

A STUDY ON THE WESTERN ENGLISH TEACHER STYLES IN TEACHING AT THE TENTH GRADE AT SMAN 2 RANTEPAO

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ABSTRACT

The objectives of the research are to find out the teaching styles that are used by the Western English Teacher at SMAN 2 Rantepao, Toraja Utara. and described students' perception toward teaching styles of the Western English Teacher. The researcher employed qualitative description method for the study. The data resources for the research were thirty students at the tenth grade, they chose in randomly and one Western English teacher from Netherland. The instrument for the research consisted of observation, questioners and interview. In analyzing the data, the researcher employed a descriptive method. The result showed that, there are five teaching styles that used by the Western English Teacher in teaching English. Based on average accumulation data covered: (1) expert in teaching style is 3.902% it is categorized moderate level (2) formal authority in teaching style is 4.594%, it is categorized moderate level (3) Personal Model in teaching style is 4.289%, it is categorized moderate level (4) facilitator in teaching style is 4.391%, it is categorized moderate level and delegator in teaching style is 4.355%, it is categorized high level. From five teaching styles mention here, one of them is categorized high level.

Keyword: Western English Teacher Styles

ABSTRAK

Penelitian ini bertujuan untuk mendapatkan model mengajar guru bahasa Inggris di SMAN 2 Rantepao, Toraja utara dan menjelaskan persepsi siswa terhadap model mengajar yang dipakai oleh guru bahasa Inggris dari Barat. Penelitian menggunakan metode deskripsi kualitatif dan sumber data dari penelitian ini ada tiga puluh siswa dari kelas sepuluh yang diambil secara acak dan satu guru barat yang berasal dari Nederland –Belanda. Intrumen penelitian terdiri atas data observasi, angket dan wawancara. Dalam menganalisa data, peneliti menggunakan metode deskripsi. Dari hasil analisa data, dapat disimpulkan bahwa model mengajar guru bahasa Inggris dari barat menggunakan lima model mengajar berdasarkan hasil analiasa pengumpulan observasi, angket dan wawancara. Dari lima model mengajar dalam mengajar yaitu: ahli dalam mengajar dengan presentase 3.902% yang dikategorikan sedang atau cukup berdasarkan persepsi siswa, model mengajar tindakan dalam kelas degan presentase 4.594% dengan kategori sedang, model mengajar secara pribadi dengan persentase 4.289% dengan kategori ukuran sedang, model mengajar memfasilitasi pembelajaran dengan persentase 4.391% dengan ukuran ketegori sedang dan model mengajar member penugasan dalam proses mengajar dan belajar dengan presentase 4.462% dengan kategori ukuran tinggi atau baik. Dari kelima model pembelajaran yang digunakan oleh guru bahasa Inggris di dalam mengajar, satu diantara lima memiliki ukuran kategori baik atau tinggi berdasarkan persepsi siswa yaitu penugasan dalam proses mengajar dan Belajar di dalam kelas.

Kata kunci: Gaya mengajar guru bahasa Inggris dari negara Barat

INTRODUCTION

A. Background

The capability of a student can be influenced by the teaching style of English teachers. To encourage students' motivation to learn English subject, the teachers have to design appropriate materials and use appropriate teaching style in English. In teaching style, there will be fluctuation effect that can be felt by the learners, therefore through this research, the researcher studies the students' perception toward the western English Teacher.

Teaching style of English teachers can be influenced by teacher's ability, attitude, approaches, and behavior to transfer knowledge and use method in the classroom. They can use all the facilities or tools in the classroom that can improve their popularity in teaching style.

Popularity in teaching style cannot be separated between teacher's performances in their skills and personal behavior because they can influence students' willingness to learn English subject through their teaching style. According to Tim O'Brien and Dennis Guiney (2002:8) the personal qualities of teacher as follow: empathy with the difficulties and needs of the pupils, an enthusiasm for what you are teaching, an interest in provisional development, an interest in up-to date research, a willingness not to take problem behavior personally, a willingness to adapt a plan to meet an individual's needs, a sense of proportion, a caring nature, an inquisitive nature and actually liking to be with children and young people.

According to O'Brien (2002:52), there are four factors to make students interactive and interested, namely: "pedagogical, emotional cognitive and social"

The researcher researches on the teaching style of the western English teacher. Currently practice every teacher has teaching styles in their teaching, therefore the teacher should has appropriate teaching styles.

According to Grasha (2002:47) teaching style such as good in expert, formal authority, personal model, facilitator, delegator, controller, organizer, assessor, participant, in teaching style. The teacher should try to use appropriate teaching approaches, teaching method and specific behavior in teaching. Hoy and Lee (2002:1) Teaching style is combination the behavior, approach, method and all performance that belonged by the teacher in teaching process.

Based on the background above, the writer is interested to conduct a research on teacher's teaching style in teaching English entitled: "**A Study on the Western English Teacher Styles in Teaching at The Tenth Grade at SMAN 2 Rantepao.**"

B. Problem statement

Based on the background above, the problem statements are formulated as follow:

1. What are the teaching styles used by the Western English Teacher at SMAN 2 Rantepao?
2. How is the students' perception towards teaching style of the Western English Teacher?

C. Objective of the Research

Related to the problem statements above, the writer states the object of the research as follow:

1. To find out the teaching styles that are used by the Western English teacher at SMAN 2 Rantepao.
2. To describe students' perception towards teaching style of the western English Teacher.

D. Significance of the Research

The goal of the students' perception toward the western English teacher is to give information about the western English teacher style based on students' perception. The present research aimed to descriptively depict the educational background of English teacher and attempted to identify teaching style. It is hoped that by having students' perception gain a better understanding and awareness to use as an information in the future.

E. Scope of the Research

The research is focused on the teaching styles of the Western English teacher and the students' perception in teaching style toward the Western English Teacher at SMAN 2 Rantepao.

REVIEW OF LITERATURE FRAMEWORK

A. Previous Related Research

Grasha, (2002:156) in his research, when he asked the question "what *influences your teaching style?*", 560 colleagues teachers in various workshop and seminars, he conducted frequently listed the following items;

Course was required or not required or the class was available only for majors or was open for non-majors, The subject matter (e.g. hard sciences), Grade level of the students, How much they like the class, Time pressure, Need to prepare students for standardized exams, Information about alternate ways to teach, Willingness to take risks, Not wanting to deviate from department and college norms for teaching.

Chang (2010:1) in his abstract research find that, the dominant teaching style, as perceived by the students was different and the result revealed that there were no significant relationship between

students' perception of teaching style and learning strategy use.

Hughes (2009:7) stated that there is no relationship between students' perception of the amount of interaction in teaching style of their current pre- calculus course and their perceptions of the extent to which that teaching style helps them understand the concepts taught in the course.

B. Some Pertinent Ideas

Teaching style

2.4.1 The Important of Teaching Style

Every teacher who teaches in the classroom has different style in teaching and learning process because teaching style is influenced by teachers' performance, therefore the teacher should use appropriate performance to improve teaching style of English Teacher.

According to Turner (1979:258) the important of teaching style, is Single best style of teaching and that teacher should be highly skilled in that style. In Most successful teachers of disadvantages students expect to vary their instructional style and strategies. If one strategy does not succeed, another one is tired.

2.4.2 Definition of Teaching Style

According to Conti (1989:7) teaching style is the overall traits and qualities that a teacher display in the classroom and that are consistent for various can be described as teaching style.

While according to Bdam (2002:623) teaching style is specific behavior of the teacher in teaching and interacting with the media during a teaching he/she applies, the teaching style is an important factor in the process of teaching.

Based on the statements above, the writer concludes that teaching style is the the use of medias and interaction in the classroom.

Ed Smith (2009:56) distinguishes a traditional teacher-centered style focusing on transfer of knowledge by the teacher and a more student-centered and innovate teaching style aiming at contraction of knowledge by students.

Furthermore, Anthony Grash. (2002:25) says that people have argued that style is important in teaching, identifying the elements of our styles as teachers has provided to be difficult, one reason is that traditionally the concept of style has been viewed in a pejorative manner.

Hoyt and Lee (2002:1) stated that teaching style is combination of teaching approaches, where a teaching approach is a combination of teaching method. but

Darkenwald (1989:1) stated that teaching style is based on characteristic behavior that is engaged in for promoting students learning.

Kaplen and Kies (1995:1) who says that teaching style is personal behaviors, but also the media that used to transmit and received data for information from the learners, while

Zinn (1990:1) comments also that teaching style is a more specific behavior in that teaching style is the operational behavior of the teacher's educational philosophy, it means teaching style is more than just behavior or method.

2.4.3 Types of Teaching Style

Hughes (2009:20-21) categorizes teaching style as follow:

1. Authoritarian Teaching Style

The authoritarian teachers are accustomed to having authority. They establish all class rules and specify consequences for rule violations.

2. Democratic Teaching Style

Even though the democratic teachers set firm expectation for student behavior and

learning, they tend to be flexible and respond to various needs of students.

Students are given more freedom to make decisions in teaching and learning Environment.

3. Laissez Faire Teaching Style

Teachers who exhibit this style are described as caring and nurturing because they provide their students with emotional support. However, they place more emphasis on independent learning and rarely set expectations for students.

4. Indifferent Teaching Style

The indifferent teachers focus on their personal work. They rarely spend time with or pay attention to students beyond class time. They offer little or no emotional support. Furthermore, these teachers rarely establish rule to control students' learning experiences.

Anthony F. Grasha, (2002:47) also has classified teaching styles into five styles.

a. Expert

Possesses knowledge and expertise students need.. Strive to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence.

b. Formal authority

Concerned with providing positive and negative feedback, establishing learning goals, expectation and roles of conduct for students, concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn. Advantage is the focus on the clear expectation and acceptable ways of doing things. Disadvantage is; a strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concern.

c. Personal model

Personal model is the relief believe in Teaching by personal example and establishes a prototype for how to think and behave. Overseas, guides and direct by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. Advantage is: an emphasis on direct observation and following a role model. Disadvantage is some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

d. Facilitator

Facilitator emphasizes the personal nature of teacher-student interactions, Guide and direct students by asking questions, exploring suggesting, suggesting alternatives, and encouraging them to develop criteria to make informed choices,

advantage is the personal flexible, the focus on students' needs and goals, disadvantage is style is often time consuming and is sometimes employed when a more direct approach is needed. Students unconvertible if it is not employed in a positive and offering manner.

e. Delegator.

Delegator concerns with developing students' capacity to function in an autonomous fashion , students work independently on project or as part of autonomous fashion, advantage is help students to perceive themselves as independent learners, disadvantage is may misread students' readiness for independent work.

According to Anthony F.Grasha (2002:47) the indicator aspects of the teaching style can be distributed into five aspects as follow:

Expert	Formal authority	Personal model	Facilitator	Delegator
Fact, concepts, and principles are the most important things that students should acquire	The teacher set high standards for students in this class.	What the teacher say and do models appropriate ways for students to think about issues in the content	The teacher's teaching goal and methods address a variety of students learning styles	Students typically work on course projects alone with little supervision from the teacher
Sharing teacher's knowledge and expertise with students is very important to the teacher	The teacher gives students negative feedback when their performance is unsatisfactory	Students are encouraged to emulate the example that teacher provides	The teacher spend time consulting with students on how to improve their work on individual and /or group project	Activities in the class encouraged students to develop their own ideas about content issues.
There were not Students would describe my standards and expectation as somewhat strict and rigid	The teacher typically students how and what to do in order to master course content.	What the teacher has to say about a topic is important for students to acquire a broader perspective on the issues in that area	Small group discussion are employed to help students develop their ability to think critically	Students design one or more self-directed learning experiences.

The teacher wants students to leave this course well prepared for further work in this area	It is the teacher's responsibility to the fine what students must learn and how they should learn it	Example from the personal experiences often are used to illustrate points about the material	The teacher guides students on course projects by asking questions, exploring options, and suggestion alternative ways to do things.	Developing the ability of students to think and work independently is an important goal
Lecturing is a significant part of how the teacher teach	The teacher provides very clear guidelines for how the teacher tasks completed in this course	The teacher often show students how they can use various principles and concept	Course activities encourage students to take initiative and responsibility for their learning	Students take responsibility for teaching part of the class sessions
The teacher's expertise is typically used to solve disagreements about content issues.	This course has very specific goals and objectives that the teacher to accomplish	Students receive frequent verbal to accomplish	The teacher solicits students advice about how and what to teach in this course.	Students set their own pace for completing independent and/or group project
Students might describe teacher as a "storehouse of knowledge" who dispenses the facts , principles, and concepts they need.	The teacher's expectation for wants the teacher wants students to do in this class are clearly stated in the syllabus	Eventually, many students begin to think like the teacher about course content	Students can make choices among activities in order to complete course requirements	Teachers' approaches in teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinate
There is more material in this course than the teacher has time available	The teacher standards and expectations help students develop the	Students might describe the teacher as a "coach" who	The teacher gives students a lot of personal support and encouragement	The teacher assumes the role of a resource person who is
to cover it	discipline they need learn	work closely with someone to correct problem in how they think and behave	to do well in this course.	available to students whenever they need help.

RESEARCH METHODOLOGY

A. Research Design

The design of this research quantitative descriptive research (Margarete Sandelowski, 2000:5) quantitative descriptive studies have as their goal a comprehensive summary of events in the everyday terms of those events. Researchers conducting qualitative descriptive studies stay close to their data and to the surface of

words and events. quantitative descriptive designs typically are an eclectic but reasonable combination of sampling, and data collection, analysis, and representation techniques. Quantitative descriptive study is the method of choice when straight descriptions of phenomena are desired.

B. Data Source

The Population of this research is the Tenth Grade year students of SMAN 2

Rantepao in Academic year 2013/2014. The number of the population is 300 students who are divided into 10 classes. Because the population is big in number, the writer will use random sample, where the writer chooses 3 students from each class. That means the sample is 30 students.

C. The Instrument of the research

The instruments of the research in collecting data consist of observation, interview and questioners. The source of the required data is descriptive students' perception by the eleventh grade students at SMAN 2 Rantepao, to analyze observation class the researcher used the instruments that used by Anthony F.Grasha (2002:2-4) the instrument check list is provided on appendix. In analyzing students' perception toward teaching styles, the researcher used Sthepen's Research(2010:6)

D. The procedure of Data Collection

The procedures of collecting data in this research consist of observation, questioners, and interview. The researcher uses 1 class that consists of 30 students in teaching.

E. Technique of Data Analysis

The data is taken from observation, interview, in data observation the researcher observed the western English teacher styles by using checklist data that provided on appendix to identify teaching style that used by the western English teacher then the teaching style that belonged by the teacher is analyzed through students interview.

FINDING AND DISCUSSION OF FINDINGS

1. Expert

The researcher found the aspects of teaching style in expert as follow:

No	Expert teaching styles that Used by the western English teacher
1.	The teacher explained the objective of the course concept to the students, that students are able to make wh-questions
2.	The teacher taught course topics by using some games
3.	The teacher created some medias in teaching process (cards) for games
4.	Students centered approaches in learning process

Based on the on result observation I, the dominant aspect indicators in expert in teaching that used by the western English teacher are: Teacher' performance , Creative teaching, and Students centered approaches.

2. Formal Authority

The researcher found the aspects of teaching style in expert as follow

No	Formal authority teaching styles that Used by the western English teacher
1.	The teacher created syllabus and lesson plan that used by the teacher in teaching process.
2.	The teacher explained to the students every meeting to remind that the criterion of minimal standard is seventy. Therefore the students have to study hard.
3.	The teacher never give negative feedback to her students
4.	The teacher gave independent activities for the students in teaching and learning process.
5.	The teacher explained course topics into contextual topics

Based on the explanation above the western English teacher can be categorized has done formal authority in teaching and learning process based on the data above, the researcher can be given name as follow:

Design creative material, Test designing, Independent activity, and Contextual course topics.

3. Personal Model the researcher found the teaching style that used by the western English teacher as follow:

No	Personal model teaching styles that Used by the western English teacher
1.	The teacher as a “coach” to the students because, all the students usually asked materials that they did not know yet.
2.	The teacher really closely with her students, there was not gate between them, the teacher really friendly toward her students. Therefore the students really liked her teaching styles.
3.	The teacher created frequent verbal materials (real course materials)
4.	The teacher motivated the students in learning process in various techniques teaching.

Based on the data above, it can be concluded that, the teacher has done the aspects as follow:

course topic in classroom, Teaching in various techniques.

Teacher as a coach in teaching and learning process, Friendly in teaching, Teaching real

4. Facilitator the researcher found the teaching style that used by the western English teacher as follow:

No	Facilitator teaching styles that Used by the western English teacher
1.	The teacher used medias in teaching process such as LCD, and Laptop
2.	The teacher created some games such as cards for making sentences, and pictures.
3.	The teacher monitored students in learning process and testing
4.	The teacher guided students in learning process
5.	The teacher spent her time to guide her students in learning process (group and personality)
6.	The teacher as a “storehouse” of knowledge to the students.

According to the result research above, the researcher can be concluded that, the teacher has indicators as facilitator in teaching as follow:

Teaching using some medias, Monitoring in teaching, Guiding in teaching, and Store house of knowledge.

5. Delegator the researcher found the teaching style that used by the western English teacher as follow:

No	Delegate teaching styles that Used by the western English teacher
1.	The teacher delegated students in independent to explore their opinions
2.	The teacher did not intimidate students in giving and express their ideas.
3.	The teacher served students' critical questions
4.	The teacher gave explanation in core points only every teaching
5.	The teacher encouraged students' thinking in learning process

According to the result data above, the researcher can be concluded that; students are independent in teaching and learning process, encourage students' critical thinking, and

fearless in teaching and learning process. Furthermore, the good performance and the less performance of the indicator expects above, can be classified as follow:

Good performance	Less performance
1. The teacher delegated students in in the pendent activities in learning process.	The teacher did not have enough times to serve her students in learning process (time estimation is limited)
2. The teacher encouraged students' thinking in learning process by using good performance	
3. The students enjoy teaching and learning process	
4. The teacher served well her students in learning process	

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the discussion of findings above, some conclusions can be drawn. The conclusions cover two points. Namely

- There are five Teaching styles that used by the the western English teacher in teaching at SMAN 2 Rantepao, they are:
First, is expert teaching style, Second, is formal authority, Fourth, is Facilitator, and Fifth, is delegator

- The students' perception toward teaching style that used by the western English teacher in teaching falls into moderate level and high level perceptions category.

B. Suggestions

The researcher suggests that the teacher should:

- Be an expert in teaching process, the teacher should make good preparation in concepts that will be

- presented in classroom, Have a formal authority in teaching,
2. Be an expert in teaching process, the teacher should make good preparation in concepts that will be presented in classroom, Have a formal authority in teaching,
3. Be a good facilitator in the classroom, take care what the students' needs in learning process,
4. Delegate the students in freedom of actions to design and express their skills in learning process.

The researcher also suggests to the teachers that in teaching styles, the teacher should not lost emotional control. the teacher should not lost control in classroom management, and should evaluate through reflection, how deepest the students enjoy the teaching and learning process in the classroom.

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