**THE ANALYSIS OF ENGLISH LECTURERS’ TEACHING MODELS AT ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF NORTH MALUKU TERNATE**

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**ABSTRACT**

To achieve the teaching goals well, the teachers or lecturers are demanded to master all teaching components. One of the components is teaching model. Teaching model can drive the teachers or lecturers to achieve teaching goals well. This research attempted to find out (i) the English lecturers’ teaching models applied in teaching in the classroom, (ii) the English lecturers’ reasons for applying those teaching models, and (iii) the English students’ perceptions of the English lecturers’ teaching models applied. Data were collected by classroom observation and semi-structure interview. Then, data were analyzed by employing descriptive qualitative method. The participants consisted of five English lecturers and students. The findings of the research showed that (i) Most of the respondents in this research did not apply innovative teaching models. Most of the teaching models applied by respondents were still conventional. (ii) There were some respondents who applied group discussions and presentation, but the sequences of teaching that were applied did not characterize an innovative teaching model, (iii) The respondent 4 applied innovative teaching models twice in two meetings. However, he also applied conventional teaching models. Then, all respondents’ teaching models did not involve a new teaching model or method in teaching interaction in the classroom, (iv) Lecturing is one of the dominances teaching models used by all respondents in teaching in the classroom, (v) There were some reasons underpinning all respondents in choosing a teaching model to be applied. The reasons included the students’ proficiency, the instructional material, students’ understanding, the easiness, simple, and teaching goals. Further, all respondents considered that those teaching models were appropriate and effective to be applied in teaching and learning interaction, and (v) Not all respondents’ reasons in line with the five students’ perceptions. All students’ perceptions showed that some teaching models used by respondents were boring and uninteresting.

**Key Words:** *analysis, teaching models, English lecturers*

**Introduction**

Elmore in Barry A. R (2010: 2) maintains that to increase student learning, we do not change the structure but we change the instructional practices of teachers. In addition, Elmore views that the schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce and design a structure to go with it. Moreover, Joyce Bruce, et al. (2009) states that a perfect teaching could be collaborated with each teaching model that is suitable for particular teaching goals. In addition, they explain that teaching models are instead as tools that designed to help teachers to make their instruction systematically and efficiently.

Teaching models provide enough flexibility to allow teachers to use their own creativity, just as engineers use creativity in the act of construction (Joyce and Weil 1972). They explored additional statement that an instructional model is designed for teachers within use all of the skills and insights at their comment. Therefore, as a teacher she or he cannot be separated by the teaching models if he or she is going to conduct teaching and learning activities in the classroom. Teaching models are important to play in teaching and learning process in the classroom and teaching models provide an environment for interactive students’ engagement.

The evidence from science education research shows that a significant learning gained could be attained when students participate in [interactive engagement](http://serc.carleton.edu/introgeo/models/IntEng.html) activities. Thus, it is important that learning environment or activity created around models that provide an interactive engagement experience.

According to Jangira (1983), teaching models can enhance [system of thinking](http://serc.carleton.edu/introgeo/models/systems.html) abilities, teaching models development are useful in helping students to learn [quantitative skills](http://serc.carleton.edu/quantskills/) such as graphing, graphical analysis and visualization, statistics, computational skills, and mathematics. On the other hand, teaching models are the plan and syntax of designing teaching process to accomplish particular teaching goals.

Educators design other evidences and psychologists have mentioned several types of the teaching models that provide suitable guidelines to the teachers in modifying the behavior of the learners. As a matter of facts, some sorts of models of the teachings have existed since time is immemorial. In simple language, models of teaching may define as a blueprint designed in advance in providing necessary structure and direction for the teacher in realizing the stipulated objectives. They help in guiding the teacher to select appropriate teaching methods, strategies, and techniques for the effective utilization of the teaching situation and material in realizing the objectives. They help in bringing about desirable changes in the behavior of the learners. They help in finding out the ways and means of creating favorable environmental situation in carrying out teaching process.

Teaching models can create conducive teaching and learning process in the classroom. Moreover, teaching models can help teachers or lecturers to create a good atmosphere in the classroom. It means that teaching models will help to attain teaching goals successfully, or teaching models will be a guide for teachers or lecturers to compile the materials, manage the time, determine teaching methods, and teaching strategies in classroom interaction. Then, they can also develop students’ motivation, activities, and create a better environmental situation in the classroom. Teaching models encourage the students to build up their creativities.

There are a lot of previous studies about teaching models such as, Joyce Bruce, et al. (2009:8-9) who reported that some teachers at junior high school in Israel achieved wonderful result when they conducted a study by applying group investigation model to the students who have low social economic status and higher social economic status. The result showed that group investigation model was significant to increase their abilities; in this case, the students who have low social economic status got higher scores than the students who have higher social economic status.

Clavin’s (1995) research finding about cooperative learning found two important points namely (1) Cooperative learning was able to increase students’ learning achievement, social relationship, sprout up tolerance of bearing, and appreciate others’ people opinion, and (2) Cooperative learning was able to fill students’ needs in critical thinking, problem solving, and to integrate knowledge and experience. Hamra & Syatriana (2012) conducted a study under the title of *Developing a Model of Teaching Reading Comprehension for EFL Students*. The research focused on group discussion. The result showed that the model with its instructional design promotes learning, class interactions, and learning achievement of the students. A classroom activity in the form of discussion promotes not only reading but also speaking ability of the students.

Chen (2011) did the study under the title of *Structuring Cooperative Learning in Teaching English Pronunciation*. The result showed that cooperative learning successfully implemented in ESL classrooms; the essential elements of cooperative learning needed to be explored for successful results such as positive interdependence, individual accountability, face-to-face promotes interaction, and social skills. Group processing was needed to build up in the instructional format the creative and effective materials.

Tuan (2010) applied the same teaching model under the title of *Infusing Cooperative Learning into an EFL Classroom*. His study aimed to investigate the students diversities in terms of learning styles and linguistic competence, and the extent to which students change as regards participation, interaction and increasing through cooperative learning activities embracing their diversities. The result indicated that cooperative learning prepares learners to be effective participants not only in their classrooms today but also in their workplaces tomorrow. Nonetheless, it is quite a great change from the teacher dependence to learner interdependence, from teacher tutoring to peer tutoring.

The term teaching model refers to a particular approach to instruction that include its goals, syntax, environment, and management system (Arend 1997). Teaching models are the planning or a syntax that is used as a guide to design teaching planning in the classroom or tutorial teaching and determine teaching tools, including books, film, computer, curriculum, ect (Joyce & Weil 1992).

Joyce and Weil (1972) have given three meanings of teaching models: (1) Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his/her behavior, (2) Teaching model is a syntax or plan which can be used to shape a curriculum or course, or select instructional materials and to guide a teacher’s actions. Teaching models are created to achieve specific goals. When a teacher identifies a goal, selects a particular strategy designed to attain that goal, we can say that he/he is using model approach, (3) A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that intended to attain certain kinds of goals.

Joyce & Weil (1992) argued thata model of teaching is a set of inter-related components arranged in a sequence, which provides guidelines to realize specific goal. It helps in creating instructional activities and environmental facilities, carrying out of these activities and realization of the stipulated objectives. N. K. Jangira (1983) defined that teaching models are really models of learning. As we help student to get information, ideas, skills, value, ways of thinking and means of expressing themselves, we are also teaching them how to learn.

Based on the background above, this research aimed to investigate three main problems relating to ; (i) the teaching models which are applied by English lecturers; (ii) the English lecturers’ reasons for applying those teaching models; and (iii) the English students’ perceptions of English lecturers’ teaching models applied.

**Research Methodology**

This research applied descriptive qualitative method to investigate the research questions in this research. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (nonnumeric) data in order to gain insights into a phenomenon of interest (Gay et al, 2006:9). The researcher discovered the non-numerical data and then describes it. This method intends to describe everything related to the topic of the research.

The participants of the research consisted of five English lecturers who are actively teaching at Muhammadiyah University and English students. To determine the subjects in this research, the researcher used purposive sampling technique. According to Sugiyono (2009), purposive sampling technique is one of the techniques used to determine the subjects by considering something.

The instruments of the research are observation sheet; list of questions, camera, and the researcher itself was the main one. Classroom observation and semi- structured interview as the techniques used to collect the data. To collect the data, the researcher followed some procedures of data collection namely; (1) classroom observation. (2) Semi-structured interview.

The data were analyzed by following several steps adopted from Gay et al (2006:470) namely: (1) **Reading/ Memoing,** the researcher read and wrote memos about field notes, transcription and observer commends to get an initial sense of data. (2) **Describing,** involved developing thorough and comprehensive description of participants, setting, and the phenomenon studied in order to convey the rich complexity of the research. The descriptions were based on data collected by observation, interview, and field notes, and (3) **Classifying**, the data brook down into smaller units, determining their import, and putting the pertinent unit together in a more general, analytic form. On the other hand, the data classified or coding and categorizing pieces of data and grouping them into themes, then the researcher presented and interpreting descriptively.

**Research Findings and Discussions**

1. *Teaching models*

Based on the research findings gained from classroom observation, it indicates that among five respondents who were the the subjects of this research used teaching models mostly the same to each other. Further, four of them did not apply innovative teaching models in the teaching and learning process. Most of the respondents just applied conventional models in the teaching and learning activities. The teaching syntaxes were used by respondent 1, 2, 3 and 5 did not characterize an innovative teaching model.

However, respondent 1, 3, and 5 had been applied group presentation and discussion in teaching activities. The teaching syntaxes of group presentation and discussion did not follow the sequences of innovative teaching models. It means that most of the lecturers as the subjects did not apply innovative teaching models that become one of the important roles in learning process such as cooperative learning models, contextual teaching and learning, and problem based learning.

The use of models also shows that the lecturers have a good plan in teaching process. No sequences of the teaching models were in line with the concept of teaching models that were stated by Joyce & Wail (1992) that teaching model is “a set of inter-related components arranged in a sequence which provides guidelines to realize specific goal”. They also presented that teaching model is a pattern or plan, which can be used to shape the curriculum or course, or select instructional materials and to guide the teacher’s actions.

However, the teaching syntaxes were used by respondent 1, 2, 3, 4 and 5 that start by opening activities, during teaching, and closing are relatively the same to each other. All respondents (1, 2, 3, 4 and 5) usually began teaching activities started by greetings, asking the students’ condition, giving advices and motivations. Then, in during teaching activities, most of the respondents start by explaining the topic of instructional materials, explaining the instructional materials, giving chance to the students for asking questions. However, there were some respondents who applied group presentation and discussions, such as respondent 1, 3 and 5 and individual presentation such as respondent 2 and 3. In closing activities, most of the respondents ended teaching activities by concluding the instructional materials, giving advices and motivations, and greetings. Nevertheless, there were some respondent (1 and 2) ended it by calling roll while, respondent 2 and 3 sometimes gave home assignment to the students

Those teaching syntaxes mentioned above did not indicate an innovative teaching model such as cooperative learning. Jolliffe (2007:3) stated that cooperative learning requires the students to work together in the small group to support each other’s to improve their own learning. The teachers or lecturers extended the teaching goals and give motivation, present the information, organize the students in the group, advice the teamwork, evaluate, and give reword. Another innovative teaching model such as problem based -learning that can help to improve the development of learning skill for a long time (Margetson, D 1994). The steps of Problem based learning such as *engagement, inquiry and investigation, performance, and debriefing.*

Those processes did not find out in the observation data of respondent 1, 2, 3, and 5. However, the observation data of respondent 4 can be found out that respondent 4 applied cooperative learning twice for two meetings in teaching and learning activities. The teaching syntaxes were used by respondent 4 for two meeting started from opening, during teaching, and closing activities showed that cooperative learning which was applied by respondent 4.

Cooperative learning is group-learning strategies that include the students to study collaboratively for achieving the goals together (Eggen & Kauchak, 1996: 279). Nevertheless, respondent 4 applied conventional teaching models in others meetings. Whereas, the innovative teaching models such as cooperative learning, contextual teaching and learning, and problem based learning (BPL) have the big roles to increase the students’ learning achievement or innovative teaching models signify to improve learning achievement (Hamra & Eny, 2012, chen, 2011, Tuan, 2010, Clavin, 1995, and Margetson, D, 1994).

Moreover, the research findings from observation indicated there are no new teaching model, method, and strategy that involve in all respondents’ teaching and learning activities in the classroom. All teaching models have been used in educational environment (teaching and learning process). In addition, the lecturing is the dominance-teaching model applied by all respondents in teaching and learning activities in the classroom. It means that, mostly respondents only lecturing in teaching activities in the classroom.

1. *The English Lecturers’ Reasons and Students’ Perceptions*

The data interview of the fifth respondents indicated that all respondents (1, 2, 3, 4 and 5) gave the reasons differently. Respondent 1 argued that the students were from the different region, and they had low English proficiencies. Therefore, those methods were applied in order to drive the students to improve themselves. Respondent 2 said that those teaching models were adapted with the materials and they were appropriate as the first steps in the teaching activities.

Respondent 3 stated that, those methods were easy and simple but they could stimulate the students to be more active in teaching and learning activities. Respondent 4 said that those methods were effective and they could help him and others students in order to make all students to be active in teaching activities while respondent 5 argued that the students still needed more explanation, such as the definition of a topic of material and the theories. That is why; those models were stated as appropriate.

Moreover, respondent 5 stated that, if the instructional materials that mentioned above were not appropriate to use cooperative learning. Beside the reasons above, there are other reasons underpinning why those models should be applied. All respondents (1, 2, 3, 4, and 5) stated that those teaching models were appropriate and effective for applying in the teaching and learning activities in the classroom.

All statements above come from those respondents as the subjects in this research. Therefore, those statements might be postulated. However, those statements are not in line with the students’ perception that refers to five respondents’ teaching models that were applied in teaching and learning activities in the classroom. The interview data of the fifth students indicated that some respondents that applied conventional teaching models and those teaching models were boring.

Student 1 argued that most of the lecturers still applied conventional teaching models in the teaching and learning activities in the classroom. Therefore, those models were boring. Moreover, student 1 stated that for some subjects (structure and linguistics), they did not understand totally. Student 2 stated the same statement as the student 1. Student 2 argued that there were some lecturers still applied teaching models that were boring. Student 3, 4 and 5 argued the same as the students 1 and 2. Student 3, 4, and 5 stated that some lecturers’ teaching models were boring in the teaching and learning activities in the classroom. However, five students argued that some lecturers’ teaching models were good in teaching activities.

Therefore, not all teaching models applied by those respondents are in line with the students’ perceptions. It means that all respondents should consider their reasons for applying those teaching models in teaching and learning activities. According to Trianto (2007:1), one of the main problems in formal educational in Indonesia particularly, most students still got low learning achievements caused by many teachers or lecturers still applied conventional teaching models in teaching and learning activities in the classroom. Therefore, as a teacher or lecturer should determine the appropriate and effective teaching models in teaching and learning activities in the classroom. The teacher or lecture are expected to use innovative teaching models intensively in teaching interaction in order to attain teaching goals as well and to improve students’ proficiencies.

**Conclusion**

Based on the research findings and discussions before, the following conclusion can be described are as follows

1. Most of the respondents in this research did not apply innovative teaching models in teaching and learning activities. The research findings gained by observation showed that most of the teaching models which respondents applied are still conventional..
2. Some respondents have tried to apply group discussions and presentation in teaching and learning activities, but the sequences of teaching that were applied did not characterize an innovative teaching model.
3. Respondent 4 indicated thathe he applied innovative teaching models twice in two meetings. However, he also applied conventional teaching models. Then, all respondents’ teaching models did not involve a new teaching model or method in teaching interaction in the classroom.
4. Lecturing is one of the dominant teaching models used by all respondents in teaching and learning activities in the classroom.
5. There were some reasons underpinning all respondents in choosing a teaching model to be applied in the classroom. The reasons included the students’ proficiency, the instructional material, understanding, the easiness, simple, and teaching goals. Further, all respondents considered that those teaching models were appropriate and effective to be applied in teaching and learning activities in the classroom.
6. Not all respondents’ reasons are in line with the five students’ perceptions. All students’ perceived that some teaching models used by respondents in teaching activities were boring and uninteresting.

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