role of teacher and students in different teaching method implemented in reading classes are grouped into three learning model ; Teacher Centered (Mass Learning) , Learner centered (Individual Learning) and Learner Centered (Group Learning) as seen in the table below:

Tabel 1. Three Models Of Teaching

Class of Methods	Role of Teachers	Role of Students
1. Teacher centered (Mass Instruction): Lecturers, tutorials, mass practical 2. Learner Centered (Individual Learning): Directed study of texts, open learning of materials, Mediated self-instruction. 3. Learner Centered (Group Learning): Class Discussion, seminars, group tutorials, games, and simulation,	1. Traditional Expository role: Takes full charge instruction process. 2. Progressive role: Facilitate learning and learning process. Attend to students when required 3. Progressive role: Take charge of group activity, Facilitator of learning experience (largely supportive role)	1. Largely passive: Totally depend on teacher 2. Largely responsible for own Learning, individual control of learning. 3. Largely responsible for own learning, strongly rely on each other's preparation and interaction.

Source: (Ellington, H and Shirley Earl. 1999)

Many reading methods have been tried to improve students reading comprehension achievement. The education practitioners needs teachers' preparation to provide reading skill instruction and many research has been done to reach better perceptions of teachers regarding the integration of reading instruction into national syllabus and the influence of these variables on their perceptions. Polkinghorne and Marcia (2010) had done descriptive design to

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determine the perceptions of teacher educators responsible for teaching the methods courses to teacher candidates. He found that over half (58.12%) responded to the mailed survey showed   most (99, 89.1%)   teacher educators agreed or strongly agreed that high school   teachers should integrate reading instruction in reading courses, 64 (58.7%) indicated they disagreed or strongly disagreed that business teachers should be held accountable for teaching reading in EFL class.   In conclusion,   the majority of teachers   had favorable perceptions towards the implementation of SCM and TCM in developing reading skills.

The objectives of this study were to investigate the teachers' perception on the condition, conception, instruction and students learning perspectives toward the implementation of SCM in comparison to TCM in teaching reading with the survey items written in matching pairs as the questionnaire instruments.

Descriptive statistics in form of frequency, percentage and mean scores were used in presenting and answering research questions:

1) How is teachers' condition   perspective regarding knowledge , preference , and frequency of use of the implementation SCM and TCM in Competency Based Curriculum.

2) How is teachers' conceptual perspective regarding knowledge , preference ,and frequency use of the implementation SCM and TCM   in   reading instruction.

3) How is teachers' classroom instruction perspectives of the implementation SCM and TCM.

4) How is teachers' learning dimension perspectives on classroom instruction using SCM and TCM.

METHODS

The subject of the study were selected from 18 school with   56 total population of ESL reading teacher in Riau Province. They were spread out in 6 Regencies in Riau ; Rohil, Rohul, Inhil. Inhu, Kampar, and Pelalawan. Cluster random sampling technique was done to select students sample (Gay,1987). The size sample of the study were 28 teachers from 12 secondary schools in Riau Province with 2 or 3 school teachers for each school.   This research was conducted from January 2012 to April 2012.

The instrument for this survey research was written questionnaires with pair items for SCM and TCM components that consisted of five sections of Questionnaires designed to gain data about:

1. personal information of the respondents.
2. condition perspective regarding knowledge, preference, and frequency use of the implementation of SCM and TCM in Competency-_Based Curriculum
3. conceptual perspective regarding knowledge , preference , and frequency use of the implementation SCM and TCM in reading instruction
4. teachers' perspectives on classroom instruction in SCM and TCM.
5. teachers' perspectives on students learning strategies in SCM and TCM.

The pilot study was done to get the validity and reliability of the instrument. The content for questionnaire were face validated by the judgment of expert in relevant field and the items content were related to research questions and objectives. During the pilot study, the respondents showed no difficulty in understanding and answering the questions. Dealing with the data for personel information, the extra information were given to validate the data gained. Modification were also made for the demographic respondents . On the part of education, there were minor correction such as teacher adding non degree education not to be placed in the box. The result of pilot study for the reliability index of teacher questionnaires on conceptual perspectives using The Cornbach Alpha Value was found that the correlation coefficient between items with scores from 0,2360 to 0,6126. The standardized Alpha item is 0,7636. The number of questionnaires were 16 items. The implication from the observed value indicated that all items used have a high and consistent Cronbach Alpha value. Meanwhile teacher questionnaires on Instructional perspective showed that the correlation coefficient between items with score from 0.3148 to 0,5172. The standardized Alpha item as 0,7148. The number of questionnaires were 22 items. The implication from the observed value indicated that all items used have a high and consistent Cronbach Alpha value . Continuously, questionnaires for teacher perception on students learning perspective showed that the correlation coefficient between items with score from 0,2524 to 0,5365 . The standardized Alpha item is 0,6334. The number of questionnaires were 22 items. The implication from the observed value indicated that all items are reliable.

The result of data collection were used to interpret level of mean scores. To do so, the researcher looked at the frequency, percentage and mean score directly from the 5 point Likert Scale. The researcher also look at the mean score and level category adopted from Rahaya and Salbiah (1996) as the following:.

Tabel 3. Interpretation of mean scores variables

1.0 - 1.80	Very low
1.81 – 2.60	Low
2.61 - 3.40	Moderate
3.41 - 4.20	High
4.21 - 5.0	Very high

The researcher coded all questionnaire item as follows: Strongly Agree (SA)= 5, , Agree (A) = 4, Undecided (U) = 3, Disagree (D)=2, Strongly Disagree (SD)=1. The negative items (for conceptual perspectives) were scaled as reverse as the following manner: 5=1, 4=2, 3=3, 2=4, 1=5. All negatives items were summed up to give overall positive scale.

RESULT AND DISCUSSION

a. Profile of teacher respondents.

Total respondents were 28 respondents. The research findings of this quantitative data on the analysis of questionnaire items were presented in the following :

Tabel 6. Profile of teacher respondents

Demography	N	Respondents	Frequency	%
Sex	28	Male	2	7,10
		Female	26	92,90
Degree Major	28	Graduate	6	21,43
		Undergraduate	22	78,57
Teaching Experience	28	1-5 years	8	28,57
		6-12 years	6	21,43
		11-15 years	6	21,43
		16-20 years	4	14,29
		➢ 20 years	4	14,29
Attended Course	28	Yes	17	60,71
		No	11	39,29

b. Descriptive Statistical Analysis – Teacher's Questionnaire

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1. Teachers' responses on condition perspective (regarding understanding, preference, and frequent use) to SCM compared with TCM as a powerful method for Competency-based curriculum (item 9-16,) showed that the mean score of SCM 3,87 was higher than those of TCM 3.62 except for item no 14. There was no significant difference on condition in Competency-based curriculum between these two methods . In short, there were no wide different of mean scores between SCM and TCM.

2. The teachers' responses on conceptual perspective (understanding, preference, and frequent use: item 1-8) of SCM were greatly in positive condition with all mean value 4,00 or high. Meanwhile the teacher group's responses to condition items (understanding, preference, and frequent use) for the TCM were high, moderately, and low rating with mean value 3,21. There was significantly larger values for the implementation SCM in teaching reading with critical T test significant was < .001. It showed that teachers' perception on condition dimension of SCM were significantly higher than those of TCM.

3. Teachers responses on instructional perspective, all mean score of SCM was higher than those of TCM . The mean scores of SCM was 4,12 whereas the mean score of TCM was 3.38 and both were in high to moderate level. In detail, the mean scores for instruction group items for developing reading skills (item no 1), interpreting text (item no 3), argumentation (item no 5), Contextual meaning (item no 7), drawing conclusion (item no 9) of SCM were significantly higher than those of TCM. The mean scores for items on achievement paper/pencil test (item no 11), grammar and vocabulary mastery (item no 13), content learning (item no 15) of SCM were lower than those of TCM. The range of the mean scores was 2.65 – 2.96 for SCM whereas for TCM 3.78 - 4.10 and both were in moderate to high level. Content learning (item no 18) and portfolio assessment (item no 22) SCM mean score was significantly higher than those of TCM (4.20 for SCM – 2.98 for TCM).

4. Teachers responses to students learning perspective ,the mean scores of SCM was higher than those of TCM it term of reading authentic text, questioning, students responsibility, social development, persuasion, classroom interaction, reading for pleasure. The mean values was in very high level > 4.20 while for TCM in low level < 260. It showed that teacher perception on students learning dimension

on SCM   significantly higher when compared with TCM except for   memorizing strategy and everyday reading habit, TCM was dominant.

CONCLUSION

In general, the positive perceptions showed by the English teachers toward the implementation of Student-Centered Method in teaching reading in high school in Riau Province. The comparison of   teachers' perception   toward the implementation of Student-Centered Method was significantly greater than their perception toward Teacher –Centered Method in teaching reading except for classroom assessment, grammar and vocabulary mastery and content learning for instructional perspectives and memorizing strategy and everyday reading habit for students learning perspectives with no significantly differences of both methods. In addition, there were no significant differences on teachers perception regarding their teaching experience, ages, sex, and educational background.

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