

# A Study on Model in Teaching English at Senior High School in Toraja Utara

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## ABSTRACT

*The objectives of the research is to find out teaching model are used by the English Teachers at Toraja Utara. The researcher employed qualitative method for the study. The data resources for the research were three English teachers, they chose in randomly and the instrument for the research consisted of observation. In analyzing the data, the researcher employed descriptive method. The result showed that, there are five models teaching that used by the English Teachers in teaching English in Toraja Utara. They are: (1) expert (2) formal authority (3) Personal Model (4) facilitator and (5) delegator.*

**Keywords:** Model in teaching English

## I. Introduction

Teachers performance can give impression to students by using cognitive skills and personal in teaching and learning process. To encourage students motivation to learn English subject, the teachers have to design appropriate materials and appropriate personal model in teaching English. In personal model, there will be fluctuation effect that can be felt by the learners, therefore through this research, the researcher studies the students perception toward teachers personal model in teaching English.

Model in teaching can be influenced by teachers performance, attitude, approach and behavior to transfer knowledge and use method in the classroom. They can use all facilities or tools in the classroom that can be improve their personal model in teaching.

Model in teaching cannot be separated between

teachers performances in their skills and personal behavior. According to Tim OBrien and Dennis Guiney (2008:8) a personal of qualities of teacher 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 individuals needs, a sense of proportion, a caring nature, an inquisitive nature and actually linking to be with children and young people. For furthermore more according OBrien (2005:52) there are four factors to make students interactive and interested namely; pedagogical, emotional, cognitive and social behavior.

To be popular teachers have to be good in personality, empathy, and enthusiasm. All of them can give contribution toward the teachers performance in teaching to encourage students

motivation and their interest to learn English subject.

Based on the explanation above the researchers formulate problem statements as follow: What are the Models in teaching used by the English Teachers at Senior High School in Toraja Utara?

## II. Method

This research uses qualitative descriptive method to describe the data, and the population of the research is English Teachers in Toraja Utara, the researchers used three English teachers by using random sampling.

## III. Discussion

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 used by English teachers in teaching at SMA Kristen Barana, SMA Pelita Rantepao, and SMAN 2 Rantepao. The finding are organized into five aspects related to the model of teaching that used by the English teachers in teaching English They are expert, formal authority, personal model, facilitator, and delegator.

### A. Observation Data at SMA Kristen Barana, Monday 5th February 2018

The researcher got the data by using check lists observation that focus into five aspect model, they are: expert, formal authority, personal model, facilitator, and delegator.

#### A.1. Expert

At the first time, the researcher observed at the tenth grade at SMA Kristen Barana. According to our observation, the teaching style that include in expert as follow, In teaching, the teacher explained the objectives of the lesson such as fact, concept and principle were the most important that students should acquire. In sharing teachers knowledge and expertise with the students, the teacher made creative Medias in teaching and learning process for example the teacher make sentence cards that can be distributed to the students. Then the students discussed in group and delegated to the students to make finish students

exercises if they did not finished yet. In learning process the teacher managed situation in classroom therefore teaching and learning process run well. On the other hand the teacher gave contextual opinions to solve about content issues for example the teacher gave questions in contrary situation.

#### A.2. Formal Authority

At the first time, the researcher observed at the tenth grade at SMAN Kristen Barana. According to our observation, the model that include in expert as follow, In teaching, the teacher explained the objectives of the lesson such as fact, concept and principle were the most important that students should acquire. In sharing teachers knowledge and expertise with the students, the teacher made creative Medias in teaching and learning process for example the teacher make sentence cards that can be distributed to the students. Then the students discussed in group and delegated to the students to make finish students exercises if they did not finished yet. In learning process the teacher managed situation in classroom therefore teaching and learning process run well. On the other hand the teacher gave contextual opinions to solve about content issues for example the teacher gave questions in contrary situation. Based on the opinion above, the researcher combine with the data observation as follow:

#### A.3. Personal Model

To improve students thinking toward the materials that presented by the teacher, she gave contextual materials about Wh-questions such as what did you do yesterday?, why do you learn English? in learning process the teacher helped students to solve their problem if they did not answer these exercises, she went around to each group. To make understand easily the materials for the students, the teacher presented into contextual materials also, therefore, the students have high motivation in learning English. On the other hand the teacher used her experiences to illustrate point about the materials. For example what did you do in the classroom last week?. The teacher often explained how the students used various principle and concept through giving instruction in teaching process or group di-

scussion and personality. To give frequent verbal for the students, the teacher asked student one by one relate to the topic about wh-questions. Therefore students and the teacher were the same perception toward the material. Between the students and the teacher were closely to each others because the students described the teacher as a coach who work closely to the students to correct problem in how they think and behave through learners asking to the teacher if they did not understand in doing exercises.

#### **A.4. Facilitator**

The goals of teaching process can be addressed in a variety of students learning styles. It means the teacher used many techniques in teaching process for example she used games, some Medias like, cards and pictures. In learning process the teacher monitored to the students in finishing their exercises, therefore the teacher can help students if they did not understand yet. In group discussion, the students gave free opinion based on the topics. The teacher guided students on the course project by asking, exploring questions and suggestions to influence students in learning process. In course activities the students answered every question that given by the teacher then the students finished their games and exercises in group discussion. The teachers solicit students advices about how and what to teach in this course by using giving explanation before doing the exercises. At the last section the teacher gave personal support and encouraged to do well this course through giving applause to the students after answering the exercises and the teacher gave appreciation such as very good, nice answer, good.

#### **A.5. Delegator**

The teacher 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 opinions through exercises that given by the teacher. Then the teacher gave personality questions to design more self-directed learning experiences. The teacher gave core point of materials then the students made questions in personality. It means that the students really free to answer

teacher's questions because the questions given by the teacher was contextual for the learners. In teacher's explanation, the students take care toward the teachers explanation in classroom as a responsibility such as students.

### **B. Observation Data at SMA Pelita Rantepao, Monday 7<sup>th</sup> March 20018**

#### **B.1. Expert**

The researcher observed in the classroom in teaching at SMA Pelita Rantepao- Toraja Utara. Every teacher has goals in teaching, also she has goal in teaching. Before teaching, she told to the students that the fact, concept and the principle were the most important things that students should acquire, the teacher gave advices to the students that, how important to learn English as a young people in now days. Students that, how important to learn English as a young people in now days.

If the students had known how to make sentences and questions as topics in learning process, the teacher had willingness toward the students to leave this course well prepared for further work in classroom. Good management in classroom is important as teacher; according to her lecturing is a significant part of how she taught. It means that while she taught, she learned in teaching she got the positive aspect that can be applied for the next teaching, therefore when she taught, the teaching process can run well.

If the students did not understand or the students had different opinion to give their opinion, she explained it for them therefore, the students did well every instruction in classroom. On the hand, according to the students she described by them as a storehouse of knowledge who dispenses the fact, principle, and concepts they needs. Therefore the students the students never be shy to ask to The English teacher. The teacher delegated and gave responsibility toward the students to do the individual exercises at home as an addition course material if the teacher did not have time enough to explain it.

#### **B.2. Formal Authority**

In formal authority in teaching process, she set high standard for students in the classroom, she reminded to the students that to pass every examination, the students must got score seventy

as a criteria of minimum standard. In learning process, the teacher never gave negative feedback when the students performance was unsatisfied. Then the teacher gave simple topic about animal to make easy for students to explain for them as a response that the teacher typically students how and what she to do in order to master course content toward the students. Through students activities in classroom such as students exercises, and gave opinion about animals then the teacher guided in learning process was a teachers response to fine what students must learn and how they should do in learning process. The teacher provided clear guidelines for how the teacher task completed in this course through the teachers instruction before the students did some exercises. To know the specific goals and objectives that the teacher to accomplish and also the teachers expectation for wants the teacher wants students to do in this class, it can be gotten in syllabus such as the students were able to make sentences, the students are able to explain things'. To make standards and expectations discipline for the students, the teacher gave time estimation in finishing exercises.

### **B.3. Personal Model**

Every teacher has personal model in teaching and learning process, in my observation, the teacher gave contextual questions toward the students in teaching. Therefore the students thought about issues in the contents course that presented by the teacher. Then the students made sentences based on teachers explanations for example, the teacher delegated toward the students to make sentences in wh-questions and explained animals topics. It means that, the students were encouraged to emulate the example that teacher provided. To improve students' perspective in on issues that discussed by the students, the teacher gave questions about daily activities for example why do you came to school?, or the teacher gave word such as Jakarta, Makassar, animals then the students made questions based on the words which provided. To influence students motivation in learning process, the teacher used her personal experiences to illustrate the course points for example please explained your friends, the teacher also told her experiences in abroad and the other places. She delegated to the students, to use various principles and concepts in learning

process, the teacher gave instructions and explained for the students to make easy to understand the materials for them.

### **B.4. Facilitator**

According to the students, she was enjoyable in teaching, the students received frequent verbal to accomplish in learning process, the course topic that presented by the teacher was simple and easy to understand. In presenting material, the students gave responses based on teachers instruction. Therefore, in teaching and learning process, the relationship between the teacher and the students was close.

To make understand the students in learning process, the teacher gave simple topics, such as wh- questions, and animals, the teacher presented the pictures of animal, and asked to the students by using qh-questions. If the students did not understand the topics, the teacher spent time to private the students in personality and in group discussion to explain and guide the students to understand the materials. Then the students also give critical thinking through giving comments.

### **B.5. Delegator**

In guiding students in course project, the teacher showed pictures then 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 teacher gave kontras questions then students gave comments. In teaching, before delegating to the students to do the exercises, the teacher gave instructions how and what the students did it. Then the students did the exercises in independently without intimidation from the teacher. In finishing students typically work on course projects alone with little supervision from the teacher, 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 choose activity but the students were really independent to express their ideas in the classroom. Then the teacher gave delegation to-

ward individual. When the teacher taught, the students cared to the teachers explanation in the classroom.

Finally the teacher 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 teacher gave games to the students. In the last of the teaching and learning process the teacher guided the students, and made sure that, the students have understood the course topic that has been presented by the teacher.

### **C. Observation Data at SMA Pelita Ran-tepao, Monday 9<sup>th</sup> March 2018**

#### **C.1. Expert**

Based on the third observation, the researcher explained as follow: Before teaching in the classroom, the teacher told to the students about the goals, fact, concepts and principles were the most important that students should acquire in course materials and it also explains in syllabus. Then the teacher shared knowledge and expertise with students through asking popular culture then explain by the students. In teaching process the teacher asked one by one to the students as a randomly to explain their experiences. Then the teacher managed well teaching process as a significant part of teaching. To expertise the students in learning process, the students did every exercises after the teacher gave explanation. According to the students, she as a: store of knowledge" who dispenses the facts, principle, and concepts that students needed therefore, the students asked toward the teacher if they did know the course topic yet. Then the teacher delegated and gave responsibly toward the learners to do the individual exercises at home if the course materials did not finish, yet. Therefore the teacher delegated to the students to finish them at home.

#### **C.2. Formal Authority**

The teacher explained the criteria of minimum standard to the students, that the teacher set high standard for the students in this class. The criterion of minimum standard was seventy. Therefore, the students must study hard to pass in the examinations of this course. In learning process, the teacher surveyed students sheet. On the other hand teacher delegated to the students

to give their ideas then teacher corrected as a teachers responsibility to find what the students must learn and how they should learn. Then the teacher gave instructions before the students did some exercises. In this course topic that presented by the English teacher has specific goals and objectives. It means that, the teacher wrote in her syllabus the students are able to understand wh-questions in English. To expatiate students, the teacher gave instructions or steps what she did in teaching process. Finally the teacher standardized to develop students discipline in learning process through giving time estimation in finishing exercises.

#### **C.3. Personal Model**

The teacher gave the core points of the topic about culture and experiences. In the activities in classroom encouraged students to develop their own word ideas through giving course topic about animal and cultures to improve students thinking to make wh-questions. In teaching the teacher used contextual topics; it means the teacher used her personal experiences to illustrate points about the materials. then the teacher gave instructions and came to the students to let the students knew how to used various principle and concepts. In presenting material, the teacher gave frequent verbal to accomplish therefore the teacher gave contextual materials for example cat as pets. Then the learners gave responses based on teachers instructions. Finally, the students might describe the teacher as a storehouse of knowledge who dispenses the fact, principle and concepts through the students asked toward the teacher.

#### **C.4. Facilitator**

The teacher gave simple topics and questions in brainstorming. Then the teacher spent time consulting with the students through the students asked to the teacher, then the teacher guided the students did some exercises. On the other hand the teacher guided the students on course project by asking question, free activities then the students given chance by the teacher to ask the teachers activities last week. Then the teacher explained for them and discussed it. In giving some exercises to the students, the teacher gave explanation before doing the exercises. Finally

the teacher gave applause to the students after answering the exercises and gave appreciation such as very good, nice answer, and good to support and encourage to do well in this course.

### C.5. Delegator

To delegate the students in learning process, the teacher gave simple explanation before the students did some exercises then explained experiences. then to encourage students to develop their own ideas about content issues, the students asked to the teacher then the teacher guided the students did some exercises. On the other hand the students made sentences as an individual such as how the students designed more self-directed learning experiences. To develop the ability of students to think and work independently, the teacher gave one topic then the students gave questions toward the teacher or it was interactive activity. In learning process, the teacher cared toward the teachers explanations in classroom then made finish the exercises that asked by the teacher. To give approaches to the students, the teacher gave individual exercises. Finally the teacher assumed the role of the course person who available to the students by using guided the learners in learning process.

## IV. Conclusion

There are five model in teaching that used by the English teachers in teaching at SMA Kristen Barana', SMA Pelita Rantepao, and SMAN 2 Rantepao, they are:

*First*, is expert teaching style which consists of some points namely: the teacher used fact concepts, and principle things that students should acquire, sharing teaching knowledge and expertise with students, good course preparation, how the teacher teach well, expertise in content contextual issues in teaching, teacher as a storehouse of knowledge for the students and manage time in teaching and learning process.

*Second*, is formal authority Which consists of some points namely: the teacher set high standards for the students in her classroom, the teacher got positive feedback in her performance, guide well students in learning process, good responsibility what the students learn in classroom, clearly guidelines in giving tasks, made specific goals

that teacher accomplished, accommodated student needs in learning process. And the teacher helped to develop students discipline.

*Third*, is Personal model, which consist of what the teacher say and do models appropriate ways for students to think about issues in the content topic, students had willingness to emulate teacher provides in learning process, the teacher stimulated students thinking, the teacher used her personal experiences to illustrate point about the materials, the teacher showed her performance how the students used various principle and concept in learning process. Students received frequent verbal accomplish, the students begun to think like the teacher about the course content, and the students described teacher as a coach who work closely with someone to correct problem in how they think and behave.

*Fourth*, is Facilitator, which consists of the teacher accumulated a variety of students learning styles, the teacher spend time consulting with the students, made small group discussion to improve students think critically, the teacher guided students on course projects by asking questions, exploring opinions and suggestion, encouraged students to take initiative and responsibility for students learning. Students were given free activities in learning process and gave free activities to encourage to do well their course.

*Fifth*, is delegator which consists of students typically work on course projects alone with little supervision from the teacher, 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, teachers approaches toward students in learning process, and teacher gave roles based on students needs.

## V. Suggestion

Based on the conclusions above, in five model in teaching that had been found by the researchers they are expert, formal authority, personal model, facilitator and delegator that used by the teachers. The researchers suggests that the teacher should:

1. Be an expert in teaching process, the teacher should make good preparation in concepts

that will be presented in classroom.

2. Have a formal authority in teaching, it means the teacher should set concept of material in teaching based on students need, the teacher should not judge based on teachers need but the teacher should give freedom for the students to express their opinions in learning process, and the teacher should not like a monster in teaching and learning process.
3. Be a good personal model for the students.
4. Be a good facilitator in the classroom, take care what the students needs in learning process
5. Delegate the students in freedom of actions to design and express their skills in learning process.

The researchers also suggest to the teachers that in teaching styles, the teacher should not lost emotional control. The teacher should not lost control in classroom management, and should evaluate through reflection, how deepest the students enjoy the teaching and learning process in the classroom.

Finally in this research, the researcher admires that, this thesis is still not perfect. Therefore the researcher suggests to the readers to research this research in the other aspects in the futures.

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