



Analyzing Teacher's Teaching Style in Teaching Descriptive Texts for Seventh Grade Students at SMP Negeri 37 Medan

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ABSTRACT

This study aimed to analyze teachers' teaching styles, the realization of teachers' teaching styles in teaching descriptive text, and the reason teacher uses teaching styles in teaching descriptive text at SMP Negeri 37 Medan. This research was conducted using descriptive qualitative design to find out the teaching styles used by the teacher through observation checklist, video-recording, and interviewing the teacher. The result of this study is that the teacher dominantly used the facilitator teaching style, and the teacher realizes the teaching style by using all types but is more dominant in the facilitator style as there is more interaction between the teacher and students during the descriptive text lesson and the reason why the teacher used teaching style in teaching description text is that many students still lack of vocabulary and to know each student well enough as a guide to teaching effectively.

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INTRODUCTION

As the main facilitator to help the students learn English in the school, teacher have to use appropriate methods or strategies in teaching English so that the students can comprehend the knowledge efficiently. Despite this, the success of teaching English is influenced by some factors. Those are learners, the teacher, time allotment, material, visual aids, methodology, teaching material, interaction between the teacher and students in the classroom, and teacher teaching style. The teacher has to consider these factors while teaching the students in the class.

Brown (2007) said that teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry the roles out effectively will depend to a large extent on the rapport they establish with their students, and on their own level of knowledge and skills. Teachers have an important role in the teaching and learning process because they play a vital role in the overall development of students. Teachers are responsible for developing good principles, values, creativity, constructivism, self-confidence, skills, and critical thinking in a child. Teaching styles express teachers' preferences manifested during the instructional activities and comprise manner, methods, or means by which teachers positively convey information and influence the students' behavior towards understanding and learning. The results from the field show that every teacher has different styles of teaching depend on the context and students' needs. Teacher uses more than one style of teaching, most of which are based on either teacher-centered or student-centered orientations.

Many factors affect students' attention in learning, for example, the teacher's explanation factor that is lacking on the target, the teacher's style factor in teaching without any variations, and so on. Therefore, the teacher should pay attention to their teaching style. The teaching style of a teacher will affect student learning. Ariatna (2016), for example, pointed out that "teachers should keep in mind that whatever they do and say might influence students' behaviors, attitudes, and orientations toward learning" (p. 809). Similarly, Knowles (1980) argues that one of the determining factors for student learning success is teaching style. According to Irby (1995), teaching style reveals teacher preferences manifested during instructional activities, and consists of ways, methods or means by which teachers convey information and positively influence students' attitudes towards understanding and learning.

The teacher's teaching styles that is less liked by students will affect student learning to be not good either. Mohanna, Chambers, Wall (2008) argue that "Teachers should know what types of teaching styles influence students' understanding and motivation to learn English". Teacher should consider how they can implement what is known about best practice in teaching and how to maximize the advantage to be gained from playing to their

own innate strengths and characteristics as teachers. The suitability of teaching style affects students' understanding and motivation to learn English. Students will pay more attention when learning, be more active in following the learning process and the learning objectives will be achieved according to the teacher's target. The use of an inappropriate teaching style will make it difficult for students to understand the material. In addition, students will be bored and lose motivation to learn English so that students will not pay attention to the learning process. This condition often occurs in schools where the teacher's teaching style does not match the students' learning style. This is the reason why students who have been learning English for a long time still find it difficult to understand some material in English.

METHOD

This research used descriptive qualitative as the research design. The purpose of descriptive research is to make a description about the factual phenomena in teaching to get the information. The data sources in this research use are in-depth observation and interview for qualitative in English subject at SMP Negeri 37 Medan. In this research, the researcher uses three research instruments, which consisted of (1) the teacher and the students as participants, (2) an observation checklist to check the type of teaching styles used by the teacher, and (3) documentation (audio-video recorder) to record the teacher styles in the teaching-learning process. In this case, the researcher conducted classroom observation, recording, and interview. The researcher will use descriptive qualitative analysis to analyze the data. According to Sugiyono (2008), there are three actions in descriptive qualitative research to examine data. These operations involve data reduction, data presentation, and drawing/verification of conclusions. Based on these ideas, the researcher separates the activity of data analysis into three parts: data reduction, data display, and data conclusion.

FINDINGS

Teacher in teaching descriptive text use every style but are more dominant towards facilitator style. Facilitator style is defined as teacher interaction that emphasizes teacher student interaction. In this case, the teacher guides students in learning. Explaining, giving or asking questions and a small group work. In almost every meeting, this style is applied in teaching descriptive text. Of the 5 teaching styles, the English teacher is dominant, and the facilitator's teaching style, when interacting with the teacher, encourages the development of information in each learning process.

Based on the facilitator style used by the teacher, the researcher found the realization of teaching style in teaching descriptive texts. From the classroom observation using a video recorded. The teacher realizes the teaching style by using all types but is more dominant in the facilitator style as there is more interaction between the teacher and students during the description text lesson. According to Grasha, teacher who have a facilitator model teaching style tend to focus on activities. This style is different with expert, formal authority and personal model which are used teacher centered learning, this style emphasizes the student centered learning. Students who are comfortable with independent learning chose this style when they are in teaching and learning process, also for students who can actively participate and cooperate with their

classmates. But in this research, researcher found that the some tutors are moderately disagree with the discussion method. Team work are employed to help students develop their ability to think critically. But in this case, team work are not effective as what they felt when learning process.

The facilitator style is applied by the teacher and was the most dominant teaching style used because it can be seen from the interaction between students and teachers, the teacher also facilitates students by providing examples of dictionaries and also paper containing description texts. The teacher also often asks students questions to make it easier for students to understand the lesson. This finding is different from the finding research conducted by Nursyfah (2022) where she found that teachers predominantly use the personal model style. This finding is also different from the finding research conducted by Rachman (2021) where in her research teachers are more dominant in using the formal authority style. This finding has similarities with previous research findings conducted by Rosita (2018); in her research, teachers predominantly use the facilitator style.

The teacher used the facilitator teaching style because many students still lack vocabulary when learning descriptive texts and still have difficulty with the generic structure in descriptive texts, namely adjectives and simple present tense. However, with the teaching style applied by the teacher, students feel happy and interested in learning because of interaction between teacher and students that is often done during learning and also the teacher often asks questions to students so that students better understand the material presented by the teacher.

The teacher in teaching descriptive text focuses on speaking skills, because it can be seen from the results of observations made by researchers that the teacher focuses more on practicing students' speaking by often telling students to speak in front of the class in describing their friends and objects according to the direction of the teacher. This finding has similarities with the findings obtained by Nofita (2019) where the lecturer focuses on speaking skills to develop students' speaking skills.

CONCLUSION

The result of the findings indicated that the teacher used all the but the dominant style used by the teacher in every meeting was the facilitator style. The facilitator style used by the teacher in teaching descriptive texts. In this class the teacher provides activities to students to develop students' ability to be independent, take initiative and responsibility. This style emphasizes teacher-student interaction, the facilitator will ask prompting, open-ended questions in order to get students thinking more deeply about their activities. By using a facilitator teaching style that attract and simplify the material, teacher can support students in learning the subject material. The suitability of a particular teaching style or approach should be determined by the teacher.

The realization of teaching styles in teaching descriptive text is that the teacher realizes teaching styles by using all types but is more dominant in the facilitator style because there is more interaction between teachers and students during descriptive text lessons.

Then, based on the results of interviews conducted with teachers regarding the reasons for using the facilitator teaching style, many students still lack vocabulary when learning descriptive texts and still have difficulty with the generic structure in descriptive

texts, namely adjectives and simple present tense. However, with the teaching style applied by the teacher, students feel happy and interested in learning because of the interaction between teacher and students that is often done during learning and also the teacher often asks questions to students so that students better understand the material presented by the teacher.

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