



CONTRIBUTING FACTORS ON STUDENTS PARTICIPATION IN ENGLISH CLASSROOM: STUDY OF TEACHERS TEACHING STYLE IN THE CLASSROOM

Ainun Jariah
Mataram University

ABSTRACT

This research deals with the contributing factors on students' participation in English classroom. This research is designed as a correlation study that aims to identify teacher's teaching styles, investigate students' participation, and determine the relationship between teachers' teaching style and students' participation. This research was conducted at SMAN 2 Mataram and the sample were the 2nd year students in the academic year 2017/2018. The data were collected through questionnaires. The questionnaires were distributed to students and focused on the teachers' teaching styles and participation in classroom. The findings of this research reveal that in terms of teaching styles, the teacher use personal model followed by expert styles while delegator style has the lowest mean. Moreover, most students were also found to participate actively. In addition, there is a significant but modest relationship between teachers's teaching styles and students' participation. The findings indicate that there is no significant difference between teacher teaching styles in English classroom.

KEYWORDS: English Classroom, Participation, Teaching Style

1. INTRODUCTION

Participation is required in the learning processes. Students are expected to be able to play an active role in the learning process. There is no learning if there is no activity. That is why activity is a very important principle or principle in the learning process. Student activity is demonstrated by participation. Activeness can be seen from several behaviors such as listening, discussing, making something, writing reports, and so forth.

Student participation in learning is essential for creating active, creative, and fun learning. Thus the learning objectives that have been planned can be achieved as much as possible. Successful and qualified learning is proven or regulated in most cases (75%) of learners are actively involved, both physically, mentally and socially in the learning process, in addition to demonstrating a high learning enthusiasm, great learning spirit, and trust in self¹.

Creativity of teachers in teaching is required for student participation in the classroom to run optimally. Teachers must also master appropriate strategies and methods because they play an important role in successful learning. Teacher's participatory teaching strategies will be able to bring the students to more conducive situations because they are more participative, more open and more sensitive to the teaching and learning activities; consequently, they can create a lively classroom atmosphere where there is interaction between teachers and students As well as students and students .

Certainly it is not easy to drive students to participate in learning. There are a few factors influencing student participation; for example, internal factors and external factors. The internal factors include the health conditions and senses of the students while the external factors include family environment, school environment, and teaching methods and strategies in the classroom.

Teachers' teaching methods and strategies are some of the factors that influence student participation in classroom. Teaching styles investigated include expert style, formal authority style, personal model style, facilitator style, and delegator style². The objectives of this research are; to identify teacher's teaching styles, to investigate students' participation, and to determine the relationship between teacher's teaching style and students' participation.

¹E. Mulyasa, (2002:32)

²Grasha, A. F. (1996). Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. *College Teaching*, 48, 1-12.

2. REVIEW OF LITERATURE

The Notion of Student Participation

Need Hierarchy Theory

Participation depends on the extent to which a person has been able to meet a range of primary and secondary needs after and the influence of positive and negative forces³. It is suggested that people are more likely to participate in educational activities where there is some congruence between their perception of themselves, their self-concept and the nature of the education programmed/environment. One of the key findings in the North American literature which has driven this is the correlation between the number of years spent at school and college, and the likelihood of taking part in education programs after that⁴.

Forced-field Theory

Education, like work, is an achievement-orientated activity, meaning that people who want to get ahead will put effort into personal achievement. Motivation emerges from the interaction of two factors: expectancy and valence⁵.

Life Transitions Theory

The notion of 'transition' has assumed a much larger role in thinking about the take-up of education. In North America populist accounts of the impact of 'life-changes'⁶ have had a significant impact. The basic hypothesis involved is that participation in education projects is frequently linked to changes in life circumstances such as changes in job, the breakup of relationships, having children, bereavement and retirement.

Reference Group Theory

This theory is based around the assertion that people identify with the social and cultural group to which they belong - 'normative reference group, or with another to which they aspire to belong 'comparative 'reference group'⁷. This approach has now been developed at some length. Significant learning often takes place in organizational settings: schools, community groups, work. Thus, to seek motivation for learning, 'we might seek for those factors which motivate

³Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Row.

⁴Boshier, R. (1973). Educational participation and dropout: A theoretical model. *Adult Education*, 23(4), 255-282.

⁵Cross, K. P. (1981). *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco, CA: Jossey-Bass.

⁶Sheehy, G. (1976). *Passages: Predictable Crises of Adult Life*. New York: Bantam.

⁷McGivney, V. (1993). *Women, Education and Training: barriers to access, informal starting points and progression routes*. Leicester: NIACE.

people to join or be part of organizations or for reasons why organizations compel as well as encourage forms of voluntary participation.

The Notion Teaching Styles

Grasha (1996) introduces a framework to identify five broad teaching styles, each entailing different levels of guidance: Expert, Formal Authority, Personal Model, Facilitator, and Delegator⁸.

The first category in this framework is expert. An expert teacher is one who expresses knowledge and expertise that students need and strives to maintain status as an expert by displaying detailed knowledge and by challenging students to enhance their competence. Such a teacher is concerned with transmitting information. Anecdotally speaking, this style reflects a Confucian view of education prevalent in some East Asian countries.

The second category is formal authority. Teachers with this style are different from those with expert style in that because of their reputation as knowledgeable people they are concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. They emphasize the correct, acceptable, and standard ways of doing things. They provide students with the structures they need to learn.

The third category in this model is personal model. Teachers with this style believe in teaching by personal example and establish a prototype for how to think and how to behave. They oversee, guide, and direct by showing how to do things, and encourage the students to observe and emulate teachers' approach.

The fourth category in this model is facilitator. Teachers with this style emphasize the personal nature of teacher-student interactions. They guide and direct students by asking questions, exploring options, suggesting alternatives, and encourage them to develop criteria to make informed choices. Their overall aim is to develop in students the capacity for independent action, initiative, and responsibility. Such teachers work with students on projects in a consultative fashion and try to provide as much support and encouragement as possible.

⁸Grasha, A. F. (1996). Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. *College Teaching*, 48, 1-12.

The fifth category in this model is delegator. Teachers with this style are concerned with developing the students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at request of students as a recourse person.

3. RESEARCH METHOD

This study is a correlation study that aims to predict the performance score and explain the relationship of variables⁹. It also tries to identify the relationship between the variables in a group of subjects. The target population in this study are the 2nd year students in the academic year 2017/2018 at SMAN 2 Mataram.

The instrument used in this study is a structured Likert scale questionnaire which consists of two parts. The questionnaire was constructed to measure the independent variable which is teacher's teaching styles and the dependent variable which is the students' participation. The instruments consist of two parts.

Part 1 is related to teaching style. The items are about teacher's teaching styles. This variable is measured by using questionnaires which was adapted from Grasha teaching style inventory¹⁰. This questionnaire used a Likert scale with a score range starts from "1" which is Strongly Agree to "5" which is Strongly Disagree.

Meanwhile, part 2 is used to measure the students' participation. This variable is measured using a questionnaire adapted from the *National Survey on Student Engagement* (2006). The questionnaire consists of five styles; expert style, formal authority, personal model, delegator and facilitator.

4. FINDINGS AND DISCUSSION

Findings

Teacher's Teaching Styles

In this research, the teacher's teaching styles is measured by the students' responses to 25 items in the questionnaire. There are five dimensions of teaching styles investigated, namely 1) expert, 2) formal authority, 3) personal model, 4) facilitator, and 5) delegator. Referring to Table 1, the

⁹Creswell, J. W. (2008). *Educational research*. Third Edition. Pearson International Edition.

¹⁰Grasha, A. F. (1996). Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. *College Teaching*, 48, 1-12.

personal model has the highest mean of 4.10, followed by expert teaching style with the mean of 4.07. Facilitator teaching style (3.66) is higher than the mean of formal authority (3.52), and the mean of delegator (3.39). Delegator have the lowest mean score (3.39). The findings indicate that the teacher uses personal model teaching style the most compared to the other four teaching styles.

Teaching Styles	Mean	Standard Deviation
Expert	4.07	0.52
Formal Authority	3.52	0.47
Personal Model	4.10	0.56
Delegator	3.39	0.43
Facilitator	3.66	0.42

Table 1. Mean Score and Standard Deviation of Teacher’s Teaching Styles

Students’ Participation

The students’ participation is measured by their response to 31 items in the participation questionnaire. The result reveals that only half of the respondents (51.1%) like to give their opinion in class, but the majority of the respondents regularly involve in presentation in front of the class (89.3%). In terms of cooperation, the majority of students give full cooperation to other students when they are doing group work which 89.3% agreed with the item. The majority of respondents also enjoy doing extra work which 87.8% agreed with the item. A total of 79.1% of the respondents prefer to ask the teacher if they do not understand what is taught by the teacher.

Relationship between Teacher’s Teaching Styles and students’ Participation

Looking at Table 3, there is a positive relationship between the teachers’s teaching styles and the students’ participation. Though, their relationship is weak.

Variables	Students’ Participation
Teaching Styles	0.53*

*Note: Correlation is significant at 0.05

Table 2. Correlation between Teacher’s Teaching Styles and Students’ Participation

Discussion

This research has identified the relationship between variables of teaching styles of the teacher and the students’ participation. In this case, the teacher was found to use variety of teaching styles in classroom. In addition, each teaching style has high mean value. This indicates that the

teacher is active by using various teaching styles in the classroom. The styles used by the teacher were found to promote the students' participation.

In addition, the diversity of the teaching styles is encouraging for the students to learn systematically. Nevertheless, the teacher was found dominantly using personal model teaching style followed by expert teaching style. The lowest teaching style being used is delegator. Personal modeling style of teaching is very important when delivering lessons to students to learn. Teachers, who have the vision and deliver good content, will inspire students to strive for more.

Behaviorist learning is learning that involves conditioning and imitation¹¹. This research supports the view that personal model teaching style has great influence to students' attitudes to participate in the process of English teaching and learning in classroom. The function of teaching is to produce effective teaching. Thus, a good lesson should involve teachers' skills to ensure the teaching styles suit with students' learning objectives and learning styles. This is because learning is the activity of mental, physical, and spiritual to the students. Therefore, the openness, reflective and objective attitude are necessary in order to produce continuous learning in teaching so that a lesson could become organized to bring change in students' attitude. In this respect, a systematic approach should be done by teachers in the development of knowledge using appropriate method in order to create an effective learning environment in classroom.

In terms of the relationship between the teacher's teaching styles and the students' participation, teacher's teaching styles have a significant influence to students' participation. Through facilitator teaching style, teachers can utilize problem-solving strategies. This is in line with Faris (2008) that the use of problem-solving strategy improves students' attitudes in learning¹². Furthermore, Adesoji (2008) explains that students will lead to positive direction if teachers use problem solving in teaching¹³. It involves facilitator and delegator teaching styles.

Teaching styles besides affecting student's participation in classroom contribute to students' social development. Wentzel (2002) noted that grade six teachers whose demeanor indicated

¹¹Mergel, B. (1998). *Instructional design & learning theory*. In *Educational communications and technology*. University of Saskatchewan.

¹²Faris, A. (2008). *The impact of PBL on the student's attitudes towards science among nine graders in Hamza Independent School*. Unpublished project paper.

¹³Adesoji, F. A. (2008). Managing students' attitudes towards Science through problem-solving strategy. *Anthropologist*, 10 (1), 21-24.

having high expectations positively influenced their students' perceptions of community, social competence, and their academic achievement¹⁴. On the other hand, teachers who regularly provided negative feedback had an adverse effect on the same perceptions. Students suffering from anxiety might also be affected by teachers' styles, such as in the study by LaBillois and Lagace-Seguin (2009), where researchers observed that elementary school teachers who used the Expert, Formal Authority, or Facilitator teaching styles increased anxiety in students who already exhibited an inability to self-regulate¹⁵. Researchers suggested that the strict environment of the Expert or Formal Authority classrooms could have been the cause of the stress for anxious students, while the Facilitator's classroom may have had an absence of structure and increased freedom that the students had difficulty tolerating.

5. CONCLUSION

The findings of this research reveal that in terms of teaching styles, the teacher use personal model followed by expert styles while delegator style has the lowest mean. Moreover, most students were also found to participate actively. In addition, there is a significant but modest relationship between teachers' teaching styles and students' participation. The findings indicate that there is no significant difference between teachers' teaching style in English classroom. These findings may have implications to students, parents and teachers in relation to teaching and English learning process in the classroom. The participation of students can be encouraged by understanding the appropriate teaching styles of the teacher. For teachers, we know that school is the main contributor in providing formal education training to students. Therefore, it is necessary to provide a positive teaching and learning environment which is up to date since it can form a conducive and suitable environment for students' participation and also contribute to the better achievement.

¹⁴Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73, 287-301.

¹⁵LaBillois, J. M., &Lagace-Seguin, D. G. (2009). Does a good fit matter? Exploring teaching styles, emotion regulation, and child anxiety in the classroom. *Early Child Development and Care*, 179, 303-315.

REFERENCES

Journal Papers

- Adesoji, F. A. (2008). Managing students' attitudes towards Science through problem-solving strategy. *Anthropologist*, 10 (1), 21-24.
- Boshier, R. (1973). Educational participation and dropout: A theoretical model. *Adult Education*, 23(4), 255-282.
- Faris, A. (2008). *The impact of PBL on the student's attitudes towards science among nine graders in Hamza Independent School*. Unpublished project paper.
- McGivney, V. (1993). *Women, Education and Training: barriers to access, informal starting points and progression routes*. Leicester: NIACE.
- Mergel, B. (1998). *Instructional design & learning theory*. In *Educational communications and technology*. University of Saskatchewan.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73, 287-301.

Books

- Creswell, J. W. (2008). *Educational research*. Third Edition. Pearson International Edition.
- Cross, K. P. (1981). *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco, CA: Jossey-Bass.
- Grasha, A. F. (1996). Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. *College Teaching*, 48, 1-12.
- LaBillois, J. M., & Lagace-Seguin, D. G. (2009). Does a good fit matter? Exploring teaching styles, emotion regulation, and child anxiety in the classroom. *Early Child Development and Care*, 179, 303-315.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper and Row.
- Mulyasa, E. (2002). *Manajemen Berbasis Sekolah*. Bandung: PT. Remaja Rosdakarya
- Sheehy, G. (1976). *Passages: Predictable Crises of Adult Life*. New York: Bantam.