

ARTICLE

TEACHING STYLE AND STUDENTS' INTEREST IN LEARNING ENGLISH AT ELEVENTH GRADE OF SMK NEGERI 1 TANJUNGANOM IN THE ACADEMIC YEAR 2016/2017



By:

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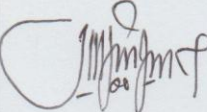
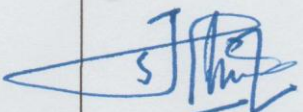
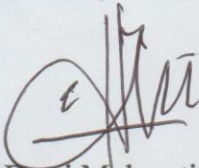
“Teaching Style and Students’ Interest in Learning English at Eleventh Grade of
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ABSTRACT

The purpose of this research is to describe teaching styles are applied by teacher in learning English and the students' interest in learning English. This research is mixed method research. It was conducted in SMK N 1 Tanjunganom, Nganjuk. The design of the research is descriptive design. The subjects of the research are an English teacher and the students of the class XI-TKJ 2. The objects of the research are the process of English learning activity that teacher and students do in the class. The technique of collecting the data used observation, questionnaire and documentation. The researcher conducted an observation by recording the teaching learning process and observation checklist. In completing information about students' interest in learning English, the researcher distributed questionnaire to the students. The result of the research showed that English teacher applied three types of teaching style; they are (1) visual style, (2) auditory style and (3) kinesthetic style. Then, the result of the students' interest in learning English is different in each teaching style. The students' interest when teacher using visual style is average (68,98%), auditory style is average (66,16%), then kinesthetic style is high (82,77%). Based on the result of the research it can be summarized that the students' interest in learning English is high when the teacher using kinesthetic teaching style. The use of this research is can give contribution to English teacher or develop the teacher's teaching style so the teachers know how the types of teaching style that make the students interest to follow the English lesson.

Keyword: *Teaching Style, Students' Interest*

I. INTRODUCTION

Teaching is an act that teachers do to make the students become a better by using strategies and design of teaching. According to Chambers and Gregory (2006),

“Teaching as a means to an end rather than an end in itself the effect has been salutary, for teaching is, of course, a means to an end – a complex of activities, strategies, mechanisms, invitations, stimuli and rhetorical

plays designed to help students learn and to become better learners”.

The teachers' job is mainly to foster the students to study and learn everything that they want and they need, and to encourage the students to reflect on the ways in which they study and learn. This the teacher can do by devising appropriate study activities.

Teachers have an important role in teaching learning process, because it plays a vital role in the overall development of the students. According Harmer (2001) teacher is” like gardeners because they plant the seeds and then watch them grow”. The teachers have responsible to develop the good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child and also preparing students’ personality and their mental orientation. Teachers not only teach but also educate their students like the role as educator. Besides as educator, teachers have other roles in teaching learning process, like as motivator, evaluator and facilitator. Teachers are also as a guiding force in a students’ life. The good teachers have several personalities and qualities that make them stand out as excellent teachers.

Every teacher has a different style in teaching and learning process, although they have the same purpose, it is called as teachers’ teaching style. Madden (2002:34) 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.

According to Saswandi’s study in SMP N 30 Padang, the researcher found that each English teacher has different styles in teaching and students’ responses are also different (2014). The researcher takes conclusion that there were four types of teachers’ style in teaching English at SMP N 30 Padang. The eleventh was auditory style; auditory style was a style where the teacher used their hearing than seeing. The second was visual-auditory style. In here, teacher used a style by combining two styles, visual-auditory style. The third was visual-kinesthetic style. In here teacher signed/coded the certain part of the material that had written in the whiteboard. Tried to walk to the students and gave attention individually. The last teacher was visual. The teacher taught the students by using pictures. In explaining the material in teaching process, teachers’ teaching styles is important. Students will accept some information through teachers’ teaching style in transferring it. In addition, teachers’ styles are the ways that are used by the teacher to appear the students in teaching.

Considered with the curriculum, teachers are required to be a truly expert and have qualified competence. 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. If teachers' teaching styles are suitable in learning the material, it will have the students to understanding it. The teachers also take an active role in guiding the students. If the students find difficulties in learning the material, the teacher should help the students like review to explain the material.

Education is about learning. Getting the best score does not mean being the best in the school, but being an effective and autonomous learner is the reflection how the learning in that school works. According to Reid (2005), learning is a science (and an art), and yet aspects relating to how children learn, and how learning can be used in school, beyond school and in adulthood are often relegated to a less important role in education today. Nowadays, learning English is a common and important thing. Most of the schools promote English class. Even many parents sent their children to cram school to learn English. Students always have a lot of interests in learning English, meanwhile learning English is not an easy thing. However, they lose their learning interests gradually, even they don't

want to learn English any more. They are tired of memorizing vocabularies and learning complicated grammar. Many teachers want to let students have more and more interests to learn English by many ways.

The students' interest is an important thing in educational system, because interest helps students to grab their goal. Students who have good interest in English will do their best to get their goal. According to Mangal (2007:351) 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. Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Because of these different learning styles, it is important

for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. When students are motivated, they will be interested in learning English.

So, based on the background above, the writer tries to conduct a study entitled Teaching Style and Students' Interest in Learning English at Eleventh Grade of SMK N 1 TANJUNGANOM in Academic Year 2016/2017.

II. RESEARCH METHOD

In this research, the writer uses the form of mixed method approach to analyze the data. According to Ary (2006: 424), mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon. Creswell (2012) states that "A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem". This research tries to describe

the teacher's teaching style and how students' interest in learning English.

The design of this research is descriptive design. Gay and Airisian (2000:275) explained that a descriptive study determines and describes the way things are. In addition, Leary (2004:111) defines the purpose of descriptive is to describe the characteristics or behaviors of a given population in a systematic and accurate fashion. The researcher uses qualitative and quantitative descriptive data that the researcher uses in form of descriptive. The researcher will describe about types of teachers' teaching style used by the teacher at SMK N 1 TANJUNGANOM. Moreover, to answer research question about how the students' interest in learning English at SMK N 1 TANJUNGANOM, the researcher uses descriptive quantitative because the data is in the form of numerical data.

In this research, the researcher takes one of the English teachers at SMK N 1 TANJUNGANOM and chooses the students by using simple random sample. Gay and Airasian (2000:275) state that descriptive is usually collected by questionnaire, interview and observation. In this research the researcher only uses two of them, namely observation and questionnaire then documentation as a

method in collecting data. The major instrument in this research is observation. The other instruments are questionnaire and documentation. Then, the researcher collects the data from observation and questionnaire.

III. FINDINGS AND CONCLUSION

A. Findings

The researcher discusses what she has found based on the result of the research. She discusses about the teaching style applied by teacher and the students' interest in learning English.

1. Teaching Style Applied by the Teacher at SMK N 1 Tanjunganom in the Academic Year 2016/2017.

Teacher's teaching style is how the teacher delivers the information to the students while teaching learning process. There are three of teaching styles that teacher applied in the teaching learning process based on the research. They are auditory, visual and kinesthetic style. The first style is visual. Visual style is 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. But, in this research the teacher applied this style by using whiteboard to give example of material. The teacher gave information through what is seen and remembers directly as the researcher explains above that teacher wrote the examples of the material in whiteboard so the students easier to understand that teacher's explanation.

The second is auditory style. Auditory style is where the teacher gives oral explanations most of the time. It means, the teacher who has an auditory style, transfer their information by using their voice and the students just hear what the teacher explains. In this research, the teacher was using auditory style by explaining the material orally. She asked the question then the students answer orally and directly. She did not use media when taught or explained the materials and just used verbal communication in explaining material and asked the students to make a small group.

The third style that is applied by the teacher is kinesthetic style. In kinesthetic

style, the teacher engages the students in physical movements as they learn the subject. The teacher taught by asking the students to make a small group or in pair and discusses the material then practices their project. Therefore, the class becomes active and students are active in the learning and teaching process.

The result of this skripsi is supported by the previous study. The study from Tri Saswandi with the title “Teaching Style and Students’ Interest in Learning English” in year 2014 was using descriptive design. The result is 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.

2. Students’ Interest in Learning English at SMK N 1 Tanjunganom in the Academic Year 2016/2017

Based on the result of questionnaire that is distributed by students, from each teaching style of the students’ interest that was showed by the students were also different. The students have high

interest in learning English on the teacher’s kinesthetic style. It can be seen that most of students feel learning English is fun lesson because the teacher always gives attention for them so the students are motivated to learn English in the class. Because of the students are motivated to learn English and teacher has good attention to the students, so they have high enthusiastic to follow the lesson and the teacher. They learn English happily and enjoy doing the task given by the teacher.

Then, in auditory style the students have a low interest. Although the students enthusiastic to follow the English lesson, but they were still afraid or shy to ask the difficult explanation that they did not understand yet. It was because of the teacher only used their voice instead of using any media to support their explanation. The last is visual style which has average interest by students. It is because the teacher has explained and given the examples of the material clearly by writing in the whiteboard. It makes the students can see well and understand what the teacher’s explanation. So, they

can do the task given by the teacher easily. Then, the students also have interest in learning English because they have good concentration while learning.

The finding of this skripsi is supported by the previous study of Saswandi entitled "Teaching Style and Students' Interest in Learning English" in year 2014. Saswandi's finding is the highest students' interest is when the teacher applies the visual-kinesthetic style. But, in this research, the finding is the students are more interested in English when the teacher uses kinesthetic style.

B. Conclusion

The strength of this research is in kinesthetic style. Here, the students have high interest in learning English when the teacher uses kinesthetic style. Students have more attention to follow the lesson in this style. But, when the teacher uses auditory, the interest of following the lesson is lower. It is because of the teacher's use of her voice most of the time when explaining the material.

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