THE STUDY ON TEACHING STYLES USED BY EXTROVERT AND INTROVERT TEACHERS AT SMK PGRI 3 MALANG

Oleh: DINA ARiyANTI NINGRUM (04360160)
ENGLISH
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ABSTRACT

Teacher had very important role in teaching learning process. No matter how the condition of the school, the teacher must be able to improve the students’ achievement with his or her own teaching styles. Jensen (1987) states that introvert teacher tended to employ teacher centered and they preferred lectures to discussion while extrovert teacher tended to employ student centered course and classroom and they preferred interactive discussion, group project, and experiential learning. Related to the above statement, the writer tried to investigate the teaching styles used by extrovert and introvert teachers at SMK PGRI 3 Malang.
In this research, the writer focused on finding the common teaching styles used by the extrovert and introvert teachers. The writer used descriptive qualitative design to conduct the research. The subjects of this research were two English teachers of third class of SMK PGRI 3 Malang. Based on result of the personality scale, the subject coded 01200822 was identified as the extrovert teacher while the teacher coded 02200811 was introvert teacher.
In collecting the data, the writer did the observation by attending the classes 4 times for each teacher and interviewed the teachers. The data were interpreted by describing the teacher’s manners during the teaching learning process.
In this research, the writer found that the extrovert teacher tended to employ the facilitator teaching styles. The extrovert teacher often used guiding and directing the students by asking some questions, building the personal relationship with the students, designing some activities to encourage the students to develop their confidences, and always involving the students in teaching learning activities. In this ways, the teacher was influenced by her personality as an extrovert teacher; she was sociable, active, lively, and good interaction. The introvert teacher tended to employ the personal model teaching style in reviewing the current topic by showing the students how to answer some questions to stimulate the students’ knowledge. Besides, the teacher employed the formal authority teaching style in emphasizing the importance of discipline and focusing on content, and providing the negative feedback when the students made mistakes and giving a lot of warning to the students. In this way, the teacher was influenced by her personality as an introvert teacher; she was passive, less interactive, pessimistic, and careful.
Finally, the researcher acknowledged that this research had not been completed yet because the researcher had only one subject of extrovert and introvert teacher. Therefore, the writer suggested to the next researchers to use more subjects in order to get better result. Besides, it is also suggested to investigate the teaching styles used by different personalities.