

Teacher Centered Teaching Strategies in Malaysia Rural Primary School

Zalhisham Abdul Ghaizi
Azhar Muhammad
Mohd Norazmi Nordin
Siti Noor Aneeis Hashim
Tumisah Akim
Siti Azura Bahadin
Ku Hasnan Ku Halim

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Zalhisham Abdul Ghaizi, Faculty of Language Studies and Human Development, Universiti Malaysia Kelantan, Kelantan, Malaysia
Email: amboisse75@gmail.com

Azhar Muhammad, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Mohd Norazmi Nordin, School of Education, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

Siti Noor Aneeis Hashim, Universiti Malaya, Kuala Lumpur, Malaysia

Tumisah Akim, School of Applied Psychology, Social work and Policy, College Art and Sciences, Universiti Utara Malaysia, Sintok, Kedah, Malaysia

Siti Azura Bahadin, Centre of General Studies and Cocurriculum, Universiti Tun Hussein Onn Malaysia

Ku Hasnan Ku Halim, Centre of General Studies and Cocurriculum, Universiti Tun Hussein Onn Malaysia

Abstract

This study aims to identify teacher -centered teaching strategies for BM primary school teachers in rural areas. Strategies include teacher -centered teaching, student -centered teaching, and material -centered teaching. Strategies focus on teaching techniques and teaching materials. The limitation of this study is only the teacher -centered teaching strategy. The respondents of the study consisted of 100 Malay language subject teachers in rural primary schools, namely 40 male teachers and 60 female teachers. The researcher conducted the study by collecting information based on the questionnaire that was formed. The findings of this study explain that a large number of Malay language teachers have a positive perception of the centralized teaching strategy of Malay language teachers in rural primary schools. They found that teacher-centered teaching strategies have benefits both to teachers, as well as students if used correctly and in accordance with the content of the lesson to be delivered. In relation to the implementation of Malay language teaching with teacher-centered teaching strategy, more than 80% of the teachers involved also gave a positive response. Teachers agree that teacher-centered teaching strategies still need

to be applied by Malay language teachers, especially in teaching techniques. The majority of respondents also agreed that teacher -centered, student -centered, and material -centered teaching strategies need to be arranged as well as possible so that teaching outcomes are fully achieved.

Keywords: Teaching strategies, teacher centralization, primary school students and rural primary schools.

Introduction

A strategy is an organized plan to achieve a goal or success. Strategy also means wisdom in managing things. In the field of education, the concept of strategy refers to the wisdom of choosing approaches as well as the efficiency of planning methods and techniques in teaching and learning based on the learning objectives that have been determined. In other words, teaching strategy refers to teaching methods and techniques based on an approach for the purpose of achieving lesson objectives effectively. Teaching strategies can be classified into three main categories, namely teacher -centered strategies, student -centered strategies, and teaching material -centered strategies [1, 2]. A strategy is a planning or operation. In a more general sense, strategy refers to a management activity or method of achieving a goal [3].

The main task of an instructor or teacher is to facilitate the learning of students. To fulfill this task, instructors should not only be able to provide an interesting and harmonious learning environment, but they should also create effective teaching. This means that teachers need to create a teaching environment that can stimulate the interest of students, while always thinking about the welfare and needs of students. Today, many Malay language teachers are aware of the importance of improving students' academic achievement. Teachers use various methods such as giving guidance on proper learning strategies, holding extra classes, discussing past exam questions, increasing drills and so on. Everything is aimed at improving the language performance of the students.

Teachers should be aware that the selection of effective teaching strategies lies in the hands of the teachers themselves. Teachers who diversify teaching strategies can help their students master a variety of language skills quickly and effectively [4]. This opinion is acknowledged by [5], whose study of French teaching strategies found that teachers who use appropriate teaching strategies can help their students understand a second language (French) well. In teaching sessions, teachers are often confronted with students who are different in terms of their abilities. This requires the expertise of teachers in determining teaching strategies. This means that teachers can determine approaches, choose methods and set specific techniques and activities that suit the development and abilities of students. The chosen strategy, in addition to potentially stimulating students to learn actively, it should also be able to help analyze concepts or ideas and be able to attract students and be able to produce meaningful learning [3, 5-8].

The need for teachers to attract the attention of students in a lesson, the activities selected should be interesting and have a high potential to allow the content of the lesson and concepts to be clearly translated. Activities should be able to effectively influence students' intellect, emotions and interests. In planning teaching preparation, the activities selected should have a good sequence. It needs to be aligned with the content of the skills and teaching objectives. Usually the selected activity is a movement that is able to influence attention, able to increase the impact on the intellect, memory, emotions, interests and tendencies and able to help teachers to explain their teaching. In planning effective and meaningful teaching activities for students, teachers must first think about the methods and techniques that will be used. Wise selection of strategies can ensure the smoothness and effectiveness of the delivery of a subject or module.

Problem Statement

The teaching strategy is to build and strengthen students' interest in learning and guide them to be ready to receive the next lesson and be able to continue it on their own, especially primary school students in rural areas. In the education system in Malaysia, Malay is the main language and must be learned by all students. In other words, Malay is the most important language for students to complete their studies in primary school and be able to master 3M skills. We know that primary school students in rural areas are thirsty for knowledge and they also want to succeed in their studies. Therefore, teachers need to play an important role in organizing teaching strategies that are appropriate to the level of ability of primary school students in rural areas. To ensure that they do not drop out in mastering language skills.

Language is an important communication tool in human life. Through language a person can communicate with others to convey desires, feelings, opinions, experiences, thoughts, knowledge, obtain information, add knowledge, understand others and so on [9]. Language teaching formally takes place in schools. Therefore, Malay language teachers play a major role in ensuring that students in schools can learn Malay as well as possible. The importance of language proficiency is more significant in the field of education because language is the main medium in the teaching and learning process. Language is used in oral interactions between teachers and students. This is clearly stated in the Malay Language Syllabus for Primary Schools[10].

Many activities and skills emphasize aspects of language skills in the syllabus. This matter is given the main focus aimed at achieving the objectives. This study is a case study of rural primary schools in Pasir Mas district. This study aims to identify the teaching strategies of Malay language teachers in rural primary schools, namely teacher -centered teaching strategies, student -centered teaching strategies, and centralized teaching strategies of teaching materials applied by teachers. The findings of the study show that the majority of Malay language teachers in rural primary schools diversify their Malay language teaching strategies and this is in line with the diversity of intelligence levels of students in rural areas who fully expect help from teachers. According to the teacher's perception, the students are also ready to learn and the teachers do not face problems in teaching Malay. The study also shows that the majority of teachers who teach Malay are qualified and experienced in organizing teaching strategies that are appropriate to the potential of students in rural areas.

Therefore, Malay language teachers play a key role by arranging appropriate strategies in teaching Malay language in rural primary schools to ensure that students in rural areas can learn Malay language well and not be left behind by the current changes in education policy. country. The importance of language proficiency is more significant in the field of education because language is the main medium in the teaching and learning process. Language is used in oral interactions between teachers and students. Many activities and skills emphasize aspects of language skills in the syllabus. This matter is given the main focus in order to achieve the objective of teaching Malay which is to enable students to listen, speak, read and write.

Therefore, Malay language teachers play an important role in determining the success of their students in mastering the Malay language. [11] outlines four roles of Malay language teachers, namely as a planner of teaching and learning, mover and motivator of teaching and learning, student mentor, and nurturer of the spirit and personality of students.

Literature Review

In this literature review, problems in Malay language teaching are highlighted to see the causes that are the cause of problems in Malay language teaching. From the problems in the teaching of Malay language presented in this section, it can be seen

the problems that usually arise in the teaching of Malay language, whether it affects teachers or students.

[11], in her study found that most teachers still use conventional techniques in teaching and learning in schools because teachers are still plagued with the syndrome of taking care of examination performance. These findings were obtained in his study on the effect of the use of sentence combining techniques compared to conventional techniques in the teaching of essay writing to fourth year students.

The results of the study are also supported by [12]. or the pupils' mother tongue, lazy problems and lack of interest. Since there is no up-to-date information on grammatical changes, it is a major problem related to teachers. Therefore, the Malay language committee in schools needs to play a more effective role, such as holding discussion sessions and workshops. This effort is one step that can help disseminate the latest information to language teachers from time to time.

In addition, the problem of teaching Malay is also driven by other factors. This has been proven through the results of a study by [13], his findings show that there are several factors that influence the failure of good Malay language proficiency. Among them are the various language use factors in everyday speech, economic status factors, speaker education factors, and planning factors that are not in line with implementation. Factors of the social status of the speakers that is between the speakers who are in the city and in the village. Malay speakers who are in the city, their language proficiency is most likely to be mixed with slang and rojak language. The issue of the use of rojak language in speech not only tarnishes the purity of the Malay language, but also shows the weakness of the speakers in mastering the Malay language. Meanwhile, the problems that often arise among students in rural areas are still strongly influenced by the dialect of their respective districts. As a result, there is a mixture of languages that sometimes make it difficult for teachers to teach the language.

However, according to [14] the problem of teaching Malay language also stems from planning that is not in line with implementation. Since the independence of the country, various language plans have been outlined, but until now many of these plans have not been able to be implemented yet. This situation stems from the obstacles encountered in implementing the national language policy. Therefore, these problems need to be identified so that immediate and effective action can be taken.

Apart from that, the easy-going attitude factor is also one of the reasons why Malay language teaching problems exist. According to [15, 16] thinks that the easy-going attitude of Malay language users is one of the causes of this problem. Most people are satisfied if the thing they want to convey is understood without thinking about the grammatical aspects used. Thus, the existence of such an attitude among students will give problems to Malay language teachers to teach the language. He also thinks that this problem becomes more serious when there are certain parties, including teachers who present less accurate concepts. The mistake will make the student's attitude to cause confusion when getting the real information.

In conclusion, the problems of teaching Malay are caused by both teachers and students. Therefore, Malay language teachers must be aware of the cognitive style of the students they will teach to facilitate them to plan effective teaching strategies and can remain long in the memory of their students. Teachers need to be aware of the level of ability of their students, able to motivate students to increase students' confidence in learning Malay. Teaching problems among teachers, especially grammar teaching problems must be identified more specifically to solve problems in Malay language teaching.

Methodology

The design of this study is to use descriptive quantitative method. Descriptive quantitative method is the collection of data based on the questionnaire conducted. Therefore, in this study the researcher tried to identify the teaching techniques of Malay

language teachers in rural primary schools. Similarly, to identify teaching materials used by Malay language teachers in rural primary schools. In this method involves the collection of data that is data from questionnaires, tabulation of data, make interpretations, make comparisons and summarize the findings.

Research area

The researcher has conducted the study in all rural primary schools located in Pasir Mas district. The average school conducted in the study had a total number of students that did not exceed 500 people. These schools are one session schools. Most of the students are from low -income families and most of them are children of farmers. Thus, there are various intelligences possessed by students as well as many shortcomings and constraints that they have to face to learn. Pupils in rural areas, 100 percent expect knowledge from teachers. Therefore, teachers should diversify teaching techniques and teaching materials so that students in rural areas receive as much knowledge as possible. Thus, the schools were selected because they coincide with the study conducted, namely the category of schools in rural areas.

Respondents

All Malay language teachers selected by the researcher. The teachers consist of Malay language teachers who teach schools in rural areas in the Pasir Mas district. In relation to the questionnaire, a thorough explanation was given to the teachers involved. A thorough explanation was also given in writing to each respondent to avoid any mistakes and inconveniences. Respondents were also told that they should answer according to their own opinions and not according to the perceptions of others. All information provided will be kept confidential and is for research purposes only. They should answer openly, honestly and sincerely.

Questionnaire

A set of questionnaires and questions related to the topic of the study were prepared. Questionnaires that were referred to the project paper supervisor were given to all Malay language teachers in rural primary schools in the Pasir Mas district. The questionnaire form provided was marked and filled in by the teacher in a transparent manner. This will make it easier for researchers to analyze data more quickly, accurately and in detail.

The questionnaire was divided into four sections, namely sections A, B, C, and D. Section A was information on teacher profiles, section B provided information on teacher -centered teaching strategies, section C provided information on student teaching strategies, and section D provide information on teaching strategies of centralization of teaching materials.

To obtain information on the teacher's profile, in section A, teachers are asked to mark the answers provided about gender, age, qualification, experience teaching Malay, and so on. In part B, the researcher presented some teacher -centered teaching techniques, and teachers were asked to mark the teaching techniques used in their teaching strategies in school. In section C, the researcher lists the student -centered teaching techniques and teachers are asked to mark the teaching techniques used. Finally, in part D, the researcher submits information about the teaching materials, the teacher is asked to mark the teaching materials applied in the teaching. In the questionnaire form provided, the researcher used the likert scale form (1-4). Each question posed has a choice, which the sample has to choose an answer based on his inclination towards the questions. The selected samples were given 50 minutes to answer the questions provided. After answering the questions, the collection of

questionnaires was done by ensuring that all forms have been collected so that the number does not differ from those distributed.

Data Collection Procedures

The research was conducted in August 2010. The respondents consisted of Malay language teachers who teach in rural schools in the Pasir Mas district. They consist of teachers who have extensive experience in teaching Malay. Most of the teachers have been teaching Malay in rural schools for more than 10 years.

For the questionnaire, in part A Malay language teachers were asked to complete a background consisting of 10 items namely gender, age, qualifications, options, teaching experience, category of school where they serve, main subjects taught, Malay language teaching experience, teaching classes and number of courses attended. Next, to analyze the questionnaire in part B, which is the aspect of teacher -centered teaching strategy, the researcher set the mark based on the Likert scale. Marking based on the importance of teacher -centered teaching techniques. The researcher will sum the mean and standard deviation of the respondents' teaching techniques. This makes it easier for the researcher to find the overall mean of the teaching technique. The marking is similar for all the statements given for sections B, C, and D. Next the data obtained will be processed.

Data Analysis Procedures

[17], stated that data processing is a technique for data collection, processing, analysis, storage and production. After the researcher collects the required data, data analysis will be performed. The goal is to obtain useful information and this activity is an activity that will determine the findings at the end of this study. The researcher will make an analysis using the data that has been collected to see what teaching techniques are used by Malay language teachers in rural primary schools in their teaching, as well as what teaching materials are used by Malay language teachers in rural areas.

Findings

Teaching Strategies for Centralization of Malay Language Male Teachers in Rural Primary Schools

Table 5 below shows the findings of the study obtained from the centralized teaching strategy of male teachers who teach Malay in primary schools in rural areas. This section requires teachers to provide their views on teaching techniques applied in teacher -centered teaching strategies.

Table 1
Male Teacher Centered Teaching Strategies Malay Language Primary Schools In Rural Areas

Teaching Strategies	min	SP
Class	5.84	.920
Story Telling	4.74	.750
Simulation	4.42	.701
Demonstration	3.95	.620
Micro	3.47	.550
Lectures	3.16	.501

Thus, table 5 above shows a total of 40 male teachers involved in the study, teacher -centered teaching strategies involving storytelling teaching techniques, demonstrations, lectures, simulations, micro, and whole classes. Based on the data

from the table above shows the whole class teaching technique with the highest mean score which is mean = 5.84, sp = .920. This indicates that whole -class teaching techniques in teacher -centered teaching strategies are at the highest level. While the lecture teaching technique is the lowest mean score which is mean = 3.16, sp = .501. This indicates that lecture techniques are less applied in organizing teacher -centered teaching strategies. However, other teaching techniques are also not neglected by male teachers in their teaching strategies, namely storytelling teaching techniques mean score = 4.74, sp = .750, simulation teaching techniques mean score = 4.42, sp = .701 and micro teaching techniques mean score = 3.47 , sp = .550. Overall, male teachers also apply teacher -centered teaching strategies in their teaching that focus on teaching techniques. This reflects that teacher -centered teaching strategies are still an important element in a teacher's teaching. The positive effects expressed by the respondents are also expected to benefit teachers in general, and Malay language teachers in particular.

Teaching Strategies for the Centralization of Malay Language Female Teachers in Rural Primary Schools

In addition, table 6 below shows the findings of the study obtained from teachers regarding the centralized teaching strategy of female teachers who teach Malay in primary schools in rural areas.

Table 2

Female Teacher Centered Teaching Strategies Malay Language Primary Schools In Rural Areas

Teaching Strategies	min	SP
Class	7.48	.966
Simulatio	6.76	.860
Story Telling	6.45	.833
Demonstration	6.19	.801
Micro	5.42	.705
Lectures	5.16	.660

In terms of teacher -centered teaching strategies, many female teachers agreed that they used teacher -centered teaching strategies. Table 2 shows a total of 60 female teachers involved in the study, teacher -centered teaching strategies involved storytelling teaching techniques, demonstrations, lectures, simulations, micro, and the whole class. Based on the data from table 6 above shows the whole class teaching technique with the highest mean score of 7.48. This shows that female teachers are also fond of applying teaching techniques to the whole class. This study proves that whole -class teaching techniques are still the choice of female teachers in their teaching.

However, the lecture teaching technique with the lowest mean score was mean = 5.16, sp = .660. The study shows that female teachers are no longer interested in applying lecture teaching techniques in teacher -centered teaching strategies. In addition, other teaching techniques are also not neglected by female teachers in their teaching strategies, namely demonstration teaching techniques mean score = 6.19, sp = .801, simulation teaching techniques mean score = 6.76, sp = .860 and micro teaching techniques mean score = 5.42 , sp = .701.

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