

Chapter Four

Findings and Discussions

This chapter reports and discuss some information about students perception towards lecturers' teaching method in teaching and learning process at EED UMY batch 2012. The first part of this chapter explain about what are the lecturers' teaching methods implemented at EED UMY based on EED UMY students' perceptions. The second part of this chapter explain about how the lecturers' teaching methods implemented at EED UMY based on EED UMY students' perceptions.

Lecturers' teaching method implemented at EED UMY

Based on the data obtained from the interview, there are some teaching methods which are implanted at EED UMY namely presentation, discussion, games, role play, and demonstration.

Presentation teaching method. The first teaching method which is used by lecturers at EED UMY is presentation. There are six students reported that lecturers used presentation as the teaching method.

“.....Then, lecturers also applied presentation as the teaching method, but there is also lecturers which did not apply method so that they came to the class, giving task, then go.” (Respondent 1)

“Based on my experience, lecturers used some teaching methods in the class namely collaborative, problem based learning, contextual learning, role play, jigsaw, presentation, and discussion.” (Respondent 2)

“As I know there are various teaching methods which are used by lecturers at PBI UMY namely discussion, role play, demonstration, presentation, that is all remembered.”

(Respondent 3)

“There are various teaching methods which are applied at PBI UMY namely discussion, presentation, demonstration, and so on.” (Respondent 4)

“There are some various teaching methods which are applied by lecturers like discussion in the class, presentation, role play, and many others teaching methods.”

(Respondent 5)

“As I remembered, there are so many teaching methods applied in the classroom like presentation, discussion, and also role play.”(Respondent 6)

This can be concluded that some lecturers at EED UMY apply presentation as the teaching method in the classroom. As Morita (2000) stated that presentation is a frequent, highly routinized part of classroom life in higher education settings. This means that in higher education setting, teacher or lecturer used presentation as one of their teaching methods. That is why lecturers in EED UMY apply presentation as their teaching method.

Discussion teaching method. The second teaching method applied by lecturers is discussion teaching method. Discussion teaching method let students both give and receive information in the classroom (McKeachie, 2002; Stewart, et al., 2010; Whetten & Clark, 1996). All participants stated the same argument. They reported that besides presentation, lecturers also apply discussion teaching method in the classroom.

“Actually, there are various teaching methods which are used by lecturers namely discussion. Almost all lecturers used discussion as the teaching method. Then, lecturers

also applied presentation as the teaching method, but there are also lecturers which did not apply method so that they came to the class, giving task, then go.” (Respondent 1)

“Based on my experience, lecturers used some teaching methods in the class namely collaborative, problem based learning, contextual learning, role play, jigsaw, presentation, and discussion.” (Respondent 2)

“As I know there are various teaching methods which are used by lecturers at PBI UMY namely discussion, role play, demonstration, presentation, that is all remembered.” (Respondent 3)

Discussion can be one of active teaching methods. This is caused by when students are in the discussion, they should share what they want to talk about the certain topic. Besides that, this can lead to the deeper of learning because students should listen then understand before they respond that topic. This is in line with Hadjioan-nou (2007) who stated that in order to build on each other’s ideas, the students must first listen and understand the contributions of others students in order to respond or add to it.

Games teaching method. Different from two previous teaching methods, this teaching method is only reported by two participants. Fuscarg (2001) Games is believed as the teaching method which can separate the gap between lower and higher students.

“Actually, there are various teaching methods which are used by lecturers namely discussion. Almost all lecturers used discussion as the teaching method. Then, lecturers also applied presentation as the teaching method, but there is also lecturers which did not apply method so that they came to the class, giving task, then go.” (Respondent 1)

“Based on my experience, lecturers used some teaching methods in the class namely collaborative, problem based learning, contextual learning, role play, jigsaw, presentation, and discussion.” (Respondent 2)

Games can be used to fill in the gap between higher and lower students. This is accordance with Fuscarg (2001) who mentioned that games have a special role in building students’ self-confidence and they can reduce the gap between quicker and slower learner. However, what should be thought here is the pedagogical values in learning. Games are associated with fun that is why lecturers should find the pedagogical value through games. This is like what Amato (1996) said that games are associated with learning however teachers cannot lose the pedagogical values in it.

Role play teaching methods. A Role play teaching method is a method where students should act like or based on the situation. This teaching method is reported by four participants.

“Based on my experience, lecturers used some teaching methods in the class namely collaborative, problem based learning, contextual learning, role play, jigsaw, presentation, and discussion.” (Respondent 2)

“As I know there are various teaching methods which are used by lecturers at PBI UMY namely discussion, role play, demonstration, presentation, that is all remembered.” (Respondent 3)

“There are some various teaching methods which are applied by lecturers like discussion in the class, presentation, role play, and many others teaching methods.” (Respondent 5)

“As I remembered, there are so many teaching methods applied in the classroom like presentation, discussion, and also role play.” (Respondent 6)

Role play is aimed to increase students’ communication skill. Role play is the situation where students act like what lecturers said. In EED UMY, this becomes one of the teaching methods used by lecturer. Tutyandari (2005) stated that this method can be the ideal teaching method because students speak in the target language so that this can increase their communication skill.

Demonstration teaching method. This method is mentioned by two participants.

“As I know there are various teaching methods which are used by lecturers at PBI UMY namely discussion, role play, demonstration, presentation, that is all remembered.” (Respondent 3)

“There are various teaching methods which are applied at PBI UMY namely discussion, presentation, demonstration, and so on.” (Respondent 4)

Mutasa and Wills (1995) who stated that demonstration teaching method is the method where students can see how the teachers do something then they can do that while observing. In this method, teachers should give example first so that students can do the same. This method is used by lecturer in order to avoid misperception between students and lecturer. This is caused by lecturers will give the example first then students follow the example.

How lecturers teaching methods implemented at EED UMY

The researcher found how these teaching methods are implemented at EED UMY. Some students reported how these teaching methods are implemented in the classroom.

Implementation of presentation. Five of six students reported that presentation is done by students. One student reported that when students presented the material in the classroom, there will be problem. That student stated that when presentation is done by the lecturers, student will get better input.

“If students become presenter, we should think twice to understand and interpret what they talk. This is caused by some students explain unclear things. This will be different if the presenter is lecturer. Students will get better input if lecturers explain the material.”(Respondent 1)

Different from this student, five of six students stated how students do the presentation in the classroom.

“Presentation method is a method where students are divided into groups, given material, then discuss it with the group. After that, the group should present discussion result in front of the class. Presentation can be both in small and large group.”
(Respondent 2)

“Presentation is the method where students should present the material in front of the class. Usually, students are divided into the groups to discuss. The group can be both chosen by lecturer and chosen by themselves.” (Respondent 3)

“For the first, lecturers will give the material then students will be divided into the groups. Each group should discuss about the material given. After that, they should present the result of the discussion. All the audiences should give attention to the presenter to catch the materials.” (Respondent 4)

“Presentation is the favorite teaching method for lecturer based on my opinion. This is caused by almost all lecturers have applied this method. Students should present

new material either in group or individually. If students are ready about the material, they should present it in front of the classroom.”

(Respondent 5)

“Presentation is the method where students are divided into groups, then finding some information related to the material, and do the presentation.” (Respondent 6)

Based on the interview, this can be concluded that presentation method is the method which lets students to discuss, find information, and then present it either in front of the group or in front of the classroom. Students should prepare it well before they do the presentation. This is in line with Jones (2003) who stated that the effective presentation will teach you how to prepare quickly, choose the right method, and how to make audience understand about the material. In other word, students should do some preparation before they are having presentation.

Implementation of discussion. Discussion can be a part of presentation. This means that before students are having presentation, they should discuss the material with their group. All participants are agreed that lecturers applied this kind of teaching method. They reported that discussion is the teaching method which are used by mostly lecturers at EED UMY.

“Discussion is good teaching method for me. This is applied by mostly lecturers here. Students should be forced to speak in small group discussion, however when it is happened in large group discussion, there will be passive students.” (Respondent 1)

“It is often. Before presentation, students should discuss the material first with the group.” (Respondent 2)

“Almost all lecturers applied this kind of teaching method. For the first, students will be given new material. Then students will be divided into groups. Each group should discuss the material then present it in the classroom.” (Respondent 3)

“Almost all lecturers applied his teaching method. The group should discuss the material given by lecturers either in small or large group.” (Respondent 4)

“Before discuss something, lecturers will divide students into groups. Discussion teaching method is good for me because we can share ideas then we can get new knowledge from that. This is not only happened between students and students but also students and lecturers.” (Respondent 5)

“Almost in all subject lecturers wanted us to discuss something. Before having discussion, students will be divided into groups.” (Respondent 6)

All participants reported that discussion is the method which is often applied by the lecturers. This method is really useful. They stated that this method can give us new knowledge through sharing the ideas. It is in line with (McKeachie, 2002; Stewart, et al., 2010; Whetten & Clark, 1996) who stated that in this method, students can give and receive the information through discussion.

Games teaching method. Games teaching method is only mentioned by two participants. Games relates to funny thing, however this can be good for learning process. Two students mentioned that game is fun so that they did not bored in the learning process.

“Students are not only sleepy but also bored in the classroom. Lecturers anticipated that situation by using games. Game will make students enjoy in learning.” (Respondent 1)

“It depends on the lecturers. If lecturers know the situation well, they will have some game to make us enjoy in learning. This will be funnier for students.” (Respondent 2)

It can be concluded that game is a funny thing. Students enjoy the class if the lecturers put some games in the learning process. They reported that when there is a game, they will not be bored and sleepy. They will enjoy to learn. It is in line with Prensky (2011) who stated that game is an organized play that give us enjoyment and pleasure. Learning process today is totally different from past learning process. Today learning process should be funnier to catch students’ attention.

Implementation of Role Play. Four of six students reported that role play is one of teaching methods applied in the classroom. Role play is the method where students should act like the situation determined by the lecturer.

“Role play is applied by one of lecturers as I remembered. This is used for final exam. Students should make a video. Each student has different role in the video.” (Respondent 2)

“Based on my opinion, role play method is useful for students’ independency. Students should be active while lecturers will be only as a facilitator. Students should act more in the learning process.” (Respondent 3)

“Some lecturers have applied this teaching method. This can be the method where can build students’ critical thinking. Besides that, students should be more active in the classroom. Lecturers only give instruction then students should develop the instruction based on their creativity.” (Respondent 5)

“For me, this would be great because we only follow lecturers’ instruction in the learning process.” Respondent 6)

This can be concluded that through role play method, students will be more creative. This is caused by lecturers will only give instruction then students will develop it by themselves. This is in line with Tuttyandari (2005) who stated that role-play would seem the ideal method because students can be more creative. Besides that, students will be given opportunity to practice their communication skill. In other word, role play will give opportunity to the students in developing their communication skill both with lecturers and students.

Implementation of demonstration teaching method. Demonstration teaching method is the method where lecturers give the example first to the students then students will follow the example. Two of six students reported that demonstration is used by lecturer.

“Lecturers explain the material through practice and demonstrate it in front of the classroom. In the early semester there is computer literacy subject, lecturers practice how to edit the photo. Lecturers explain and demonstrate the step one by one.” (Respondent 3)

“I know little about the demonstration method. As I remembered, demonstration method is the method where lecturers explain the material in detail. For the example lecturers will demonstrate how to turn on the computer then lecturers will explain it from the early step until the last step.” (Respondent 4)

This can be concluded that demonstration is only used little. This means that not all lecturers apply this teaching method. Two of six students reported that demonstration is the method where lecturers explain in detail. This is in line with Chamberlain and

Kelly (1981) who stated that demonstration are used to show the procedures or explaining technique. This means that in this method, lecturers should explain something in detail.