

Student's Perception of Lecture Teaching Style

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Abstract

The purpose of this study is to describe how the student's perception of lecture teaching style's in the learning process. This is quantitative research. The samples in this research are 20 respondents from students of Teknokrat University. The data collection used questionnaires about how student's perception of lecture teaching style's. The result of research that has been done, it can be concluded that the learning activity done in Teknokrat University is student-centered and students are active learner. It can be seen from the number of students who answered " Always" it indicate that the teacher focus on the student in learning process. It means the student becomes the centered.

Key words: Student's perception, Teaching Style, Quantitative Method

INTRODUCTION

Everybody has their own learning style. Sometimes some people can learn something in the first try after being told what to do whereas others might need to have hands-on experience in order to learn and possibly repeat it a few times to really get the hang of things (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). Different teaching styles are necessary because the students need to be able to learn what the teacher is teaching (E. Putri, 2022), (Ristiandika Arrahman, 2021), (Samanik & Lianasari, 2018). This is become teacher task to know the learning style of each student, the teacher can apply the right techniques and strategies both in learning and in self-development (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007). Teacher and the way of teaching is an important factor that affects the students to want to learn and will ultimately affect the achievement of students in learning process (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021).

Recognizing that people learn in different ways, it is therefore essential that teachers try to incorporate as many different teaching styles as possible into the delivery of what they are teaching (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017), (Website & Cikarang, 2020). There are three styles of teaching; discipline centred, instructor centered and student centered, although there are many more different teaching styles and theories suggested by different authors (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). The discipline centered style of teaching is very structured, not allowing for flexibility for what is taught and when it is taught (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021). This style of teaching may be completely centered around the national curriculum, without deviating from it (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021). This style of teaching is as ineffective as it is unpractical, as teaching must allow for flexibility to ensure that all pupils are learning and achieving in schools (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). Instructor centered style of teaching focuses on the teacher as being the main source of knowledge for pupils (Firmansyah M et al., 2017), (N. U. Putri et al., 2020), (Wulandari, 2018). Everything that pupils learn may come from the teacher, without obtaining knowledge and information from other sources (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al.,

2017). Much like the discipline centred style of teaching, the instructor centered style is very limited and does not help learners develop, as pupils do not have to seek ways of finding out information themselves, but simply ask the teacher (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020). It is also very limited as the teacher cannot be expected to be able to answer all of the questions the pupils may have, and may have limited knowledge in certain areas of the curriculum (Setri & Setiawan, 2020), (Mertania & Amelia, 2020), (Lestari & Wahyudin, 2020). The third teaching style suggested is the student centered style of teaching (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). This style is much more learner centered and is very much focused on the cognitive development of students.

LITERATURE REVIEW

A learning style is the unique collection of individual skills and preferences that affect how a person perceives, gathers, and processes information. Since 2003, many foreign professional teachers, particularly from the Philippines, came to New York City to teach with little knowledge of American school settings. Filipino teachers have distinct styles and expressions of teaching (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). They expect that: education is interactive and spontaneous; teachers and students work together in the teaching-learning process; students learn through participation and interaction; homework is only part of the process; teaching is an active process; students are not passive learners; factual information is readily available; problem solving, creativity and critical thinking are more important; teachers should facilitate and model problem solving; students learn by being actively engaged in the process; and teachers need to be questioned and challenged. However, many Filipino teachers encountered many difficulties in teaching in NYC public schools. Some of these problems may be attributed to: students' behavior such as attention deficiency, hyperactivity disorder, and disrespect among others; and language barriers such as accent and poor understanding of languages other than English (e.g. Spanish) (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020), (Firmansyah et al., 2017). As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes. As stressed in the Educator's Diary published in 1995, "teaching takes place only when learning does." Considering one's teaching style and how it affects students' motivation greatly concerns the researchers (Suprayogi et al., 2021), (Samanik, 2021). Although we might think of other factors, however, emphasis has been geared towards the effect of teacher's teaching style and student motivation.

Thus, this paper is a modest attempt to bring a broader discussion to know how the teaching style for student of Teknorat University implemented. This paper is significant because it reflect the teacher style in learning process for Student in Teknokrat University.

METHOD

The study is conducted by investigation of Student's Perception of Lecture Teaching Style. In this study the researcher use Quantitative study as the method for collecting the data. Quantitative (quantitative research) research methods can be interpreted as research methods that based on the philosophy of positivism, used to examine certain populations or samples. The sampling technique is generally done randomly, data collection uses research instruments, data analysis is quantitative / statistical in order to test the hypotheses that have been determined (Sugiyono, 2012: 7). Moreover, this mini research is conducted extensively. The participants are students in Teknokrat University.

In this study, 20 people were involved as the participants of this study and they were asked to fill out the questionnaire to reveal their perception regarding to the Tourism as the Foundation of Lampung Economic. Furthermore, the returned questionnaires were analyzed according to the following levels:

- Yes
- No
- Never
- Seldom
- Sometimes
- Often
- Always

RESULTS AND DISCUSSION

The Information data of student's perception of lecture teaching style's obtained by this researcher is taken from distributing questionnaire consisting 20 items. The question related to the student's perception toward lecturer teaching style.

Table 1.1 Student's experience in Learning Process

	Questions	N	Yes	No
1	I discuss my idea in a group or with my partners	20	81%	19%
2	I Ask teacher question when I do not understand	20	95,2%	4,8%
3	Have you ever felt like want to as your lecture but couldn't do it	20	95,2%	4,8%
4	I Do not know what I should do because my teacher often changes his or her mind after making decision	20	61,9%	38,1%
5	I choose not to express my thought when my teacher carries a strict facial expression	20	75%	25%

It can be seen from their average answer indicate for 1-5 statements. This indicates that the learning that has been done make the student active. The learning that has been make the students active, it can be seen from the high number of questionnaire percentage number 1 and 2 indicating that the most students choose YES that reflect that they are active learners.

Table 1.2 Student's Perception of Their Teacher's teaching.

	Questions	N	Never	Seldom	Sometimes	Often	Always
1	My Teacher Compliments me on My Good Manners	20	5%	15%	55%	25%	0
2	My Teacher Always Asks My Opinion before Making Any Decisions for Rules	20	47,5%	9,5%	47,6%	33,3 %	47,5%

3	My teacher rarely supports my point of view	20	23,8%	14,3%	42,9%	14,3%	5%
4	I am not allowed to express my personal view freely	20	28%	23,8%	33,3%	0	9,5%
5	My teacher respects my personal privacy	20	5%	5%	40%	20%	30%
6	My teacher never discusses his/her demands with me	20	10%	15%	70%	5%	0
7	My teacher highly values his/her authority	20	0	10%	40%	25%	25%
8	My teacher encourages me to finish my work independently	20	0	0	19%	33,3%	47,6%
9	My teacher accepts my opinions	20	0	5%	19%	23,8%	52,4%
10	When I accidentally make mistakes , my teacher forgives me and givs me a chance to fix	20	0	5%	38,1%	14%	42,9%
11	My Interest in Learning stems from the encouragement of my teacher	20	0	0	47,6%	19%	33,3%
12	My teacher creates a comfortable atmosphere in the classroom	20	0	5%	60%	20%	15%
13	My teacher comforts me when I do not perform well academically	20	0	0	47,6%	9,5%	42,9%
14	My teacher treats students unfairly	20	28,6%	23,8%	33,3%	5%	9,5%
15	My teacher explains to me and helps fully understand the homework if have a problem	20	0	0	42,9%	14,3%	42,9%

From this table it can be concluded based on the percentage of the answer show that the teacher mostly makes the student as the center. It means that in Teknokrat use Student-centered.

CONCLUSION

Based on the result of research that has been done, it can be concluded that the learning activity done in Teknokrat University is student-centered and students are active learner. It

can be seen from the number of students who answered“ Always” it indicate that the teacher focus on the student in learning process. It means the student becomes the centered.

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