

CHAPTER 2

LITERATURE REVIEW

1.1 Teacher-Centered Approach

Teacher-centered approach is a term referred to an approach in which teachers play an important and main role in the learning process. Teachers act as information providers and evaluator who monitors students to achieve learning objectives, yet students are viewed as passive learners who solely receive information from the teacher. In the teaching of EFL, the main focus is getting the students to perform well on state-mandated tests rather than catering to students' needs (Zohrabi, et al., 2012). The teachers have less motivation for innovation in teaching. According to Acat and Dönmez (2009), in teacher-centered learning, teachers usually use particular textbooks, which are mostly grammar-oriented and to compare the language structures of native and target languages. In this situation, students tend to be more competitive and individualistic because they have less opportunity to think aloud or interact.

As teachers become the most dominant source of information, in teacher-centered learning, for example, all questions which are raised by students, if any, are answered directly by teachers without students' involvement. In designing the class activities, teachers control every single learning experience. Several advantages of having teacher-centered learning are it is suitable for large classes, it takes shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied, teachers can manage the students to speak more in

English because teachers can set the criteria when students want to communicate in the class, they should use English (Nagaraju, 2013). In this way of learning, the real important thing is to transfer the knowledge to the learners. Traditional teacher-centered pedagogy is generally known as a style in which the teacher assumes primary responsibility for the communication of knowledge to students.

Teacher-centered approach characteristics are:

1. Teachers are the only source of learning

When using teacher-centered as a teaching approach, the position of students is as objects, not subjects. Teacher will be the center of information and knowledge while the students will be listening and writing what their teacher explains. As it was stated by Murwani (2006), that students receive all the knowledge that the teacher gives because the teacher is a source of knowledge.

2. Teachers have full control in learning

Other than becomes the only source of knowledge for students, in this teaching approach, teacher becomes the only controller of classroom activities. Students are not directly involved in the learning process so the learning environment tend to be stiff and monotonous. However, students still have a chance to talk when their teacher gives questions or ask for their understanding. Estes (2004) confirmed, “Teacher-centered describes a learning process where the power resides with the teacher”. Participation in

the classroom remains at the minimum and most of class time is controlled and dominated by the teacher.

3. Using the lecture method in learning (One Way)

The teacher is perceived primarily as the disciplinary expert who imparts knowledge by lecturing. A familiar analogy is the teacher as an actor on a stage whose performance is the central means for communicating information to an audience of students. Transmission of knowledge is generally one-way, with little interaction between teacher and students. Ahmad and Aziz (2009) suggested that students do not participate unless called upon.

Plenty of TCL learning model modifications have been attempted, including combining lecturing with questions and answers and also assignments submission. Nevertheless, the results are still considered as being ‘not optimal’ (Kurd, 2009).

1.2 Student-Centered Approach

Student-centered approach becomes a pioneer in the development of learning approach. In this approach, students’ activities are important indicators in the learning process and quality of learning products (Zohrabi, et al., 2012). In the teaching and learning English, this approach links with flexible learning, experiential learning, and self-directed learning (Acat & Dönmez, 2009). Therefore, a student-centered classroom is a place where teachers consider the needs of the students, as a group and as individuals, and encourage them to

participate in the learning process all the time. The teachers' roles are more sort of facilitators than instructors. The students are active participants in the learning process and teachers help to guide the students, manage their activities, and direct their learning.

There are several activities in the learning process that bring many advantages in the learning process in English classes. In a student-centered class, students may work alone, in pairs, or in groups (Zohrabi, et al., 2012). When students are working alone, they can prepare ideas or make notes before class discussions, doing listening tasks, doing short written assignments, or doing grammar or vocabulary exercises. Students can work together in pairs or groups when they compare and discuss their answers, or read and react to one and another's written work and suggesting improvements. Students may work together in discussions or in role-plays, share ideas, opinions, and experiences. According to Nagaraju (2013), these activities bring some advantages to students such as when students are working together in English they talk more, share their ideas, learn from each other, feel more secure and less anxious, and use English in a meaningful way.

Jacobsen, Paul & Kauchack (2009) presented several characteristics of student-centered approach teaching, as below:

1. Students are at the center of the learning process; while teachers encourage them to take responsibility for their own learning. With this concept, it requires teachers to design their own learning activities and interact with another.

2. The teacher guides students' learning and intervenes only when necessary to prevent them from taking wrong paths or developing wrong conceptions. Here, the teacher makes students responsible for their own learning by assigning a task and intervene only when they are truly confused.

1.3 Perception

Perception is someone's thought about something that they learn, to measure how their attitude toward using something, whether they agree or disagree about the method or about something that they learn (Hong, 2003). It means that students and teachers have their own opinion about the teaching and learning process and how they react towards it. Adediwura (2007) in his academic journal, elaborates the theories of perception by taking some experts' explanation. First, they take the theories as postulated by Allport (1966) who defines perception as the way people judge or evaluate others. The second is Eggen theories (2001) that see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that perception comes after people and attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception (Adediwura, 2007).