

Traditional and Modern Teaching Method For College Students: Challenges and Benefits

Hartini Agustiwati
hartiniagustiawati@unpal.ac.id

Abstract

The purpose of the study to compare traditional and teaching methods for college students. This study used descriptive qualitative method. With the population were the students of fifth semester majoring English Education Study Program and 20 students selected as sample. The sample was selected through purposive sampling. In collecting the data, the study used questionnaire. There were 2 questionnaires given to the students. Questionnaire for Traditional Teaching method with 50 questions and modern teaching method with 50 questions. In analysing the data, descriptive analysis was used. The results showed that the students prefer to choose modern teaching method than traditional teaching method

Keywords: Traditional teaching method, modern teaching method, challenges, benefits

1. INTRODUCTION

In this Digital Transformation Era, the use of English will be important. It makes people need to learn and practice more, so that they can communicate and expand their networking. The use of English will be challenging for college students especially majoring English. The need of English makes students must find out the strategy to learn and improve their quality. Therefore, understanding and mastering English is not merely an additional skill but an essential requirement for students to compete in the job market and actively participate in the global community (Putri, 2021)

In Order to develop students skill, the lecturers will have important role. The method and strategy in teaching will be the main thing. Teacher identity is not a stable essence but a dynamic, developing composite of beliefs, experiences, values, and professional aspirations conditioned by social, institutional, and ideological contingencies(Wong & Liu, 2024). The lecturers must find out kinds of method which are appropriate to the students' need.

In this case, the lecturers usually use traditional and modern method for college students. Traditional methods of teaching depend on the deductive methods of teaching, in which the teacher is the centre of the classroom (Mehta, 2019). The use of traditional method will help the teaching and learning process, but it depends how the condition of the school it is. Hadi & Izzah (2018) found that the English language skills of students significantly improved when the method was implemented, thereby enhancing the overall learning process

Traditional method usually provides students in learning through lecturer's explanation. The students listen and get explanation about the lesson. In this case, the lectures will be more active than the students. So, the condition will influence whether this method appropriate to the classroom or no. Rather than facilitating knowledge distribution, the teacher focuses on repetition and memorization (Dimitrios et al., 2013)

On the other hand, the use of Modern teaching method is appropriate to classroom where students will be more active than the lecturers. According to Erni (2012), Student-Centred Method (SCM) is a teaching technique that shifts the focus of activity from teachers to student. In terms of challenges and benefits, some experts argue about the use of traditional and modern teaching methods. According to Fullan & Seam (2019) Direct Teacher-Student Interaction: Personal level guidance can help with picky student problems. Classroom Discipline: Promotes

focus and an atmosphere of respect in learning situations. But traditional teaching methods, even while beneficial, may lack flexibility at times, further meet the diverse needs of learning, and fight to keep up with the rapidly changing knowledge. Talking about the challenge, it is very important to overcome the challenge and create the solution to come out from the problem.

The challenging of Traditional teaching method is the way teachers transfer the knowledge and make the students enthusiastic to learn. Because in traditional teaching method, teacher will be the centred in giving and providing the lesson. and for the modern teaching method the challenging is how the students can be cooperative and creative in terms learning activity, because in this study, the students will be centre.

In terms of benefits, the traditional teaching method makes the teachers can control students activity. On the other hands, in modern teaching method, students feel free to learn from many sources and be independent in learning. Based on the description about, the problem has been formulated, to compare the use of traditional teaching method and modern teaching method for college students. Based on the description above, the study about traditional and modern teaching method for college students has been conducted.

2. METHOD

In this study, descriptive qualitative method has been used. There are several different methods for conducting qualitative research; however (Leedy & Ormrod, 2001) recommend the following five: Case studies, grounded theory, ethnography, content analysis, and phenomenological. The population of the study were students of English Education Study Program in Universitas Palembang and the sample were 20 students. In selecting the sample, purposive sampling has been used. The use of purposive sampling because the study must be conducted to the students who know and understand about the difference of traditional and modern teaching method. So, in this case students of the fifth semester majoring English Education Study Program have been taken as sample with 20 students. The details of the sample is described in this table:

Table 1
Sample

No	Class/year level	Number of Students
1	5th semester class B	20
Total		20

Source: English Education Study Program, Palembang University

In collecting the data, the questionnaire was used. Questionnaires are one of the most common tools used to collect data in both qualitative and quantitative research (Taherdoost, 2022). The questionnaire consists of 50 questions for traditional teaching method and 50 questions for modern teaching methods. The students just answer yes or no based on the questions on questionnaire. In analysing the data, the descriptive method was used. So, the description was used to explain results after the questionnaire given to the students and the results must be explained.

3. RESULTS AND DISCUSSION

The results of the study has been analysed through descriptive analysis. The results of the students' respond have been analysed through likert type scale in terms of categories very good, good , average, poor and very poor. The results are described in this table.

Table 2
Score Distribution of Questionnaire for Traditional Teaching Method

Category	Respondent	Percentage
Very Good	8	40%
Good	8	40%
Average	4	20%
Poor	0	0
Very Poor	0	0
Total	20	100%

Based on the table above, there are 8 students answer very good with percentage 40%, 8 students answer good with percentage 40% and 4 students answer average with percentage 20 % and no students answer poor and very poor.

Table 3
Score Distribution of Questionnaire for Modern Teaching Method

Category	Respondent	Percentage
Very Good	16	80%
Good	4	20%
Average	0	0%
Poor	0	0
Very Poor	0	0
Total	20	100%

Based on the table above, there are 16 students answer very good with percentage 80% and 4 students answer good with percentage 20% and no students answer average , poor, and very poor.

In this study, the questionnaire has been given to the students. With 50 questions for traditional teaching method and 50 questions for Modern teaching method. Students answer the questionnaire with the likert type scale in term of categories very good, good, average, poor, and very poor. After the questionnaire was given the results can be described. Based on the score distribution for traditional teaching method, the result showed that 8 students answer very good , 8 students answer good and 4 students answer average. And for the score distribution of questionnaire for Modern teaching method, 16 students answer very good and 4 students answer good. Based on the result of those two questionnaires, it can be concluded that the students choose modern teaching method as method which is effective in teaching and learning process.

4. CONCLUSION

In this digital era, the method for teaching will be important. It makes teaching and learning process will be more interesting. In this study, dividing the method into two, Traditional and Modern teaching methods. Traditional teaching method will teacher centre where the teacher explains and gives explanation to the students. So, in this method, teacher will be more active and the students will wait the teachers' instruction. On the other hand, Modern teaching method, students will be more active, they are independent to find out the explanation and explore their critical thinking. In this method, lecturers and teachers only guide, supervise and control students' activity. So, it makes students get chance to develop their self-confident and brave.

Although the result show that modern teaching method is more interesting based on the questionnaire, but teachers also have authority to choose what kinds of method will be used to make students understand easily. If it is possible the modern teaching method can be applied because this method makes the student independent and develop their critical thinking and self confidence

5. ACKNOWLEDGEMENTS

Thank you to the English Education Study Program to facilitate the students as the sample and Palembang University to support and advice in order to finish this study

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