

# Factors Influencing the Use of Lecture Methods in Learning Activities: Teacher Perspective

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**Abstract**—*Science learning at the elementary school level in Pariaman is currently dominated by the use of lecture methods in delivering material. This study aims to determine the factors that influence the use of lecture methods in science learning in elementary schools. In order to obtain data, a questionnaire was distributed to 22 teachers who taught in 6 schools: SDN 17 VII Koto, SDN 19 Cubadak Air Utara, SDN 04 VII Koto, SDN 19 Nan Sabaris, SDN 13 Balai Kurai Taji and SDN 20 Nan Sabaris. The conclusions obtained from this study are: there are three main factors that influence the teacher; an effective and practical factor, internal user factor, and the flexibility factor, and the observation factor.*

**Keywords**—*Lecture Method, Natural Science, Elementary School, Pariaman*

## I. INTRODUCTION

Education is a conscious and planned effort carried out by a person to make changes in him, either in the form of thought or insight [1]. Learning and education are interrelated aspects and have a direct relationship. The impact and quality of education can be shaped and determined by the quality of learning.

Improving the quality of learning can be optimized by making changes in learning patterns. The intended change can be in the form of the preparation of learning designs that have been examined the characteristics of the material and students. The use of learning methods is one of the concrete steps taken by the teacher to improve the quality of learning [2]. There are many method models that can be chosen by the teacher to be applied in learning activities, including: lecture method, discussion, group learning and others.

Learning in elementary schools, especially in science subjects, is still dominated by the use of lecture methods in learning. This can be evidenced by the results of preliminary observations that have been made by researchers in several elementary schools in the Pariaman area, where in the teaching of ipa the teacher still uses conventional methods, namely by lecturing in front of the class. Lectures can be said as a form of interaction through illumination and oral narratives from teachers to students [4,5]. Lectures are often used to teach organized knowledge [6]. In the implementation of learning with the lecture method, to explain the description, the teacher can use assistive devices such as pictures and other audio visuals. The use of the lecture method must be supported by other methods, therefore after the teacher gives a

lecture, it is necessary to hold a question and answer [7]. This question and answer is needed to find out students' understanding of what the teacher has conveyed through the lecture method.

Almost for all subjects or subject matter, the teacher must present information and ideas. The teacher must introduce the topic, summarize the main points of learning activities and stimulate further learning [8]. All of these activities require the use of lecture methods.

The lecture method can also be said as the delivery of lessons by the teacher by speaking or oral explanation directly in front of students. The lecture begins by explaining the objectives to be achieved, discussing the outlines to be discussed, and connecting the material to be presented with the material that has been presented [9]. The lecture will succeed if it gets serious attention from students, presented systematically, excitingly, providing opportunities for students [10]. At the end of the lecture it is necessary to put forward conclusions, give assignments to students and the final assessment.

The use of the lecture method can be more communicative in recognizing student problems. In addition, the use of the Ceramag method also saves time as well as, easily and efficiently for students with large numbers / lots, because the method explains the subject matter directly to students and then combined with various other learning methods that are adapted to the conducive situation and conditions [11].

The lecture method remains popular for the following reasons:

1. Efficient, time-specific planning for managing context. Lack of attention must be devoted to teaching strategies.
2. Flexible and adaptable to various subjects.
3. The lecture method is easier to learn than most other learning strategies.
4. The lecture method is more easily applied by the teacher because it only "tells" students about the subject [12,13, 14].

The use of the lecture method in learning especially science learning has several weaknesses, including: not being able to optimize the role of students in learning, limited information obtained by students because the teacher as the only provider of information, has not made students independent in learning and can make students

bored and bored quickly in learning, there is no activity whatsoever in learning, this is evidenced by some students drowsy and more engrossed in other activities, teachers are seen as the main source of learning [15].

Seeing the phenomenon of the strong dominance of the use of lecture methods in science learning at the elementary school level, researchers at the initial stage conduct interviews and observations so that a conclusion can be formulated stating that there are 12 factors which are strong reasons why teachers who teach science in elementary schools in Pariaman area still using the lecture method. These factors include:

1. Ease of mastering the class;
2. Effectiveness for learning with large numbers of students;
3. Ease in planning and execution;
4. Save time;
5. Have not mastered other types of methods;
6. Can clarify material descriptions;
7. Can significantly improve student learning outcomes;
8. Not skilled and master of IT (information and technology);
9. Students become easy to understand the material;
10. More communicative;
11. Student responses can be seen directly in learning;
12. Easily combined with other types of methods.

During the discussion and discussion stages a review of the factors that influence the teacher will be presented so that they still use the lecture method in natural science learning in elementary schools.

## II. RESEARCH METHODS

This type of research is descriptive qualitative and aims to find out the main factors that influence teachers so that they continue to use the lecture method in learning science at the elementary school level. In this study strengthened by the use of data obtained from the questionnaire analysis that has been distributed to 22 teachers who teach at 6 schools in the Pariaman area, namely: SDN 17 VII Koto, SDN 19 Cubadak Air Utara, SDN 04 VII Koto, SDN 19 Nan Sabaris, SDN 13 Balai Kurai Taji and SDN 20 Nan Sabaris. The questionnaire that has been distributed contains 12 question items that contain content in the form of background and the reason why the teacher still uses the lecture method in science learning. From the results of the data analysis conducted, conclusions can be drawn regarding the main factors that influence science teachers so that they still use the lecture learning method to date.

## III. RESULTS AND DISCUSSION

Based on the initial analysis that has been carried out in this study, 12 factors become a strong reason why until now science teachers in elementary schools in Pariaman region still use the lecture method in learning. Data in the

initial analysis shows that 90.9% still use the lecture method in science learning. The high percentage of use of the lecture method in learning is influenced by several reasons, including ease of mastery of the class, effectiveness for learning in the classroom with a large number of students, ease of planning and implementation, saving time, not mastering other types of methods, clarifying material descriptions, can improve learning outcomes, have not mastered technology, ease of students in understanding the material, more communicative, able to see students' responses directly, easily combined with other types of methods.

The lecture method can provide the teacher with ease in mastering in the classroom, because by using the lecture method the teacher can control and observe students' learning conditions directly. The use of the lecture method allows the teacher to have wide access to the limitations and constraints of students in learning. In addition, learning activities using the lecture method are only teacher-centered, so the teacher can easily control and lead the class.

Lecture learning methods are very effective for learning in large numbers of students. If a comparison is made, learning that focuses on student activities with large numbers will overwhelm the teacher in controlling and mastering learning. With the lecture learning method, the source of information is only from the teacher so that learning activities can be easily controlled by the teacher.

The ease in designing and implementing learning using the lecture method is one of the strong reasons why until now this type of method is still popular and is often used in learning. Planning learning with the lecture method does not require a long time, because of the learning nature of the teacher center. In another meaning, lecture learning does not require teachers to prepare teaching materials such as worksheets or activity sheets because full learning is presented by the teacher.

The use of the lecture method in learning also has an impact on the time used. In the absence of dominant student activity in learning, making use of the lecture method saves time compared to the use of other types of methods in learning. The teacher is the controller and the holder is full of power in learning, so the teacher can easily predict when learning can end and be completed. In lecture learning, students are presented directly with the material to be studied by the teacher, so that the learning information seeking activities are not carried out by students. Of course this condition will have an impact on the time and efficiency of learning.

Lack of knowledge and insight of teachers regarding learning techniques and methods influence the dominant use of lecture methods in learning. Most teachers in the field only focus and understand the learning method is limited to discussion and lectures. If the teacher wants to increase his insight and knowledge and pedagogical competencies, competency enhancement can be done in the form of attending seminars, training or enriching information by reviewing several sources / internet. This

condition is a fact in the field that is difficult to make changes.

By lecturing, the teacher thinks the material can be conveyed well. Information can be clearly explained by the teacher, and can accommodate all students with various levels of ability. According to the teacher's perception, if the material is conveyed properly it will influence the student's learning outcomes and level of understanding.

The results of data analysis in this study were continued by using factor analysis using SPSS. Grouping is done as follows:

1. Factor 1: ease in mastering the class, effectiveness for the number of students in large numbers, easy in planning and implementation, saving time, not mastering other types of models, clarifying material descriptions, improving learning outcomes;
2. Factor 2: not mastering IT, ease in understanding students;
3. Factor 3: more communicative and easily combined
4. Factor 4: student responses are easily visible

Based on the grouping of factors according to data analysis using SPSS 16, it can be interpreted by naming the four factors with the results, namely: factor 1 is called an effective and practical factor, factor 2 is called the internal user factor, factor 3 is called the flexibility factor, and factor 4 is called observation factor.

The important factors underlying the dominant use of lectures in natural science learning can be used as a basis for modifying the lecture learning model to be developed. At least, there are 4 main factors that need to be considered and become a feature of the lecture itself in learning. The development of the lecture learning model must still pay attention to the effectiveness and practicality, internal users, flexibility and observation.

The development carried out on the lecture learning model refers to and considers the experience of teachers in the field. The questionnaire that has been disseminated contains the content of questions related to what innovations have been done by the teacher in optimizing students' understanding of science learning using lectures. Various opinions and experiences provided by the teacher will be presented in the next discussion.

#### IV. CONCLUSION

Natural science learning at the elementary school level is still influenced by the implementation of learning with the lecture method. Strong reasons are still dominant in the use of lecture methods in natural science learning at the elementary school level according to the views of teachers in the Pariaman region including: practicality and effectiveness, saving time, ease of understanding students and being able to observe the responses and constraints of students in learning activities. The factors found in this study can be made by other researchers for the foundation and basis for developing and modifying the lecture method design in learning at the elementary school level.

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