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THE TEACHING STYLES HAVE BY THE ENGLISH TEACHERS IN SMP NEGERI 27 BUTON TENGAH

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Abstract

The objectives of this study was to find out the teaching style of teachers at SMP Negeri 27 Buton Tengah. The type of this research used qualitative research. Then to the design used by case studies research. It use several methods, such as interviews and observations to collect the data. The location of the research was at SMP Negeri 27 Buton Tengah. This research was precisely location in Madongka Village, Lakudo, Buton Tengah. The subject of this research was an English teacher at second grade of SMP Negeri 27 Buton Tengah. The instrument in this research process was the researcher herself who acts as the research instrument. To analyze the data from observation and interviews, researchers used Data collection, Data reduction, and data display.

The result of the finding indicated that the types of teaching style used by English teacher at SMPN 27 Baton Tengah namely Expert style, formal authority style, Personal model or demonstrator and facilitator style. The dominant teaching style used by the teacher was formal auditory style, personal model or demonstrator. The teacher usually design group activities that require active learning, student to student's collaboration, and problem solving.

Keywords: *Teaching, Styles, English Teacher.*

Abstrak

Tujuan penelitian ini adalah untuk mendapatkan gaya mengajar guru Bahasa Inggris di SMP Negeri 27 Buton Tengah. Jenis penelitian ini menggunakan penelitian qualitative. Metode menggunakan penelitian

studi kasus. Teknik pengumpulan data menggunakan wawancara dan pengamatan. Subject penelitian adalah guru bahasa Inggris di kelas 2 SMP Negeri 27 Buton Tengah. Instrumen penelitian adalah peneliti sendiri sebagai instrument. Data dianalisis menggunakan reduksi data, tampilan data dan verifikasi data. Hasil penelitian menunjukkan bahwa jenis gaya mengajar guru bahasa Inggris antarlain ; gaya pakar, gaya pendengaran formal, gaya model personal, dan gaya fasilitator. Gaya mengajar guru yang dominan adalah gaya pendengaran formal dan model personal.
Kata kunci: Mengajar, gaya, guru bahasa Inggris

1. INTRODUCTION

Teaching style is the method or method used by the teacher when performing the teaching process. The teacher teaching style is usually closely related to the students learning style. [1] is the essence style teacher teaching style the information transfer strategy that is given students.while learning style is how information can be obtained well received by their students to make it easier to choose a style teaching, then is better for the teacher to know in the teaching and learning process, student attention to the subject metter given by the teacher is very important problembecause with attention this will support the achievement of the learning objective to be achieved.

Good and qualified teachers are needed in the education system and improve the quality of the learning process. This concept is supported by research that a teacher and the good action that must be taken on her part in the class play an important role in stimulating effective and efficient learning on the part of students [2]. Teachers also play an important role in students' academic achievements and their qualities in teaching determine students' abilities in the learning process.

Success in studying the process is a major agenda for any educational and college institution. Actions and cooperation of all aspects are essential to support essential teaching and learning processes. This is because students' ability and readiness to learn are not only self -

dependent but also in agreement between teachers teaching [3].

The teaching process is not only an activity of transferring knowledge from teacher to the subject of study or students, but allows the subject learn to construct their own knowledge using knowledge to be applied in everyday life [4]. Teaching is the activity of organizing or managing the environment as well as possible and connecting it with children, so that teaching and learning occurs. according to Achmad Badawi, said that teaching a teacher is said to be of quality if a teacher can display good behavior in teaching [5].

According [6] teacher is profesional educator who has responsibility in educating, teaching, supervising, directing, training, assesing and evaluating learners.

Teachers as teaching staff guide students directly in class and the school as afacilitator in the implementation of the learning process. Teachers play an important role indetermining the success of the learning process teaching, seeing the great role of the teacher as an educator, the teacher expected in carrying out their daily duties, it is necessary to identify know the learning styles of students. By knowing the learning styles of students each, the teacher can apply appropriate learning method with the character or learning conditions of students.

The results of observation conducted by researcher with English teachers in second grade of SMP Negeri 27 Buton Tengah is know that, it is know that students give a good respons. This can be seen during the learning process, there are some students who are enthusiastic about asking questions when experiencing difficulties in understanding the material. When the teacher gives homework, the students do it well and finish it on time. He said that during the tests students had a good grades, bur there some students who got poor grade. According to her there are some students who still busy themselves like they are still noisy in class and pay less attention to the teacher's explanation during the

learning process. In this case the teacher is also still not paying attention to the condition or situation in the classroom so that the learning process is not conducive.

Based on the descriptions above, researcher interested in researching and knowing more about the teaching styles have by the English teachers in SMP Negeri 27 Buton Tengah.

2. METHOD OF THE RESEARCH

The type of this research used qualitative research. [7] states the qualitative study produces paragraph data that are obtained in form of word or picture rather than numbers .

Then the design used by case studies researchers. According to [8] case studies are ethnographic research studies that focus on a single unit, such as one individual, one group, one organization, or one program. The purpose will arrive at a detailed description and understanding of the entity. Case studies use several methods, such as interviews, observations to collect data.

The location of this research is SMP Negeri 27 Buton Tengah. This research is precisely location in Madongka Village, Lakudo, Buton Tengah. The subject of this research is one English teacher at second grade of SMP Negeri 27 Buton Tengah.

This research instrument is a supporting element for the implementation of the research process. The human instrument in this research process is the researcher itself who acts as the research instrument.

In collecting the data of this research, the researcher uses the following procedures:

1. Observation

According to [9] observation is systematic observation and recording of the elements that appear in a symptom in the object of research.

The study implemented a system of atyc observations and was done in the study to learn the teacher's teaching style used by the teacher in the class. In observing, the researcher searches for and collects information relating to the

research topic through classroom observation. The researcher uses videos and recordings, observation review lists to collect data from class observations

2. Interview

The researcher implemented semi-structured interviews using open questions to interview the teacher. [10] states that in an interview the researcher can examine participants' responses to collect comprehensive facts about their experiences and feelings. The interview aims to examine the students' perceptions of the teachers' styles and personality traits. Hence, the data tools used in this study are guidance interviews. The interview guide contains several questions for students to obtain the needed data.

To analyze data from observation and interviews, researchers used several steps relating to the procedures/steps in analyzing qualitative research data. When analyzing the data, the researcher uses a descriptive analysis. [11] thought that there were several steps to analyzing the data. The steps are explained as follows:

a. Data collection

After identifying the problem, the researcher collected the data by interviewing the teacher as the informer and observing the teaching and learning process in order to obtain more supporting data. All recording data, and review lists of observations are collected, and then researchers write recording transcripts. From the transcript, the researcher commented to get an initial sense of the data. In this case the researcher identified a teacher's teaching style.

b. Data reduction

The next stage analyzes the data through data reductions condensed by the researcher, selects key points and focuses on important points, creates extracts of them, systematizing data to give an overview of the research.

c. Data Display

After reducing the data, the next step is the data view, in which the researcher analyzes and describes the data qualitatively.

d. Conclusion

The final step is the conclusion that the researcher begins to develop conclusions about the research questions discussed earlier.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 The kinds of Teaching Styles have by the English Teachers in SMP Negeri 27 Buton Tengah.

Based on the findings of this study, it was found that the kinds of teaching styles used by the English teacher were based on the material presented. The researcher found that the teacher's teaching style used in the class room in the learning process was a formal authority style, a personal model or demonstrate or and a facilitator style. The researcher also found that the dominant teaching style used by the teacher was the auditory format and the personal model teaching style. Teachers teach students with explanations. Teachers usually design group activities that require active learning, collaborating with students, and solving problems.

a) Expert Style

Based on the data obtained from the results of observations and recordings or interviews, it was found that the teacher has several teaching styles based on the five Grasha teaching styles. In each meeting, the teacher acts as a "storehouse of knowledge" which distributes facts, principles, and concepts. The teacher teaches students with explanations and uses examples so that students understand and encourage students to be more active in class. The way teachers teach can be identified from the audio recording extract as follows:

Extract 1

TH : jadi dicapter tiga ini kita akan belajar tentang waktu ya..ada yang the time ini jam yaa. Kemudian date itu tanggal, day itu hari, dan the mount itu bulan..jadi semua berbicara tentang waktu..

TH :nah kita nanti masuk disini dulu ya, menunjukkan jam..bagaimana menyampaikan fungsi kepada orang lain terkait dengan jam..what time is it? Jam berapa sekarang ya..

Based on the results of the statement above, it can be identified that teacher explains or informs the material to be studied as well as provides a function for the material to be delivered which is then explained by the teacher.

Extract 2

T :nah kalau bahasa inggris ..dia itu menulis kan dulu menitnya baru diikuti apakah dia kurang atau lewat dan kemudian diikuti dengan jamnya..cara bacanya seperti ini..sepuluh lewat lima belas menit..jadi kalau dalam bahasa inggris itu lima belas menit itu adalah quarter..trus liat ini kurang atau lewat, kalau lewat maka tulis past..baru kemudian tulis menitnya kemudian liat jamnya kalau putar ke kanan berarti lewat menitnya berarti tulis past..baru kemudian tulis yang ditunjuk oleh jarum pendek..mengerti yah..

Based on the results of the statement above, it can be identified that the teacher explains the material in detailed and clearly and the teacher provided examples related to the material being taught.

This is in line with the researcher took from data of interviews with teacher, he stated that in the learning process, he always used the lecture method and accompanied by examples as mentioned below:

Extract 3

Q :Gaya mengajar apa yang sering anda gunakan saat proses mengajar berlangsung?

TH:Gaya mengajar yang sering saya gunakan dalam proses belajar mengajar adalah dengan menggunakan metode ceramah plus. Metode ini biasanya disertai metode lainnya saat menyampaikan materi.

b) Formal Authority

From the results of the research above, teaching style found from video

and audio recording of observation and interview, it can be concluded that the teacher always gives some questions to the students and there were answers the question from the teacher. Teachers gave positive or negative feedback to students by giving praise or applause such as teacher said good job and excellent to make students feel appreciated and motivated. In this teaching style, the teacher was responsible for providing and controlling the role of content. This style also maintained status among students only because of knowledge and role as a teacher. Teachers concerned with setting learning goals, expectations and rules for students. The statement of result observation as follows:

Extract 4

T : Siapa yang bisa?
 S : sayaaa
 T : iya, darwin
 S : kei, el, en, way ,ei
 T : ya, tepuk tangan semua

Extract 5

T :ya ini menunjukkan keluarga, nah kalau dalam bahasa inggris apa?
 S :family
 T : ya good job..

Extract 6

T : dari twenty one menjadi ?
 S : twenty four...
 T : yah tepuk tangan dulu buat kita semuanya..

Based on the extract 4,5,6 above, it can be identified that the teacher gave some questions to students and there were answers of the questions from the teacher. Teachers gave positive or negative feedback to students by giving praise or applause such as teacher said good job and excellent to make students feel appreciated and motivated.

Extract 7

S : Bu nama ayahnya ditulis pake bahasa inggris ?
 T :kan nama ayahnya sudah ada disitu ..kan tidak mungkin dicari dikamus diterjemahkan dalam bahasa inggris siapa namanya tadi

disitu?Rajali kan?Kan tidak mungkin cari dikamus R..apa bahasa inggrisnya rajali dikamus

T :Jadi tulis saja namanya yang ada disitu tidak perlu lagi diubah kebahasa inggris

From the statement above, it can be seen that the teacher gave and corrected the answers of students' answers. Teachers were responsible for providing and controlling the flows of content so that students did not misunderstand.

c) Personal model or demonstration.

In this style, the teacher acted as model and the students' advice to observe and apply a certain effective approach in the teacher's perspective. Based on the interview and observation, this style should be done by using personal examples and teaching students by example. As the result in class, the teacher gave something such as teacher asking students to repeat what teacher has said in the teaching process. It can be concluded that teachers acted as prototype to students and how to think and behave. This style encourages classroom involvement and teachers customize their presentations to include a variety of learning.

Extract 8

TH :oke, ibu akan baca dulu yang dipapan tulis kemudian ikuti setelah ibu ya. From father, mather,brother, sister, young sister, young brother.
 Ss :father, mather, brother, sister, young brother, young sister.

Extract 9

TH :sekarang ikuti setelah ibu ya ready from zero, one,two, three, four, five, six, seven, eight, nine,ten,eleven, twelve, threeteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty one, twenty two, twenty three, twenty four.
 Ss :zero, one,two, three, four, five, six, seven, eight, nine,ten,eleven, twelve, threeteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty one, twenty two, twenty three, twenty four.

Based on the extract 8 and 9, it can be identified this styles should be done by using personal example and teaching the students by examples. As the result in class, the teacher gave something such as teacher asking students to repeat what teacher has said in the teaching process. It can be concluded that teachers acted as proto type to students and how to think and behave.

Extract 10

T :iya, hitung dari bapak, ibu, kakak sama adik.

T :kalau ibu guru misalnya, ibu guru punya saudara eee 5 bersaudara sudah dengan bu guru tambah orangtua dua jadinya atujuhyah ? Berarti ada tujuh dalam satu keluarga

From the extract above, it can be identified that the teacher taught about the family and the teacher gave some examples using here self examples so that students can understand more easily.

This as with the [12], the demonstration method is a way of learning by demonstrating or showing something in front of students in class or outside the classroom. Meanwhile according to [13] the use of demonstrations can be applied on condition that they have the expertise to demonstrate the use of tools or carry out certain activities such as actual activities. The demonstration skills must be possessed by the teacher so that students were given an agreement to do the exercises/skills as demonstrated by the teacher.

d)Facilitatorstyle

Based on the findings from the video recording, the teacher as the facilitator refers to emphasizing the personal nature of the teacher and students interaction. Guiding students to asking questions when some students have less understanding in learning process, Explore choices, suggest alternatives, and encourage them to develop the criteria for making informed choices. This independent teaching style also required active learning, students to students collaboration and problem solving.

Extract 11

T :Jamngan sampai tertinggal yang tadi, kalau belum dimengerti tanya sama bu guru atau sama temannya yang sudah mengerti ya.! Yang mengerti juga temannya mohon dibantu supaya temannya juga bisa paham yah.

From the statement above, it can be identified that the teacher focused on students' understanding of the material being taught. There were still lessons that have not been understood by students to the teacher or friends so that students can understand the lessons delivered.

Extract 12

T :oke, sekarang ibu bagi kelompoknya ya, ini kelompok satu, kemudian yang ini kelompok dua, yang sebelah kiri ini kelompok tiga dan yang kelompo keempat.

From the extract above, it can be shown that the teacher asked the students to work in groups. It allowed students to have interactions with each other and also allows students to practice the process for applying the content of the course, and teacher tried to guide students by asking questions to students. According to [14] Teacher as a facilitator is tasked with providing ease of learning (facilitate of learning) to all students so that they can learn in fun, happy, full of spirit, not anxious and dare to express opinions openly.

e) Other styte or variation

In addition to the practice of teaching grasha theory, other findings of research obtained from recording and observation reveal that teaching also brings shouts or cheers as part of the teaching process. Variety of teaching such as using shading or Shouting helped to prevent students from getting the stress of boredom over long study periods. The use of shouting also made a handy icebreaker for difficult study situations and can help build positive relationships or interactions between teachers and students. Modifying the teaching styles by applying several strategies is essential

because students have different levels of motivation and need in learning. This mixture follows a united approach that combines the personality and interest of the teacher or teacher the student needs.

Extract 12

T : oke, now ready to zero !
T : Are you ready ?
Ss : Yes, Yes, yes
T : yang semangat! Are you ready?
Ss : Yes yes yes

Based on the above observations and interview, the dominant teaching style of teachers is the formal authority and personal model and then the teaching styles that are not found in the observations are expert and delegator teaching styles.

3.2 Discussion

1. The Kinds of teaching styles have by the English teacher in SMP Negeri 27 Buton Tengah.

Based on the findings, it was found that the types of teaching styles used by the teacher were based on the material presented. The researcher found that the teacher's teaching style used in the classroom in the learning process was a formal authority style, a personal model or demonstrator and a facilitator style. The researcher also found that the dominant teaching style used by the teacher was the auditory formal and the personal model teaching style. Teachers taught students with explanations. Teachers designed group activities that required active learning, collaborating with students, and solving problems.

Formal Audithory From the results of the research above, it can be concluded that the style of formal authority used by teachers gave positive or negative feedback to students. In this teaching style, the teacher was responsible for providing and controlling the flow of content. This style also maintained status among students only because of knowledge and the role of teacher. Teachers worried by setting the purposes

of learning, expectations and rules for students.

The personal model, the teacher acted as a model and the student's suggestions to observe and apply a certain effective approach in the teacher's perspective. This style should be done using personal examples and teaching students by examples. Teachers were acting as a proto type to students and how to think and behave. This style encourages students' involvement in the class and gives their presentations to include a variety of learning.

The facilitator refers to emphasizing the personal nature of the interaction between teacher and student. Guiding students by asking questions, exploring choices, suggesting alternatives, and encouraging them to develop criteria for making informed choices. This independent teaching style also required active learning, students to students collaboration and problem solving.

b. Other stye or variation

In addition to the practice of teaching Grasha theory, other findings of research obtained from recording and observation reveal that it also brings shouts or cheers as part of the teaching process. Variety of teaching such as using shading or Shouting helps to prevent students from getting the stress of boredom over long study periods. The use of shouting made a handy icebreaker for difficult study situations and can help build positive relationships or interactions between teachers and students. Modifying the teaching styles by applying several strategies is essential because students had different levels of motivation and need in learning. This mixture follows a united approach that combines the personality and interest of the teacher or teacher the student needs.

Based on the above finding, the dominant teaching styles of teachers were the formal audithory and personal model and the teaching styles that were not found in the observations are expert and delegator teaching styles.

4. CONCLUSION

From the explanation on previous chapter, the writer concludes that :

1. The result of the finding indicated that the types used by the teacher in SMPN 27 Baton Tengah namely expert style, formal authority style, Personal model or demonstrator and facilitator style. The dominant teaching style used by the teacher was formal auditory style, personal model or demonstrator. Those possess the knowledge and expertise students need by showing detailed knowledge. The teacher usually design group activities that required active learning, students to students collaboration, and problem solving.
2. Based on the result of research, the most dominant teaching styles on students' interest at SMPN 27 Baton Tengah was personal model or demonstrator a style where the focused on the interaction between teacher and disciples. Students were interested in learning if students were actively involved in the learning process.

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