

TEACHING STYLE AND STUDENTS' INTEREST IN LEARNING ENGLISH

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui style mengajar yang diperankan oleh guru dalam proses belajar mengajar di SMP N 7 Sungai Penuh dan bagaimana minat siswa selama proses belajar mengajar berlangsung. Jenis penelitian ini adalah descriptive. Populasi dalam penelitian ini adalah guru Bahasa Inggris dan siswa SMPN 7 Sungai Penuh. Total sampling digunakan untuk mendapatkan sample dari guru Bahasa Inggris dan simple random sampling digunakan untuk mendapatkan sample dari siswa SMPN 7 Sungai Penuh. Dalam mengumpulkan data, penelitian ini menggunakan rekaman proses belajar mengajar dan observation checklist. Selanjutnya, untuk meninjau minat siswa penelitian ini menggunakan questionnaire. Dari hasil rekaman ditemukan bahwa ada empat style mengajar yang diperankan guru yaitu auditory, visual, visual-kinesthetic and visual auditory. Selanjutnya, diperoleh data dari questionnaire yang menunjukkan berbagai macam tingkat minat siswa untuk setiap style mengajar guru. Tingkat minat siswa dalam kelas guru yang menggunakan auditory style tergolong rendah; 18 siswa tergolong rendah dan 12 siswa tergolong sedang. Selanjutnya, tingkat minat siswa dikelas guru yang menggunakan visual style tergolong sedang; 17 siswa tergolong sedang (57%), 2 siswa tergolong tinggi (7%) dan 11 siswa tergolong rendah (37%). Dalam kelas yang gurunya menggunakan auditory-visual tergolong sedang; 19 siswa tergolong sedang (63%), 8 siswa tergolong tinggi (27%) dan 3 siswa tergolong rendah (10%). Dan untuk kelas visual-kinesthetic tergolong sedang; 15 siswa tergolong sedang (50%), 11 siswa tergolong sedang (37%) dan 4 siswa tergolong rendah (13%). Maka dapat disimpulkan bahwa tingkat minat tertinggi siswa adalah di kelas yang gurunya menggunakan visual-kinesthetic.

Keywords: Teaching style, students' interest, learning English

INTRODUCTION

Teachers have an important role in teaching learning process, because they play a vital role in the overall development of the students. The teachers have responsible to develop good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child. According to Education Act 2005 no.14 about teacher and lecturer "Guru adalah pendidik profesional dengan tugas

utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah". Teachers not only teach but also educate their students. Besides, teachers have the others role in teaching learning process, such as motivator, evaluator and facilitator. Moreover, teachers are also as a guiding force in a students' life. They have responsible in preparing

students' personality and their mental orientation.

Every teacher has a different style in teaching and learning process, although they have a same purpose, it is called as teachers' teaching style. Teachers' teaching style should be able to increase students' interest in learning and leave the conventional style of teaching and do not want to learn independently. Moreover, teachers also take an active role in guiding the students. Different teaching style gives a different response to students, especially on students' interest in learning process and it has a big deal toward the effectiveness of teaching learning process. Because of the interests in learning process is an important foundation for students to conduct well. If students do not have a great interests and concerning to the object to be studied, it is difficult for students to persevere and get good results. It was supported by Hendra (2009) "*Belajar pun dapat berlangsung dengan baik, jika didorong oleh minat yang kuat dan minat yang kuat dapat ditimbulkan oleh bagaimana cara guru dalam mengajar*". It means teachers' teaching style and students' interest influence the teaching learning process, because teaching style and students' interest are the main factors that determine how high the level of involvement of the student. Then, it was aimed to find out what types of style that the teacher used in teaching English at SMP N 7 Sungai Penuh and how the students' interest in learning English at SMP N 30 Padang were.

Many experts explain about the definition of teachers' teaching style. According to Bustos and Espiritu (2000) teaching style is defined as the way teachers teach and their distinctive mannerisms complemented by their choices of teaching behaviors and strategies. In other words, teachers'

teaching style is how teacher presenting the material supported by the strategies are used in teaching and learning. Moreover, Madden (2002) states that teachers' teaching style is the way that is used to give information. It can be said, teachers' style is how the teacher delivered them information to the students while teaching learning process. In explaining the material in teaching process, teachers' teaching styles is important. In addition, teachers' styles are the ways that are used by the teacher to appear the students in teaching. Furthermore, Cowley (2006) explains that teaching style your personality, they way you look, the way you speak, the way you use movement and space, the levels of control you use in fact everything you do in give information the students. It means that, teachers' teaching style is the teachers' personality about how the teachers transfer their information to the students and manage the situation in the class. In addition, Petrina (2007) states that teachers' teaching style refers to the manner in which a teacher manages instruction and the classroom environment. On the other hand, teachers' teaching style is how the teachers can create a classroom atmosphere that makes students comfortable and how the teachers can convey the material well. Teachers' teaching style can identify their personality in the classroom controls, it can determine how the teacher implement classroom management task. Based on the explanation of the experts above, it can be concluded that teachers' teaching style is teachers' style that expressed through the behaviors, characteristic and mannerisms that reflect teaching philosophy and the role that is preferred to take when conveying information in a classroom.

Types of Teachers' Teaching Style

Every teacher has different style that they use in teaching learning process. There are three types of teachers' teaching styles that are prevalent in classroom. According to Madden (2002) there are three types of teachers' teaching styles in teaching, they are: Visual, auditory and kinesthetic. First is visual style is divided in to external and internal visual. External visual is information process through what are seen. Then internal visual is information process through what are seen and remembering directly. Furthermore, teacher who has visual style give the information through seeing the object directly. Second is auditory style. Auditory style is also divides in to external and external auditory. External auditory is information process through hearing and discuss it in a big group. Then internal auditory is information process through hearing and discuss it in a small group. It means the teacher transfer information through hearing. Third is kinesthetic style, kinesthetic style is also divided in to external and internal kinesthetic. Kinesthetic internal is information process through move, do or touch object. While internal kinesthetic is information process through using non verbal action like body language or tone. Teacher who has kinesthetic style likes to move, doing or touching object directly.

Furthermore, Haggart (2003) adds teachers' teaching style have three types, there are kinesthetic teacher, tactual teacher and auditory teacher. First, kinesthetic teachers have active classrooms. Students are out their seats doing projects, working in groups and making things. It means that, teachers make the students move and create an active classroom. Students work in a group and free to explore their ideas in

learning. The kinesthetic teacher is more active, because she/he moves from one side to the other side in the classroom. Second, tactual teacher, teachers with a tactual preference focus on self esteem, social skills and self expression. Concerned about feelings, they make sure students are comfortable and having fun.

From the explanation expert, the tactual teachers create a warm and welcoming classroom environment where students work together like an extended family in a supportive atmosphere. Last is auditory teacher, teachers with an auditory preference often lecture and ask a lot of question. In here, teachers like to do a verbal communication with students in teaching learning process. Teachers encourage the students to be active listeners and articulate speakers. In addition, De Porter (2009) explains the teachers' teaching style may be classified as visual, auditory and kinesthetic. First is visual style, the teacher presents the lesson through the pictures, sketches, diagrams, graphs or other related illustrations. It means, the teacher who has this type likes to use media in transfer information to students or something that can be seen. Second is auditory style, the teacher give oral explanations most of the time. It means, the teacher who has an auditory style, transfer their information by use their voice and the students just hear what the teacher explained. Third, kinesthetic style, the teacher engages the students in physical movements as they learn the subject. From the explanation above, researcher concludes that types of teachers' teaching style are: Visual style, auditory style, kinesthetic style. First, visual style, here teacher take the students to imagine the material through picture or using illustrations. It is one of types of

teachers' teaching style that transfer information through seeing the object directly. Second auditory style, teacher with this style is modality to access all voice that is created or remembered. It is one of types that transfer information through hearing. The last, kinesthetic style, it is a modality uses a gesture, body language in teaching. Kinesthetic style, one of types that through moving, doing or touching object directly.

Students' Interest

According to Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.

Moreover, Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the other words, interest can be the cause on activity and the result of participation in the activity. Interest will be arising if there are stimuli from the outside and tendency to feel interested in one subject. In teaching learning process, one of the stimuli is teachers' teaching style. Meanwhile, Hendra (2009) argue that "*Minat dapat diartikan sebagai keinginan yang kuat untuk memenuhi kepuasan siswa anda, baik berupa keinginan memiliki atau*

melakukan sesuatu". It means, interest make students have a high interest towards certain objects that make students have a desire to know more of an object without any force from someone.

In addition, Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure trough something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process.

From the explanation above, the researcher can conclude that interests are closely related with attention. Interest is something that is shown by the students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.

Indicators of Students' Interest

According to Slameto (2003) indicators of students' interest are:

- a. Attention
 - 1) Asking to the teacher about the material.
 - 2) Looking for other sources about the material or the lesson.
 - 3) Concentration while learning.
 - 4) Focus while the teacher explains the material.
- b. The Willingness

- 1) Try to do the task difficult as any.
 - 2) Still learning although the teacher did not go to class.
 - 3) Enthusiastic to follow the lesson.
 - 4) Diligently read the English book.
- c. Needs
- Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples: 1) Learn English in order to succeed in a career. 2) The awareness to make their own notes while learning process.
- d. Feelings happy or joyful feelings
- 1) Enjoy in doing the task or exercise given by the teacher at school.
 - 2) Always enthusiastic to follow the lessons.
 - 3) Take a note from the material.
- e. Teaching Materials and Teachers' Good Attitudes.
- 1) Teachers' attention makes the students motivated in learning English.
 - 2) Students feel that learning English is fun.
 - 3) Have a high enthusiastic to the lesson and the teacher.
 - 4) Teachers' explanation make the students understand about the lesson.
- f. Participation
- 1) Ask if do not understand the material.
 - 2) Always do the task given by the teacher.
 - 3) Answer the question from the teacher.

RESEARCH METHODS

The design of this study was descriptive design. Gay and Airisian (2000) explained that a descriptive study determines and describes the way things are. In addition, Leary (2004) defines the purpose of descriptive is to describe the characteristics or behaviors of a given population in a systematic and accurate fashion. Descriptive study might be conducted to obtain basic information about the group of interest

or to provide to government agencies and other policymaking groups specific data concerning social problems. In this study, it was taken all the English teachers of SMP N 7 Sungai Penuh and selecting the students by using simple random sampling. Gay and Airasian (2000) stated that descriptive is usually collected by questionnaire, interview and observation. In this study, it was used only two of them, namely observation and questionnaire in collecting data. The major instrument in this research was observation, the second instrument was questionnaire.

RESULT AND DISCUSSION

The researcher found some findings. This research is about types of teachers' teaching style and students' interest in learning English. The data were collected from the questionnaire and observation. The observation had already done in teaching learning process. The questionnaire was given to the students. Based on the data analysis, it was found that the types of teaching style that used by the teacher at SMP N 7 Sungai Penuh were (a) Auditory, (b) Visual, (c) Auditory-visual, (d) Kinesthetic-visual. Students' interest in each teaching style was different. First, it can be summarized that the students' interest at auditory teaching style were 18 students (60%) had low interest in learning English and 12 students (40%) had average interest in learning English. It means that students' interest in auditory teaching style was low. Second, the students' interest in visual teaching style were 2 students (7%) had high interest, 17 students (57%) had average interest and 11 students (37%) had low interest in learning English. It can be said that the students' interest in visual teaching style was average. Third, students' interest in auditory-

visual style were 8 students (27%) had high interest, 19 students (63%) average, and only 3 students (10%) had low interest. It can be summarized that students in auditory-visual style had average interest. Fourth, the students' interest in visual-kinesthetic teaching style were 1 (3%) students had very high interest, 14 students (47%) had high interest, 11 students (37%) average and 4 students (13%) had low interest. It can be summarized that the students' interest at visual-kinesthetic teaching style was high with the percentage (47%).

Data Interpretation

After doing the observation, It can be concluded that there were four teaching style that used by the teacher at SMP N 7 Sungai Penuh; they are auditory, visual, auditory-visual and visual-kinesthetic. From each teaching style of the students' interest that was showed by the students were also different. First in auditory teaching style, the students have a low interest, because many students did not pay attention to the teacher, they were busy with their activities and the students also cannot get the information from the teacher explanation. It was caused of the teacher only used their voice than used any media to support their explanation. While explaining the lesson, the teacher just stood besides his table without walking around.

In visual-kinesthetic, it was found that the students had a high interest, it was supported by the result of questionnaire sheet which was distributed to the students. It was found that the students enthusiastic to follow the lesson, they also listened to the teachers' explanation, took a note and participated while teaching learning process. It can be caused of the teacher used combination of teaching style. She

used two styles, visual and kinesthetic. Based on the characteristic of both of them, the teacher always uses media to support the explanation, before starting the lesson, the teacher also caught their attention by asking their condition. While teaching and learning process, teacher walked around to check students' activities and helped them when they had problems about the lesson. It makes the students look enjoyed and focused while learning process.

CONCLUSION

The aim of this study was to find out the types of style that the teachers used in teaching English at SMP N 7 Sungai Penuh and to find out how the students' interest in learning English at SMP N 7 Sungai Penuh were. It can be concluded that there were four types of teachers' style in teaching English at SMP N 7 Sungai Penuh. The first was auditory style; auditory style was a style where the teacher used their hearing than seeing. Teacher gives oral explanation most of the time. The second was visual-auditory style. Teacher used a style by combining two styles; visual and auditory style. The third was visual-kinesthetic style. Teacher signed/coded the certain part of the material that had written in the whiteboard. Tried to run into students and gave attention individually. The last teacher was visual. The teacher taught the students by using pictures. Based on the result of questionnaire, the researcher found that in auditory teaching style was low or 18 students (60%) had a low interest in learning English. Second, the students' interest in visual teaching style was average or 17 students (57%). Third, students' interest in auditory-visual style was also average or 19 students (63%), Last, the students' interest in

visual- kinesthetic teaching style was high interest, 15 students (47%).

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