

AN ANALYSIS OF TEACHER STYLE IN TEACHING ENGLISH LISTENING

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Abstract

The title of this research is “An Analysis of Teacher Style in Teaching English Listening” at the tenth grade students of SMK Negeri 1 Bojong Purwakarta. The objective of this research is to find out style of teacher in teaching English listening skill at tenth grade of SMK Negeri 1 Bojong Purwakarta. Listening is one of the skills in English learning and it is required in curriculum for senior high school in Indonesia. In general, teaching listening is similar to other skills. The method of this research is descriptive qualitative method. The instrument used in this research is observation and questionnaire. The participant of this research is one of the English teacher of SMK Negeri 1 Bojong Purwakarta at tenth grade. The result of observations and questionnaire showed that teaching style used by the teacher in teaching English listening at tenth grade of SMK Negeri 1 Bojong Purwakarta are 90% teacher as expert, 80% teacher as formal authority, 67% teacher as demonstrator, 95% teacher as facilitator, and 90% teacher as delegator. And based on the results of observation and questionnaire the researchers hope the teacher also pay more attention to the student in teaching English.

Keywords: Listening Skill, Teaching Style

INTRODUCTION

Language is everything, a system of communication, a medium of thought, a tool for literary expression, and a social institution. It implies that language is very important for communication and exploring ideas. English is international language, English has important role in all sectors. English is the first foreign language in Indonesia, so it needs to be learnt by every student. In Indonesia, English is considered as the most important foreign language. Teaching English in Indonesia is focused on the ability of the student's communication. In education, according to (Harmer, 2007) effective teacher are well prepared. Part of this preparation resides in the knowledge they have of their subject and the skill of teaching. Teachers need to know a lot of subject they are teaching. They will need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. Sarder (2004) cited in (Handayani, 2010) explain that “A highly qualified teachers is defined as one who holds a bachelor's degree, has full state certification and has demonstrated subject area competence in each subject taught”.

Wunstel (2014) cited in (Handayani, 2010) says that teachers need to be able listen their students when they are having a rough day, because sometimes all they need is to know that someone is there for them. By a teacher admitting students' mistakes, it will make the students to understand that everyone will make mistakes, and it is not the end of the world. The teacher style is important in education, his teaching style became one of the decisive in the learning process. Students can easily and understand the material, if the teacher's style is good enough and fun. So that makes students become more focus to pay attention to explanation, and

understand about the material. According to Thoifuri (2013) cited in (Handayani, 2010) in his book to be an initiator's teacher, the approach in teaching is the process of determining whether or not students achieve the learning objectives. Effective teachers see classroom management as a separate aspect of their skill. (Harmer, 2007)

1. Definition of Listening

Listening is a process to understand what the other said and listening to verbal symbols with caring, understanding, appreciation and the interpretation to obtain information, content of message capture and understand the meaning of communication submitted by the speaker through speech or spoken language. In understanding the contents of the conversation, or the meaning of each word presented a story, we need to focus in earnest so the message is delivered digested properly. Listening ability in learning English is one of the competencies that must be mastered students. Teacher as facilitator requires some techniques in order to listen in class activities is not monotonous and become boring. There are several techniques to teach listening skills that can be applied in the classroom:

- a. Filling the gap, this technique can be done by words in a paragraph or dialog have students listen to the spoken text through or a recording and fills the words empty.
- b. Guessing picture, this technique can be done by guessing picture corresponding oral texts that are read by student or heard by student.
- c. Finding mistakes, this technique is done by asking listening to spoken text and underline words that are not in accordance with the spoken text.
- d. Choosing menu, this technique is done by asking students to choose a menu according to the spoken text.
- e. Sentence paragraph, this technique is done by giving a sentence or paragraph to students. Students are required to listen to the spoken text and make sentences paragraph becomes true.
- f. Matching, this technique is done by breaking the dialogue conversation into two parts. The first part contains half the sentences and the second half of the other sentence. Then the students were asked to listen to a dialogue conversation appropriate text.

2. Definition of Teaching

Teaching may be defined from many points of view. Teaching is a process to give a guidance to the students to reach the goals. Teaching is a media to for learning process including behavior of individuals changes through pre-planned. In fact, the process of teaching itself is not only limited in the scope of education program. The teaching is an activity which is formed directly by human beings on human beings. It means that teaching process does not only happen in the classroom but also happen in daily life. (Carr, 2003) argues teaching is one of the means by which education is often achieved and education is a common purpose of teaching. Teaching is a process in delivering science and knowledge both formally and informally. (Brown, 2007) said that teaching is showing someone or helping someone to learn how to do something. In teaching learning process, the teacher can give the student reward when see the progress of the students and know what that we did to make it happen. The role of teacher in teaching learning process is necessary and to develop the activities in the class the teacher need to have certain characteristics or element as mentioned by activate, engage and study (Harmer, 2007)

From definition above, it can be concluded that teaching is an activity to cause or to help someone to learn about subject or to learn how to do something or changing behavior in order to obtain the knowledge by giving a lessons, showing how it is done, etc.

Teaching style are defines as the various identifiable and consistent sets of classroom teaching behavior that are not affected by content that may change. Teaching styles are divided into five areas as proposed by (Grasha, 2010) They are:

- a. Expert, strivs to maintain status as an expert among students by displaying detailed knowledge and by challenging sudent to enhance their competence. The teacher can give the students information that the teaching learning process are well prepared
- b. Formal Authority, concerned with providing feedback, the goals of the learning process, expectations, and rules of applicate for students. The teacher can correct the students and give the students ways to do things
- c. Personal model, believes in teaching by personal example, encouraging students and guides the students to do something.
- d. Facilitators, guides the students by asking questions, encourage them to develop criteria to make a good choices.
- e. Delegator, concerned with developing students function in education that students can work individually and be independent learners. The teacher is available to answer what the students asked. The teacher can be a resource person.

Teacher as facilitator requires some techniques in order to listen in class activities is not monotonous and become boring. The teacher have to know an appropriate technique in teaching English listening skill. There are several techniques to teach listening skills that can be applied in the classroom. They are filling the gap, quessing picture, finding mistakes, choosing menu, sentence paragraph and matching.

METHOD

In conducting the research, the researchers applied qualitative research design as the research methodology. (Tavakoli, 2012) argue that “a qualitative research design that places primary importance on studying small samples of purposely chosen individualism, not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants point of view, and creating a rich and in-depth picture of the phenomena under investigation”.

Technique of collecting data in this research used qualitative data. The qualitative data consist of observation. In order to know the teacher style in teaching listening from observation and questionnaire. The data in this research was gathered through two instrument. The first is observation. It is used to view classroom activities related to process of English skill especially for listening and to get data what method used by the teacher in teaching English listening. The second is questionnaire. Questionnaire is the most common and widely used. Where the data obtained can be used if using qualitative or quantitative. The questionnaire in its ordinary qualitative takes the form of opinion or approval. Each was be and interpreted descriptively.

The participant of this study is one of the English teacher of SMK Negeri 1 Bojong Purwakarta at tenth grade. Her name is Mrs. Raden Nesya Finansia Mutiara, S. Pd. and involves the students at tenth grade, there are twenty eight students as participant in this research. They are low, middle and high achiever learners.

RESULTS AND DISCUSSION

Results

1. Classroom Observation

The data of the research were taken from class observation and questionnaire. This observation is conducted in class RPL of SMKN Negeri 1 Bojong Purwakarta. In this study, researchers observed how to teach English listening skill in teaching and learning activities. First, the teacher entered the classroom and greets the students, then the teacher asks the students, after which the teacher asks the students to pray and the teacher checks the student's presence on the day. The teacher re-asks the previous material to the student, and explains the learning objectives of the day. Second, the teacher plays the song I have a dream to be heard carefully by the students, then the teacher distributes a piece of paper to the students containing the lyrics of the song "I Have a Dream", the students are given direction to understand and interpret the contents of the lyrics, in the linguistic element in it. Third, the teacher asked and questioned the meaning of the words contained in the lyrics that were not understood, the fourth teacher sang the song and the students were asked to sing the song in front of the class. And finally the teacher gives an assessment of the students for the activities that have been done.

2. Questionnaire

Based on the result from questionnaire revealed that there are five teacher's style such as expert, formal authority, personal model, facilitator, delegator. As proposed (Grasha, 2010).

1. Expert, it can be seen from the questionnaire number 1, 3, and 5, 90% of students mention that expert as teacher's style, such as the teacher always answer the students questions.
2. Formal authority, it can be seen from the questionnaire number 6 and 15, 80% of students mention that formal authority as teacher's style, such as the teacher always provide the opportunity to ask and connect the material with personal experience.
3. Personal model, it can be seen from the questionnaire, the questions number 2, 4, 7, 8 10, and 17, 67% of students mention that demonstrator as teacher's style, such as the teacher could be a role model by showing good behavior and skills, the teacher playful during school hours take place, do not grumpy/ rude in educating, always be fair in gives the task, speak with courtesy when teaching, and provide guidance when students are learning themselves.
4. Facilitator, it can be seen from the questionnaire, the questions number 9, 11, 12, 13 and 14, 95% of students mention that facilitator as teacher's style, such as the teacher gives the material clearly, always helpful in learning difficulties, always gives homework, always inspire learning, always give an example when explained a material, and always prepare in a class and gives instruction clearly.
5. Delegator, it can be seen from the questionnaire, the questions number 16, 90% of students mention that delegator as teacher's style, such as the teacher liberate students to learn the material in a way the students themselves.

Discussion

Based on the data observation and questionnaire was revealed that the teacher's style when he was teaching in the class follows:

1. Expert, it can be seen from data observation that the teacher prepare the material that will be taught. It is supported by data from questionnaire that 90% students mention that expert teacher.
2. Formal authority, it can be seen from data observation that the teacher prepare the material that will be taught. It is supported by data from questionnaire that 80% of students mention that formal authority.

3. Personal model, it can be seen from data observation that the teacher gives an example how to sing that song and invited the students to sing together. It is supported by data from questionnaire that 67% of students mention that demonstrator.
4. Facilitator, it can be seen from data observation that the teacher invited the students for listen a song so the students not felt bored in learning. It is supported by data from questionnaire that 95% of students mention that facilitator.
5. Delegator, it can be seen from data observation that the teacher invited the students to sing the song and sing in front of the class individually. It is supported by data from questionnaire 90% of students mention that delegator.

CONCLUSION

Based on the data observation and questionnaire was revealed that the teacher's style when he was teaching in the class are follows:

1. Expert, it can be seen from data observation that the teacher prepare the material that will be taught. It is supported by data from questionnaire that 90% students mention that expert teacher.
2. Formal authority, it can be seen from data observation that the teacher give material clearly that students can follow the learning process. It is supported by data from questionnaire that 80% students mention that formal author.
3. Personal model, it can be seen from data observation that the teacher gives an example of sing a song "I have a dream". It is supported by data from questionnaire that 67% of students mention that demonstrator.
4. Facilitator, it can be seen from data can be seen from the observation data when the teacher asked the students to sing the song again. It is supported by data from questionnaire that 95% of students mention facilitator.
5. Delegator, it can be seen from data observation that the teacher asked the students to sing the song in front of the class. It is supported by data from questinnaire that 90% of students mention that delegator.

From explanation above, we can concluded that teaching style used by the teacher in teaching English listening at tenth grade of SMK Negeri 1 Bojong Purwakarta are 90% teacher as expert, 80% teacher as formal authority, 67% teacher as personal model, 95% teacher as facilitator, and 90% teacher as delegator.

They are some suggestions that will be delivered from the findings of the above study. Here are some suggestions that can be conveyed in this study;

1. Teacher should be able to enrich the in knowledge and teaching skill in a variety of style of teaching so that teachers have a teaching style that is more attractive.
2. Students should be more active in participating in learning activities. Learners have to study more actively, both active in tapping the knowledge and active in bringing the problems experienced in receiving the teaching style that is done by the teacher.
3. Headmaster is suggested to oversight and direction to the teacher to be able to provide a more plesant learning atmosphere, especially with the style of teaching that can be developed by teachers.
4. Next researcher, it will be better to conduct the research which is focused on different teaching styles.

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