

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion of the research. The finding designed to answer the research problem, the student perception on American teacher's cultural teaching style and the kind of teaching style that is used by the American teacher while teaching and learning process at seventh semester of English Education Department of Antasari state Institute for Islamic Studies Banjarmasin.

A. FINDINGS

1. Students' perception on American Teacher's Cultural Teaching Style

The following, the researcher will describe those students' perception on American Teacher's cultural teaching styles based on the result of questionnaire which consists of 17 questions that the researcher gave to 30 respondents at seventh semester of English Education Department of Antasari State Institute for Islamic Studies Banjarmasin. The result of the questionnaire can be see through the table below :

Table 4.1. The students' perception on American teacher does like if students ask question and show their opinion in the class

No	Responses	Frequency	Presentation (%)
1	Totally agree	12	40 %
	Agree	11	36,67 %
	Neutral	7	23,33 %
	Disagree	0	0 %
	Totally disagree	0	0 %

	Total	30	100 %
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The table above shows that there are 12 (40 %) students who are totally agree, 11 (36,67%) students who are agree, 7 (23,33 %) students who are neutral, and no students who are disagree or totally disagree with American teacher does likes if students ask question and show their opinion in the class. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because they can improve their spesking skill.

Table 4.2. The students' perception on American teacher never comes late and prepares the material well

No	Responses	Frequency	Presentation (%)
2	Totally agree	25	83,33 %
	Agree	5	16,67 %
	Neutral	0	0 %
	Disagree	0	0 %
	Totally disagree	0	0 %
	Total	30	100%

The table above shows that there are 25 (83,33 %) students who are totally agree, 5 (16,67%) students who are agree and no students who are neutral, disagree or totally disagree with American teacher never comes late and prepares the material well. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many

of them answer because they more discipline and try to change their Indonesian culture.

Table 4. 3. The students' perception on American teacher manages the learning well

No	Responses	Frequency	Presentation (%)
3	Totally agree	19	63,33%
	Agree	10	33,33%
	Neutral	1	3,34%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 19 (63,33 %) students who are totally agree, 10 (33,33%) students who are agree, 1 (3,34 %) students who are neutral, and no students who are disagree or totally disagree with American teacher manages the learning well. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because they can immitate the time teching management for American teacher.

Table 4.4. The students' perception on American teacher teaches with relax but focus

No	Responses	Frequency	Presentation (%)
4	Totally agree	24	80%
	Agree	6	20%
	Neutral	0	0%
	Disagree	0	0%
	Totally disagree	0	0%

	Total	30	100%
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The table above shows that there are 24 (80 %) students who are totally agree, 6 (20%) students who are agree and no students who are neutral, disagree or totally disagree with American teacher teaches with relax but focus. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because they have the same thinking that we have to be relax in teaching process.

Table 4. 5. The students' perception on the technique and method used by American teacher are very good and enhance the target language

No	Responses	Frequency	Presentation (%)
5	Totally agree	18	60%
	Agree	12	40%
	Neutral	0	0%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 18 (60 %) students who are totally agree, 12 (40%) students who are agree and no students who are neutral, disagree or totally disagree with the technique and method used by American teacher are very good and enhance the target language. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because they get more information how to be a great teacher.

Table 4.6. The students perception on American teacher never gives the assignment out of the class.

No	Responses	Frequency	Presentation (%)
6	Totally agree	13	43,33%
	Agree	8	26,67%
	Neutral	6	20%
	Disagree	2	6,67%
	Totally disagree	1	3,33%
	Total	30	100%

The table above shows that there are 13 (43,33 %) students who are totally agree, 8 (26,67%) students who are agree, 6 (20 %) students who are neutral, 2 (6,67 %) students who are are disagree and 1 (3,33 %) students who are totally disagree with American teacher never gives the assignment out of the class. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they like it and they have many assignment in the other lesson from the lecturer. (student A) said “*saya senang karena masih banyak juga tugas dari dosen lainnya, jadi di mata kuliah ini saya merasa sedikit enjoy karena saya tidak terbebani dengan tugas*”. When the researcher ask to the students the reason they disagree with the statement, the answer is he like assignment because it can improve his mastery about the lesson. (student D) said “*saya kurang menyetujui pernyataan ini karena menurut saya dengan diberikannya tugas dalam sebuah materi itu sangat membantu saya dalam meningkatkan menguasai saya terhadap setiap materi yang diajarkan*”.

Table 4.7. the student perception on American teacher educates the students to be creative

No	Responses	Frequency	Presentation (%)
7	Totally agree	16	53,33%
	Agree	11	36,67%
	Neutral	3	10%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 16 (53,33 %) students who are totally agree, 11 (36,67%) students who are agree, 3 (10 %) students who are neutral, and no students who are disagree or totally disagree with American teacher educates the students to be creative. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they like to be more creative and it make the class more fun.

Table 4. 8. the student perception on American teacher encourages the students to be critical, confidence and independent.

No	Responses	Frequency	Presentation (%)
8	Totally agree	14	46,67%
	Agree	12	40%
	Neutral	4	13,33%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 14 (46,67 %) students who are totally agree, 12 (40 %) students who are agree, 4 (13,33 %) students who are neutral, and no students who are disagree or totally disagree with American teacher encourages the students to be critical, confidence and independent. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they more enjoying the class.

Table 4. 9. The students' perception on American Teacher friendly and easy to met

No	Responses	Frequency	Presentation (%)
9	Totally agree	10	33,33 %
	Agree	12	40 %
	Neutral	8	26,67 %
	Disagree	0	0 %
	Totally disagree	0	0 %
	Total	30	100 %

The table above shows that there are 10 (33,33 %) students who are totally agree, 12 (40 %) students who are agree, 8 (26,67 %) students who are neutral, and no students who are disagree or totally disagree with American teacher friendly and easy to met. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they easy to discuss some lesson out of the class.

Table 4.10. The students' perception on American teacher does pay attention to the students' presence

No	Responses	Frequency	Presentation (%)
10	Totally agree	10	33,33%
	Agree	10	33,33%
	Neutral	9	30%
	Disagree	1	3,33%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 10 (33,33 %) students who are totally agree, 10 (33,33%) students who are agree, 9 (30 %) students who are neutral, 1 (3,37 %) students who are are disagree and no students who are totally disagree with American teacher does pay attention to the students' presence. Based on the interview result, when the researcher ask the reason they choose neutral, many of them said that they shy because always late. (student C) said “ *saya memilih netral karena saya sangat setuju dengan apa yang diterapkan tapi saya merasa malu dengan kebiasaan yang kebanyakan orang Indonesia lakukan seperti sering datang terlambat ke kelas. Mr. Spencer sangat memperhatikan siapa saja yang datang tepat waktu dan terlambat drngan selalu menulis jumlah mahasiswa yang berhadir per total seluruh mahasiswa*”.

Table 4.11. The students' perception on American Native does help the students in mastering four skills.

No	Responses	Frequency	Presentation (%)
11	Totally agree	14	46,67%
	Agree	12	40%

	Neutral	4	13,33%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 14 (46,67 %) students who are totally agree, 12 (40 %) students who are agree, 4 (13,33 %) students who are neutral, and no students who are disagree or totally disagree with American Native teacher does help the students in mastering four skills. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they practiced their skills with American teacher directly.

Table 4.12. The students' perception on American Teacher brings soft drink and sometimes sit on the table when teaching and learning process.

No	Responses	Frequency	Presentation (%)
12	Totally agree	5	16,67%
	Agree	5	16,67%
	Neutral	10	33,33%
	Disagree	3	10%
	Totally disagree	7	23,33%
	Total	30	100%

The table above shows that there are 5 (16,67 %) students who are totally agree, 5 (16,67%) students who are agree, 10 (33,33 %) students who are neutral, 3 (10 %) students who are are disagree and 7 (23,33 %) students who are totally disagree with American teacher brings soft drink and sometimes

sit on the table when teaching and learning process. Based on the interview result, when the researcher ask the reason they choose agree because they do not care about it, (student G) said “*yaa itu terserah Mr. Spencer saja karna menurut saya itu tidak jadi masalah*”. When the researcher ask the reason they choose neutral because they have know that American teacher do that in the class, (student A) said “*saya menjawab netral karna saya mengetahui kalau di Amerika guru itu sering membawa minuman ke dalam kelas tetapi di Indonesia jarang*”. When the researcher ask the reason they choose disagree because they think it is impolite, (student B) said “*menurut saya itu kurang sopan dilakukan seorang guru di Indonesia apalagi kalau sampai duduk diatas meja saat mengajar, jelas sekali itu tidak mencerminkan ketimuran kita*”.

Table 4.13. The students’ perception on American teacher never gives explanation of another material but only focus on the material which is being taught.

No	Responses	Frequency	Presentation (%)
13	Totally agree	11	36,67%
	Agree	9	30%
	Neutral	8	26,67%
	Disagree	0	0%
	Totally disagree	2	6,66%
	Total	30	100%

The table above shows that there are 11 (36,67 %) students who are totally agree, 9 (30 %) students who are agree, 8 (26,67 %) students who are neutral,

2 (6,66%) students who are totally disagree and no students who are disagree with American teacher never gives explanation of another material but only focus on the material which is being taught. Based on the interview result why the student choose disagree statement is because he just want to know another information out of the material, (student H) said *“kadang saya ingin juga mengetahui hal-hal di luar materi saat proses pembelajaran karna saya merasa ini kesempatan langka bisa belajar langsung dengan orang yang bahasa pertamanya bahasa inggris”*.

Table 4.14. The students' perception on American teacher always uses media while teaching and learning process.

No	Responses	Frequency	Presentation (%)
14	Totally agree	18	60%
	Agree	8	26,67%
	Neutral	4	13,33%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 18 (60 %) students who are totally agree, 8 (26,67 %) students who are agree, 4 (13,33 %) students who are neutral, and no students who are disagree or totally disagree with American teacher always uses media while teaching and learning process. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they more interest in learning some materials if the teacher uses media when explaining it.

Table 4.15. The students' perception on American teacher gives a chance to ask question related to the material which students do not understand yet.

No	Responses	Frequency	Presentation (%)
15	Totally agree	15	50%
	Agree	9	30%
	Neutral	6	20%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 15 (50 %) students who are totally agree, 9 (30 %) students who are agree, 6 (20 %) students who are neutral, and no students who are disagree or totally disagree with American teacher gives a chance to ask question related to the material which students do not understand yet. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they can interrupt the American teacher to ask some questions if do not understand with materials in teaching process.

Table 4.16. The students' perception on American teacher gives conclusion related to the material.

No	Responses	Frequency	Presentation (%)
16	Totally agree	15	50%
	Agree	11	36,67%
	Neutral	4	13,33%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 15 (50 %) students who are totally agree, 11 (36,67 %) students who are agree, 4 (13,33 %) students who are neutral, and no students who are disagree or totally disagree with American teacher gives conclusion related to the material. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of they more understand with the material if the American teacher gives conclusion in the end of teaching and learning activities.

Table 4.17. The students' perception on American teacher creates comfortable situation in teaching and learning process.

No	Responses	Frequency	Presentation (%)
17	Totally agree	23	76,67%
	Agree	7	23,33%
	Neutral	0	0%
	Disagree	0	0%
	Totally disagree	0	0%
	Total	30	100%

The table above shows that there are 23 (76,67 %) students who are totally agree, 7 (23,33 %) students who are agree and no students who are neutral, disagree or totally disagree with American teacher creates comfortable situation while teaching and learning process. Based on the interview results, when the researcher ask to the students the reason they agree with the statement, many of them answer because of the students like with relax and fun situation while teaching and learning activities.

2. The kind of cultural teaching style that is used by the American teacher in teaching and learning process in the class

The researcher observed and interviewed the American teacher to know the kind of cultural teaching style used by him in teaching and learning process in the class.

The first observation held in speaking class. In the pre activity, the American teacher came on time to the class, but only three students came and he brought soft drink to the class. After that , he opened the class by greetings and asked some questions about students' condition. Then, he wrote on the corner of whiteboard about the number of students' presence (i.e 3 of 31 students)

In while-activities, the American teacher wrote a word and then he commanded students to come forward and make a mindmapping about it. All students had to show their opinion and wrote on the the whiteboard. After that the American Native teacher divided students into some groups by using remi card and asked them to answer question in group for 10 minutes.

After all the American teacher asked every group to show their answer and then discuss it together. He also asked every group to tell their classmate about some topics that given by him and chose the group by using a game.

In the post-learning activities, the American teacher concluded the material and motivated the students to study harder and gave the tips how to learn English. Then, he greeted the students to close the activities of teaching

and learning. Before the American teacher came out from the class, he went around class and took some papers used by him while teaching and learning process.

The second observation held in listening class. In the pre activity, the American teacher came on time to the class and brought soft drink to the class. After that , he opened the class by greetings and asked some questions about students' condition. Then, he wrote on the corner of whiteboard about the number of students' presence.

In while activities, the American teacher wrote a table on the whiteboard and then commanded students to come forward and fill the blank table with minimal pairs word. All students had to show their word and pronounce it in front of the class. After that, the American teacher divided students into some groups by using a ball and asked them to answer question in group for 10 minutes.

After all, the American teacher asked every group to show their answer and then discuss it together. He also asked every group to tell their classmate about some topic that given by him and chose the group by a game.

In the post-learning activities, the American teacher concluded the material and motivated the students to study harder and gave the tips how to learn English. Then, he greeted the students as closing of teaching and learning activities.

Before the American teacher came out of the class, he went around class and took some papers used by him while teaching and learning process.

The third observation held in reading class. In the pre-activity, the American teacher came on time to the class and brought soft drink to the class. After that, he opened the class by greetings and asked some questions about students' condition. Then, he wrote on the corner of whiteboard about the number of students' presence.

In while activities, the American teacher wrote about a tragedy on the whiteboard and then he commanded students to come forward and read the tragedy. After that the American teacher divided students into some group by using a name of colors and playing a game. The game is mentioning some word about economy, medicine, sport and literature. The group that has mentioned the most of the word will be the winner.

In the post-learning activities, the American teacher concluded the material and motivated the students to study harder and gave the tips how to learn English. Then, he greeted the students as closing of teaching and learning activities.

Before the American Native teacher came out from the class, he went around class and took some papers used by him while teaching and learning process.

The Interview conducted on Friday, Desember 16th 2016. In the interview, the researcher asked about the kind of teaching style that used by

him in teaching and learning process. Based on the American teachers' answer, he uses American cultural teaching style but sometimes combine it based on the situation in the class.

B. DISCUSSION

In this discussion part, the researcher discusses the findings of students' perception on American teachers' cultural teaching styles and the kind of teaching style that used by him. After all of the needed data are completed, in this discussion, the data will be analyze based on findings of the data that have been presented before. The researcher provides the discussion below :

1. Students' perception on American teacher's cultural teaching style

According to the result of the questionnaire, the students at seventh semester of English Education Department of Antasari State Institute for Islamic Studies Banjarmasin gave their responses that can be seen in the following table :

Table 4. 18. The students' perception on American Teacher's cultural teaching style

No	Statement	Responses				
		Totally Agree	Agree	Neutral	Disagree	Totally Disagree
1	The American teacher does like if students ask question and show their opinion in the	12	11	7	0	0

	class					
2	The American teacher never comes late and prepares the material well	25	5	0	0	0
3	The American teacher manages the learning well	19	10	1	0	0
4	The American teacher teaches with relax but focus	24	6	0	0	0
5	The technique and method used by American teacher are very good and enhance the target language	18	12	0	0	0
6	The American Teacher never gives the assignment out of the class	13	8	6	2	1
7	The American teacher educates the students to be creative	16	11	3	0	0
8	The American teacher encourages the students to be critical, confidence and independent	14	12	4	0	0
9	The American Teacher friendly and easy to met	10	12	8	0	0
10	The American Teacher does pay	10	10	9	1	0

	attention to the students' presence					
11	The American Teacher does help the students in mastering four skills.	14	12	4	0	0
12	The American Teacher brings soft drink and sometimes sit on the table when teaching and learning process.	5	5	10	3	7
13	The American Teacher never gives explanation of another material but only focus on the material which is being taught.	11	9	8	0	2
14	The American Teacher always uses media while teaching and learning process.	18	8	4	0	0
15	The American Teacher gives a chance to ask question related to the material which students do not understand yet.	15	9	6	0	0
16	The American Teacher gives conclusion related to the material.	15	11	4	0	0

17	The American Teacher creates comfortable situation in teaching and learning process	23	7	0	0	0
	Total	262	158	74	6	10
	Presentation	51 %	31 %	15 %	1 %	2 %

According to the table above, it can be seen that 51% students are totally agree, 31% students are agree, 15 % students are neutral, 1 % students are disagree and 2% students are totally disagree. Those responses are given by students to show their perception on the cultural teaching style that used by the American teacher at seventh semester class of English Department Major Antasari State Institute for Islamic Studies Banjarmasin. So, the students' perception on American teacher cultural teaching style at seventh semester of English Department Major Antasari State Institute for Islamic Studies banjarmasin can be concluded totally agree and interpreted as excellent category because the students who are agree are 82%. It means that students at seventh semester of English Education Department of Antasari State Institute for Islamic Studies Banjarmasin gave excellent response to the American teacher's cultural teaching style that is used in the teaching and learning process. The students are very happy because they learn English with American teacher directly. Moreover the American teacher always give different teaching method in every meeting and also emphasizes students to be more critical in thinking, confident and independent.

The students at seventh semester of English Education Department of Antasari State Institute for Islamic Studies Banjarmasin welcomed to the American teacher who teach them some lesson because they learned some methods of teaching and the culture of America that are different to Indonesian culture. The advantage of learning English from American teacher is students generally feel more motivated to speak English in the class (Richard Felder and Rebecca Brent ,2005)

2. The kind of teaching style that is used by American teacher's cultural teaching style in teaching and learning process

On the interview the researcher asked about the kind of teaching style that used by him in teaching and learning process. Based on the American Native teachers' answer, he used his own cultural teaching style but sometimes combined it based on the situation in the class.

The American Native teacher told the researcher that he always educates students to be creative and encourages them to have critical thinking. He is also said that he started the lesson with brainstorming, then he explained about the material and practiced it together in the class. The American teacher always uses different technique in dividing students into group such as, using remi card, ball, pop quizzes, color name, animal name, flower name. It related to Joyle Lin explanation that students of the Western

education philosophy appear as active learners in the classroom, as the teaching and learning process not focusing on teacher-centered, but more on are active learners in the classroom. It encourages the students to be active in giving and sharing the ideas, which is maximizing their role as a students than the teacher in creating the effective learning and teaching activity.

When the researcher asked about students' learning style, he is little bits disappointed because the students are often coming late in every meeting but he can understand it.