

Aa Study On Western English Lecturer Styles In Teaching At Uki Toraja.

Saiful^a, Sumirna^b

^a Unismuh Makassar, Jl. Sultan Alauddin No 256, Makassar, Indonesia

^b ABA UMI, Jln Urip Sumoharjo Km 5, Makassar, Indonesia

Corresponding e-mail: Chozsaiful@yahoo.co.id, sumirnaemir@gmail.com

Abstract

The aim and cord point of this research was to find out the students' perception toward their western English lecturer styles in teaching the researcher employed qualitative description method for the study. The data resources for the research were 27 students at sixth semester students, they were chosen randomly and one Western English Lecturer from UKI Toraja. The instrument for the research consisted of observation, questioners and interview. In analyzing the data, the researcher applied a descriptive method by investigating one of teaching styles namely delegator. The result of the teaching styles based to the interview conducted were the lecturer delegated students in independent to explore their opinion, the lecturer did not intimidate students in giving and express their ideas, the lecturer served students' critical questions, the lecturer gave explanation in core points only for every teaching and the lecturer encouraged students' thinking in learning process also design the material himself in order to appreciate copyright. The students' perception toward teaching style that used by the western English lecturer in teaching can be explained that delegator was at the high-level perceptions. The student gave high level perception toward delegator in teaching style.

Keywords: Teaching styles, Western English Lecturer, Student Perceptions, Delegator.

INTRODUCTION

The capability of a student can be influenced by the teaching style of English lecturers. To encourage students' motivation to learn English subject, the lecturers 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 will study the students' perception toward their English Lecturer.

Teaching style of English lecturers can be influenced by lecturer'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 lecturer'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 (2007:8) the personal qualities of lecturer 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 (2007:52), there are four factors to make students interactive

and interested, namely: “pedagogical, emotional cognitive and social”

Based on the opinion above, the writer explains that to be a popular lecturer, we must have good personality, empathy, enthusiasm. All of them can give contribution toward the lecturer’s performance in teaching style to encourage students’ motivation and their interest to learn English subject.

The researcher conducted a research on the teaching style of English lecturer. Currently practice every lecturer has teaching styles in their teaching, therefore the lecturer should have appropriate teaching styles.

According to Grasha (2012:47) teaching style such as good in expert, formal authority, personal model, facilitator, delegator, controller, organizer, assessor, participant, in teaching style. The lecturer should try to use appropriate teaching approaches, teaching method and specific behavior in teaching. Hoy and Lee (2012:1) Teaching style is combination the behavior, approach, method and all performance that belonged by the lecturer in teaching process.

Based on the background above, the writer is interested in conducting a research on Lecturer’s teaching style in teaching English at UKI Toraja at term of delegator only.

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

1. What are the teaching styles used by the western English Lecturer at UKI Toraja?
2. How is the students’ perception towards teaching styles of their English Lecturer?

Based on the five of lecturer’s style in teaching by Grasha (2012), the researcher is focus on the teaching styles delegator only, of the English Lecturer and the students’ perception in teaching styles toward their English Lecturer at UKI Paulus Toraja.

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quantitative descriptive research (Margarete Sandelowski, 2005:5) 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 re-presentation techniques. Quantitative descriptive study is the method of choice when straight descriptions of phenomena are desired.

Quantitative descriptive research is the collection, analysis, and interpretation of visual data. The purposes of quantitative descriptive research are to describe the real events I scope or understanding of particular events, such a process or event belief.

Quantitative descriptive research involves data collection that is collection of extensive data on many variables over extended period of time in naturalistic setting the data gathering technique dominate in qualitative descriptive consist of participants observation, interviewing, document collection, in this research, the researcher collects data of students’ perception toward the teaching style of English Lecturer at the Fourth semester students in UKI Toraja.

B. Data Source

The Population of this research is the sixth semester students in Academic year 2014/2015. The number of population is 360 students who are divided into 9 classes. Because the population is big in number, the writer will use random sampling technique, where the writer chooses 3 students from each class. That means the sample is 27 students.

C. The Instrument of the research

The instruments of the research in collecting data consisted of observation, interview and questioners. The source of the required data was descriptive students’

perception by the sixth semester students at UKI Toraja, to analyze observation class the researcher used the instruments that used by Anthony F. Grasha (2012:2-4) the instrument check list was provided on appendix. In analyzing students' perception toward teaching styles, the researcher used Stephen's Research (2010:6) to guide the researcher to interview the students that provide on appendix to get furthermore information, the researcher used questioners. In observation, the researcher observed teaching style that used by the lecturer. To analyze students' perception toward the English lecturer styles the researcher interviewed the students then the result of interview described into descriptive scripts. To analyze students' perception through questioners the researcher used online system on <http://longleaf.net/teachingstyle.htm> to classify significant result of teaching style only focus to delegator.

D. The procedure of Data Collection

The procedures of collecting data in this research consisted of observation, questioners, and interview. The researcher used 1 class that consists of 27 students in teaching. The researcher observed the English lecturer by using observation check List to identify the English lecturer styles. Then the researcher used questioners to know students' perception toward the English lecturer style and interview students in formal and informal conversation, structures and clause and open – ended interview, and also used English. The interview was done after teaching and learning process, the researcher asked about lecturers' performance, such as style in presenting their materials After teaching process, asked about students' feeling, opinion, or idea of teaching style that used by the English lecturers, lecturers' personality, the researcher also interviewed students in different time, the researcher asked about students' perception toward teaching style that used by the English lecturer in the classroom. It consisted of students' perception, feeling and act of the

teaching of English at the sixth-grade students at UKI Toraja.

The researcher supplementary documents, interview transcripts, and photograph (Gay, 2006:55). During observation, the researcher made note to write what was seen, heard, and experienced and write when it is happening. Not only write what the researcher seen, heard experienced but also interpreted it and the researcher has observation check list. In order word, the researcher makes descriptive note to describe teaching style that used by the English lecturer, students' activities, and classroom condition. The researcher also collected supplementary data such as teaching materials.

E. Technique of Data Analysis

The data was taken from observation, interview, in data observation the researcher observed the English lecturer styles by using checklist data that provided on appendix to identify teaching style that used by the English lecturer then the teaching style that belongs by the lecturer is analyzed through students' interview. The documents were analyzed by using descriptive method the data was organized, identified, and labeled theme and topics. After labeling the data interpreted or described, explains and connect to review literature and previous research findings. The data analysis can be drawn as follow

FINDINGS

The findings reported in this chapter are based on the analysis of data collected and described in the previous chapter. It has been stated that the study is to find out the teaching styles focus on delegator used by the western English lecturer in teaching at UKI Toraja and students' perception toward teaching styles of the western English lecturer.

The finding was organized into delegator aspect relate to the teaching styles, and students' perceptions toward teaching styles that used by the Western English lecturer. In data analysis consisted of check list observation data, questionnaires data and

interview data. The data collections are presented as follow:

A. The First Observation

At the first observation, directly the researcher tells about what to see, hear, and feel, the lecturer guided the students in learning process in discussion process. Therefore, the activities in the class encouraged students to develop their own word ideas about content issues through students answer well, students gave their opinion through exercises that given by the lecturer. Then the lecturer gave personality questions to design more self-directed learning experiences. The lecturer gave core point of materials then the students made questions in personality. It means that the students really free to answer lecturer questions because the question that given by the lecturer was contextual for the learners. In lecturer's explanation, the students take care toward the lecturer's explanation in classroom as a responsibility such as students.

1. Data interview

Students 1

She said, the lecturer quite good in encouraged students' thinking toward English subject. Then the students gave opinion or express their ideas through answered these question that given by the English lecturer and also did the practicing in the classroom by using full English. In learning process, the students stand in front of the classroom and express what they want to express about their mind and their idea. About books used in the classroom, the lecturer use his own book like making book by himself, and the lecturer also really respect copyright because the book prepared by himself without copy paste other books .

Students 2

According to him the lecturer encouraged students' thinking toward English subject by using enjoyable situation even sometimes difficult to answer the students' questions

because sometimes misunderstanding happened. Students show up their self by doing many practices with friend, and just rise the hand in the classroom if they want to ask or speak. Lecturer uses 3 kinds of different books and the lecturer really appreciate copyright

Students 3

According to her, the lecturer encouraged students' thinking toward English subject through good responds and positive feedback and answer. In learning process, she gives herself motivation and good support or suggestion. She also participated in the classroom by rise hand and ask the speak to friends and lecturer. The lecturer uses three books then he really appreciated the copy right.

2. Data questionnaire

The data of questionnaire was given to the students based on data observation. The result of the first data questionnaire showed that in delegator was 4,512, it can be categorized as high level. The table is provided on appendix.

B. The second Observation

In guiding students in course project, the lecturer showed pictures ten students explained them. It means the students explored their opinions in learning process. To know that the course active encouraged students and take initiative and responsibility to think critically, the lecturer gave contras questions then students gave comments. In teaching, before delegating to the students to do the exercises, the lecturer gave instructions how and what the students did it. Then the students did the exercises in independently without intimidation from the lecturer. In finishing students typically work on course projects alone with little supervision from the lecturer, the students were given chance to answer questions.

Students worked independently in the classroom was the typically of the class observation, the activities in the class encouraged students to develop their own ideas about content issues through students' explanation about animals that they like. Even

though in learning process just one chooses activity but the students were really independent to express their ideas in the classroom. Then the lecturer gave delegation toward individual. When the lecturer taught, the students cared to the lecturer's explanation in the classroom.

Finally, the lecturer gave applause to the students after answer or the students gave their opinion, and gave appreciation such as "very well, nice answer, good answer". To make enjoyable the classroom, the lecturer gave games to the students. In the last of the teaching and learning process the lecturer guided the students, and made sure that, the students have understood the course topic that has been presented by the lecturer.

1. Data interview (II)

Students 1

In teaching and learning process, the lecturer answered students' questions through enjoyable situation. It means, the lecturer served well to them. To encourage students' thinking toward English subject, the lecturer giving imagination of the topic course then the students express their ideas through making sentences, good communication and so on. Finally, the students respect to the English lecturer through giving respect and share to each other's.

Students 2

In learning process, the lecturer answered toward students' question through giving clearly explanations, give responds positively and very well answer. The students encouraged their thinking by motivate their salve and love English first then continue to

DISCUSSION OF FINDINGS

The findings have been described. In this chapter, discussion of the findings is presented. The purpose of the discussion and relate presentation is to provide the answers to the problems discussed and relate findings of the present study to the findings of the previous studies of teaching style.

In an attempt to meet the purpose, the discussion includes the brief representation of

study. He also said that he expressed himself by rising hand when lecturer asking, so he can try to understand the material given. Then the lecturer gave critical questions toward the students to improve students' thinking toward course topic. To express students' thinking the students gave question toward the English lecturer to discuss furthermore the course topics. At the last he told to the researcher that, she obeyed her lecturer as if she obeyed him liked their parents. The lecturer tries to combine the material by the popular author in order to enrich the students' knowledge. The lecturer also highly respects the copyright therefore he designed the material by his own

Students 3

The lecturer answered the students' question through clearly explanation, he gave the respect and good answer also good responds. Then the students encouraged their thinking through giving questions and answering questions in learning process. She expressed self-confidents through giving answered the exercises that given by the lecturer and sometimes asking the lecturer if he did not know and understand the material. The lecturer used CLT books in teaching mostly in the classroom. The lecturer also respect copyright because he made the material for students. Finally, she told to the researcher. To respect her English lecturer, she cared the lecturer's explanation.

2. Data questionnaire

The data of questionnaire was given to the students based on data observation. Therefore, the data of delegator was 4,425 and it can be classified or categorized as high level some points: (1) problem discussed, (2) the answers of the findings, and (3) the comparison of the findings of the present study to those of the previous studies.

A. Problem Discussion

It has been stated in chapter I that there are two problem statements of western English styles in teaching English in the present study. The first

concerns with the teaching style of delegator used by the western English lecturer, the second concerns with the students' perceptions toward teaching style of the western English lecturer.

B. Answer to the Problems

a) Teaching styles of delegator

In an attempt to answer the first problem, teaching styles that used by the western English lecturer. The analysis of teaching styles that used by the western English lecturer was conducted in references to Grasha (2002).

Type of teaching styles that used by the western English Lecture in the classroom. Based on the finding on chapter IV, the researcher explains the teaching styles of delegator that used by the Western English lecturer as follow:

Grasha (2002:207) the delegator consists of students typically work on course projects alone with little supervision from the lecturer, activities in the class encourage students to develop their own ideas about content issues, students design or more self-directed learning experiences, students think independently, students took responsibility for teaching in the classroom, students set their own pace for completing independent and group project, lecturer's approaches toward students in learning process, and lecturer gave roles based on students' needs.

In observation, the researcher found the data such as: the lecturer delegated the students to do the exercises in independent activities; therefore, the students give their opinion without intimidation of the English lecturer then the lecturer gave core points of the students therefore the students also give comments toward the core points that presented by the English lecturer.

On the other hand, the students gave critical thinking, gave contrast comments. Based on the explanation above the researcher found the teaching style that used by the western English lecturer as follow:

Delegate teaching styles that Used by the western English lecturer

	The lecturer delegated students in independent to explore their opinions
	The lecturer did not intimidate students in giving and express their ideas.
	The lecturer served students' critical questions
	The lecturer gave explanation in core points only every teaching
	The lecturer encouraged students' thinking in learning process

According to the explanation above, it can be categorized good delegator in teaching and learning process.

b) Students perceptions toward teaching styles of delegator that used by the western English lecturer in teaching

Grasha (2002:47) Concerned 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.

Based on the result research, the students give perceptions toward teaching styles that used by the western English lecturer in teaching as follow:

Extract 5

According to the students that, the delegator that used by the western English lecturer in her teaching styles that lecturer answer the students' question "the students felt" *the lecturer very welcome and give responds very well.* based on the explanation above, the researcher explains that, the English lecturer answer the questions of the students into various techniques for the students therefore the students never be afraid to asked course topic that they did not yet. Then the students encouraged their own thinking through games and almost students said that the English lecturer encouraged students' thinking and also

the students gave opinion “*we first love English then continue to study*”

based on the opinion above, the researcher, explains that lecturer encouraged students’ self-confident, he used by using simple questions, made simple statement in English. Therefore, the students really enjoy it. Then the students encouraged in thinking toward English subject through “*motivate them self-first and have the principle that English is fun and interesting*” based on the opinions above the researcher, explains that the English lecturer gave course topics that can influence students’ critical thinking such as gave contrast topics toward the students therefore, the students encouraged their thinking. therefore, the teaching and learning process was run well. The next is about the books using in the classroom, “*sometimes he has thick book then then he tries to give from someone who have popular*”. based to the explanation the researcher think that new things will occur when many sources of books used in learning so that will help students in enriching their basket knowledge. The last is about the copy right, “*the lecturer respect the copyright*” the researcher think that the lecturer is really respect the copyright because he designed the material himself in order not to copy paste the source of book.

C. Data questionnaire

First meeting observation the delegator as one of teaching styles by western English lecturer used in this research has analyzed and showed the result that delegator consist of five of five components that used by the lecturer with the students’ perception is 4.512 it is categorized high level.

Based on the finding above, the students’ perceptions toward the western English lecturer styles in delegator that that used by the western English lecturer can be categorized high level.

At the second observation the researcher explain that the teaching styles that used by the western English lecturer in delegator is 4.425, it is categorized high level. Based on the findings, the students’ perception toward the western

English lecturer styles in teaching at he second observation was high level.

D. The comparison of the findings

Based on the observation above, the researcher found teaching styles that used by the western English lecturer in this research focus only to delegator based to the result of observation it can be accumulated that the first observation questionnaire showed the result 4,512 and the second day observation showed the result 4,425 it can be concluded that both observation gave the indication of delegator was high. Based on the average data accumulation from the first until the second data questionnaires, it can be concluded that, the teaching styles that used by the western English lecturer was categorized into high level category

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

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

1. The teaching styles that used by the western English lecturer in teaching that focus only to delegator consists of the lecturer delegated students in independent to explore their opinion, the lecturer did not intimidate students in giving and express their ideas, the lecturer served students’ critical questions, the lecturer gave explanation in core points only every teaching and the lecturer encouraged students’ thinking in learning process also design the material himself in order to unappreciated copyright.
2. The students’ perception toward teaching style that used by the western English lecturer in teaching can be explained that delegator was at the high-level perceptions. The student gave high level perception toward delegator in teaching style.

B. SUGGESTIONS

Based on the conclusions above, in teaching styles of delegator that had been found by the researcher used by the western English lecturer. The researcher suggests that the lecturer should:

1. Be expert in teaching process, the lecturer should make good preparation in concepts that will be presented in classroom.
2. Delegate the students in freedom of actions to design and express their skills in learning process.
3. The researcher also suggests to the lecturers that in teaching styles, the lecturer should not lose emotional control. It means that the students can give bad images toward the lecturer in personal model of the lecturer;
4. The lecturer should not lose control in classroom management, and should evaluate reflection, how deepest the students enjoy the teaching and learning process in the classroom.
5. Finally, in this research, the researcher admires that, this research is still not perfect. Therefore, the researcher suggests to the readers to research the four-other aspect of teaching styles in the other aspects in the futures.

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