

# **THE STUDENTS' PERCEPTION ON TEACHERS' TEACHING STYLE AT SMAN 03 BANDA ACEH**

**<sup>1</sup>Mira Humaira, <sup>2</sup>Dr. T. Zulfikar, M. Ed, <sup>3</sup>Drs. Amiruddin**

<sup>1</sup>Mahasiswa Prodi PBI FTK UIN Ar-Raniry Banda Aceh

<sup>2</sup>Dosen Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

<sup>3</sup>Dosen Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

## **ABSTRAK**

Penelitian ini diselenggarakan untuk menginvestigasi persepsi siswa Senior Menengah Atas terhadap gaya mengajar guru mereka dan efek dari gaya mengajar guru dalam motivasi siswa dalam belajar bahasa Inggris. Penelitian ini diselenggarakan di SMAN 03 Banda Aceh. Sampel dalam penelitian ini adalah enam siswa kelas dua di SMAN 03 Banda Aceh. Untuk pengumpulan data, saya menggunakan wawancara. Untuk menganalisis hasil wawancara, saya gunakan deskriptif analisis. Adapun hasil dari penelitian ini adalah: (1) siswa lebih menyukai gaya mengajar fasilitator di SMAN 03 Banda Aceh karena guru sering memberi dukungan dan idea dalam proses pengambilan keputusan dan mendorong siswa untuk membangun kriteria yang cocok didalam proses belajar mengajar. (2) terdapat impact yang kuat antara gaya mengajar guru dengan motivasi siswa dalam belajar bahasa Inggris.

## **ABSTRACT**

The study was conducted to investigate senior high school students' perceptions of their teachers' teaching styles and impact of teacher teaching style on students' motivation to learn English. This research was conducted at SMAN 03 Banda Aceh. The participants of this study were six students at second grade of SMAN 03 Banda Aceh. For collecting the data I used interview. To analyze the result of the interview, I used descriptive analysis. The findings from this study led to the following conclusions: (1) facilitator teaching style is preferred by students in SMAN 03 Banda Aceh because the teachers often give supports and ideas in decision-making and encourage the students to develop suitable criteria's in

teaching and learning process. (2) there is a strong impact between teachers' teaching style with students' motivation in learning English.

#### بذمة مخ تصرقن

وقد أجريت الدراسة لـ لتحقيق في تصورات طلاب المدارس الثانوية العليا عن أساليب تدريس معلمهم وتأثير أسلوب تدريس المعلمين على تحفيز الطلاب لتعلم اللغة الإنجليزية. وقد أجري هذا البحث في سمان 30 باندا آت شيه. وكان المشاركون في هذه الدراسة الصف الثاني من سمان 30 باندا آت شيه. لجمع البيانات التي استخدمتها سدة طلاب في المقابلة. لتحليل نتيجة المقابلة، استخدمت التحليل الوصفي. النتائج التي توصلت إليها هذه الدراسة أدت إلى الاستنتاجات التالية: (1) يفضل أسلوب التدريس الميسر من قبل المعلمين غالباً بما تعطى الدعم والأفكار في صنع الطلاب في سمان 30 باندا آت شيه لقرار وتشجيع الطلاب على وضع معايير مناسبة في التعليم والتعلم معالجة. (2) هناك تأثير قوي بين أسلوب التدريس المعلمين مع تحفيز الطلاب في تعلم اللغة الإنجليزية.

## **A. INTRODUCTION**

Student academic excellence is one of the main goals of any educational institutions and colleges. To ensure that academic excellence can be achieved, it requires action and cooperation from all parties. One of the important elements to achieve students academic excellence is teaching style. According to Grasha (1996), the teaching style are the pattern of belief, knowledge, performance and behavior of teachers when they are teaching. An effective teaching style engages students in the learning process and helps them develop critical thinking skills. Traditional teaching strategy have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs. Teacher's teaching style is based on their educational philosophy, their classrooms' demographic, what subject area (or areas) they teach, and the school's mission statement.

Based on my own experience as a senior high school student at SMAN 03 Banda Aceh, I found most of the English teachers used traditional style in teaching which teacher was a centered in teaching learning process. Therefore, decrease students' motivation to learn English. Moreover, teachers' teaching style gave the effect on students' motivation in learning. According to Newmann (1992) identified three critical factors that may increase student achievement: (1) students' perceptions of fairness and justice in the classroom, (2) relationships between teachers and students, and (3) effective use of instructional strategies. So that it is why the teachers need to know and understand about their teaching style. In keeping with this overview, I would like to investigate students' of SMAN 03 perception on teachers' teaching style. This study would contribute toward students' motivation in learning English.

## **B. METHOD**

### **1. Research Design**

Research is a process of enquiry and investigation, it is systematic, methodical and ethical. It is conducted to solve practical problems and to increase knowledge. In this research, the researcher employs qualitative approach. According to Ary (2006) "A qualitative research is a research without any calculating and numbering". The researcher takes qualitative research because this research is to identify the students' perception on teacher's teaching style. The aim of the researcher in conducting this study is to obtain

student perception on teachers' teaching style and to find out the correlation between students' perception on teachers' teaching style with students' motivation in learning English.

## 2. Research Participants

This research was conducted at SMAN 03 Banda Aceh. The population of this study was students at second grade of SMA 03 Banda Aceh. The participants of this research were chosen based on purposive sampling. Taher (2009) stated in his book that this technique is applied by recruiting specific people that are carefully selected by the researchers based on specific criteria that the sample has. For instance, the sample has a specific education level, position, age, experience, etc. In this study the sample chosen based on their score. Three students who have higher score in English lesson and three students who have lower score in it.

## 3. Technique of Data Collection

The researcher used interview in this research. In this study, I provided a semi structured interview which consisted of 6 questions to explore specific information from respondents who have answered the questionnaire before. I call these 6 selected students respondents to make an appointment when and where they can meet to do the interview. I act as the interviewer. Questions in the interview sheet will be answered by the respondents within 10 minutes or more. The advantage of using semi-structured interview in qualitative research, according to Longhurst (2010), the informants can have a bigger opportunity to explain their feeling and experience regarding the issues and questions that are addressed to them. This is very important for the writer as well, since this can give new insights about the issues.

## 4. Technique of Data Analysis

The technique of data analysis that was used in this study is descriptive analysis. In this study, the gathered data of the interview is analyzed and concluded as narrative, as the main source of data in answering the research questions of the study. After collecting data from students by doing interview, I immediately displays the data in result of the study in chapter IV.

### **C. THE RESULT OF THE RESEARCH**

In this study, the researcher has interviewed 6 students at second grade of SMA 03 Banda Aceh in order to get their perceptions about students' of SMAN 03 perception on teachers' teaching style. According to the result of the interview session, from the first question I found that all the participants have the same answer that they really like English subject. The second question is about how long they have studied English. All the participants said that they have studied English since they were in elementary school. In addition, two of participants do not only study English in school but they also take additional course to master English. The next question about their perception towards teacher's teaching style in teaching English. They like their teacher's teaching style because she teaches English very kind and The teacher teach them very arrangeful and clearly.

For the next question I asked the participants about their favorite teaching style. I gave them the choice that Five style of teaching (expert style, demonstrate style, lecture style, delegator or group style, fasilitator style). All of them prefer fasilitator style, they like fasilitator style because the teacher gave them the opportunity to be a centered in teaching learning process. On the other hand, The fifth question then I asked them about their unfavorite teaching style. The most not favord teaching style is delegator teaching style. They dislike delegator style where the teacher only become the only one reference and this style also makes us limited for getting the information where we only get the reference only from the teacher. The last question is about any correlation about teacher's teaching style with students' motivation. All of them said that between motivation and teacher's teaching style have very strong correlation.

### **D. DISCUSSION**

From the answer I can conclude that although the participants had variety perceptions about their teacher's teaching style. But all of them had positive perception about their teacher's teaching style. All of students liked the teacher with good teaching style where the teacher is not only master in English but they also liked the teacher who smart in explaining the material and make them easier to understand the material. In addition, they also admired the teacher who have a function not only as a teacher but they

wanted the teacher as a facilitator who give them big opportunity to explore the teaching material by their own.

Therefore, the results obtained from this study shows that the most participants in this research stated that the best teaching style was facilitator teaching style with a mean 6 participants. It can be seen from their answer they liked facilitator style because the teacher gave them the opportunity to be a centered in teaching learning process. Form these findings, I can conclude that facilitator teaching style is favored by students. It is caused they always keep the students accompanied and discussed on the students' problems in classroom. Since students constantly have problems in studies, teachers must frequently ask and discuss with them regarding teaching and learning styles that should be done in classroom. In addition, facilitator teaching style is preferred by students in SMA 03, Banda Aceh because the teachers often give supports and ideas in decision-making and encourage the students to develop suitable criteria's in teaching and learning. The teacher not only delivered the material but the teacher be as a facilitator also and when they got the problem the teacher will help them to solve this problem together.

On the other hand, in the interview I also asked the students about the style of teaching that is not favored by the students. The style of teaching that is not favored by the students is delegator teaching style. They dislike delegator style where the teacher only become the only one reference. It is a teaching style that focuses on a teacher that functions as the only reference for the students and that the students are encouraged to study on their own. Thus, in some way, the delegator teaching styles is only effective on students that are active and often ask questions to their teachers while the less participated students would be left far behind in classes that they took. Therefore, teachers need to talk with students about the problems that they face in the process of teaching and learning so that the students' performance can be improved. Individual basically has a strong desire to learn and the desire to be able to build one's self to a better one if there is any encouragement from others. Therefore, teachers are the fundamental for students to help them in understanding the subjects that they take, especially in history subject.

Therefore, the results obtained from this study shows that there is a strong impact between teachers' teaching style with students' motivation in learning English. This shows that teaching styles play an important role in the academic achievement of student on a subject, especially in English subject. Although the student is the last rank student in class but he got high score in English subject because the good teaching style motivated him in

study English. This study is supported by Ramadhani (2008) that lecturers is the key factor in students' achievement on subject taken. Therefore, a teacher must play an important role in improving the teaching styles as so that the students' performance is also improved. Accordingly, the style of teaching is a very important thing in the process of teaching and learning. This is because appropriate teaching styles will further facilitate the teaching and learning process. Therefore teachers should always try a variety of teaching styles in order to create teaching and learning, two-way discussion between teachers.

#### **E. CONCLUSION**

The result have shown that all of students like the teacher with good teaching style where the teacher is not only master in English but they also like the teacher who smart in explaining the material and make them easier to understand the material. In addition, they also admire the teacher who have a function not only as a teacher but they want the teacher as a facilitator who give them big opportunity to explore the teaching material by their own. Therefore, it can be seen this study that many students are interested in facilitator teaching styles compared to other teaching styles. Moreover, effective teaching styles will not only increase the level of students' achievement, but also to gain their interest to keep learning and motivated in exploring knowledge with much enthusiasm.

## REFERENCES

- Allen, R. (1988). *The relationship between learning style and teaching style of secondary teachers in south central Kansas*. Unpublished doctoral dissertation. Kansas State University:Manhattan, KS
- Arikunto, S. (2002). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta
- Ary, D. (2006). *Introduction to Research in Education*. Belmont: Thomson Wadsworth
- Bennett, N., Jordan, B. Long, G., & Wade, B. (1976). *Teaching styles and pupil progress*. London: Open Book Publishing Limited.
- Bogdan, R. C., & Biklen, S.K. (1992). *Qualitative research for education: An introduction to theory and method*. Boston: Allyn and Bacon.
- Brown, D. H. (2000). *Principles of language learning & teaching*. New York: Longman.
- Chang, W. (2002). *The impact of constructivist teaching on students' perceptions of teaching and learning*. New Orleans: LA.
- Chapman, J. K, Hughes, P. and Williamson, B. (2001). Teachers' perceptions of classroom competencies over a decade of change. *Asia Pacific Journal of Teacher Education*. 29(2): 171-184.
- Chen, Y.C. (2008). *An investigation of the relationships between teaching style and studies achievement in Miaoli Jianguo Junior High School*. Hsuan Chuang University: Taiwan
- Chia, K.B. (1997). *Professional self-esteem and teaching styles of English language teacher in Malaysia*. Unpublished Ph.D. Thesis. University of Manchester.
- Curtin, E. (2005). Instructional styles used by regular classroom teachers while teaching recently mainstreamed ESL students: Six urban middle school teachers in Texas share their experiences and perceptions. *Multicultural Education*. 12(4): 36-42.
- Conti, G. J. (1989). *Assessing teaching style in continuing education*. San Francisco: Jossey-Bass.
- Cothran, D., Kulinna, P. H., & Ward, E. (2000). Students' experiences with and perceptions of teaching styles. *Journal of Research and Development in Education*. 34(1): 93-103.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4 ed.). Harlow, United Kingdom: Pearson Education Limited
- Dunn, R. S., and Dunn, K. J. (1979). Learning styles/teaching styles: Should they ... can they ... be matched? *Educational Leadership*. 36(4): 238-244.

- Erickson. (1978). Teaching style in physical education and Mosston's spectrum. *Sports Media*.
- Evans, C. (2004). Exploring the relationship between cognitive style and teaching. *Educational Psychology*. 24(4): 509–531.
- Farkas, R. D. (2003). Effects of traditional versus learning-styles instructional methods on middle school students. *The Journal of Educational Research*. 97(1): 42-51.
- Felder, R.M., & Henriques, E.R. (1995) Learning and teaching styles in foreign and second language education. *Foreign Language Annals*. 28(1): 21-31.
- Fischer, B. B., and Fischer, L. (1979). Styles in teaching and learning. *Educational Leadership*. (4): 245-254
- Gifford, N. K. (1992). *The relationship of moral reasoning level of instructors to their teaching style and adult student perception of the learning environment* (Doctoral dissertation, University of Nebraska–Lincoln, 1992). Dissertation Abstracts International, 54, 01-A.
- Grasha AF. (2000) *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning style*. Pittsburgh: Alliance publishers
- Grasha, A.F. (1996). Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. *College Teaching*, 48: 1-12
- Gregorc, A. F. (1979). Learning or teaching styles: Potent forces behind them. *Educational Leadership*, 36(4), 234-236
- Harry and Rosemary. (1998) *The role of teachers and learners*. Hong Kong: ELBS with Oxford University Press.
- Hiew, W. (2012). English language teaching and learning issues in Malaysia: learners' perception via facebook dialogue journal. *Journal of Arts, Science and Commerce*. 3: 11-19
- Hornby, A. S. (1995) *Oxford Advanced Learner's Dictionary*, 5<sup>th</sup> Edition, Oxford University Press
- Hughes, G. B. (2009). Students' perceptions of teaching styles in mathematics learning Environments. *Mathematics Teaching-Research Journal Online*. 3(2): 1-12.
- Kim, J. S. (2005). *The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies*. Asia Pacific Education.
- Kriyantono, Rachmat. (2010). *Teknik Praktis Riset Komunikasi* [Practical technique Communication Research]. Jakarta: Kharisma Putra Utama.
- Kulinna, P. H., Cothran, D. J., & Zhu, W. (2000). Teachers' experiences with and perceptions of Mosston's Spectrum: How do they compare with students'? Paper

presented at the annual meeting of the American Educational Research Association, New Orleans: LA.

- Ladd, P.D. (1995). The learning and teaching styles of Tennessee secondary business education teachers. *Delta Pi Epsilon Journal*. 37(1): 29-45.
- Longhurst, R. (2010). Semi-structured interviews and focus groups. In N. Clifford, S. French, & G. Valentine (Eds.) *Key methods in geography*. London, England: Sage.
- Miller (2001). Learning styles/teaching styles: Should they can they be match? *Educational Leadership*. 36: 234-237.
- Newmann, F.M. (1992) *The Significance and Sources of Student Engagement*. In: Newmann, F.M., Ed., *Student Engagement and Achievement in American Secondary Schools*. Teachers College Press: New York
- Patton, M. (2002). *Qualitative Evaluation and Research Methods* 2<sup>nd</sup>ed, Newbury, CA: Sage.
- Pratt, D. (2002). *Good teaching : one size fits all?*. San Fransisco, CA: Jossey-Bass
- Peacock, M. (2001). Match or mismatch? Learning styles and Teaching styles in EFL. *International Journal of Applied Linguistics*. 11(1): 1-20.
- Ramadhani, S. (2008). *The Art of Positive Communicating*. Yogyakarta: Bookmarks
- Richard, K. (2000). *Literacy and Language Teaching*. New York: Oxford University Press.
- Shell. (1998). *Conceptual models of student engagement*. National Center of Effective Secondary Schools. University of Wisconsin. .
- Shumaker, J. B., & Deshler, D. D. (2006). *Teaching adolescents to be strategic learners*. Thousand Oaks, CA: Corwin Press.
- Sowel, J. E. (2001). *Educational Research "An Integrative Introduction"*. New York: Library of Congress Cataloging and Publicating Data.
- Sungur, S., and Tekkaya, C. (2006). Effects of Problem-Based Learning and Traditional Instruction on Self-Regulated Learning. *The Journal of Educational Research*. 99(5): 307-317
- Sun, M.-Y., and Wang, C.-H. (2007). The relationship between teacher discipline and students' learning motivation in school. *Journal of Primary and Secondary Education Research*. 18: 165-193.
- Stitt-Gohdes, W. L. (2001). Business Education Students' Preferred Learning Styles and Their Teachers' Preferred Instructional Styles: Do They Match? *Delta Pi Epsilon Journal*. 43(3): 137-15

- Sturt, G. (2000). Teaching styles. Retrieved from <http://psychology.colchsfc.ac.uk/gary.htm>.
- Taher, Alamsyah. (2009). *Metode Penelitian Sosial* [Social Research Methodology]. Banda Aceh: Universitas Syiah Kuala.
- Trianto. (2011). *Pengantar penelitian pendidikan bagi pengembangan pendidikan dan tenaga kependidikan*. Jakarta: Kencana
- Tudor, I. (1996). *Learner-centerednessas language education*. United Kingdom: Cambridge University Press.
- Wright, T. (2006) *Roles of teachers and learners*. Oxford: Oxford University Press
- Schumaker, J. B., & Deshler, D. D. (2006). *Teaching adolescents to be strategic learners*. Thousand Oaks, CA: Corwin Press.
- Wlodkowski, R. & Ginsberg, M. (1995). Behaviorism versus humanism. *Training and Development Journal*. 4: 1-45.
- Zahorik, J.A. (1990). Stability and flexibility in teaching. *Teacher and Teaching Education*. 6 (1): 69-80.