

Teaching Methods used by EFL Teachers Towards Student Interest and Achievement in Writing: A Case Study at SMA Negeri 10 Sidrap

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ABSTRACT

This article investigates whether or not the use of a teacher way of teaching can improve the ability of SMAN 10 SIDRAP students to write descriptive compositions, as well as students' interest in learning to write descriptive compositions by using a teacher teaching method in classes X IPA and XI IPS. The descriptive qualitative approach was used in this study. The total population was 155 pupils, and two classes and two English teachers were chosen as samples using the saturation sampling approach, class X IPA (15) and XI IPS (15). In this study, the descriptive composition and questionnaire were used to gauge students' interest. From the result of data analysis, the researcher found that the mean score of students Class X IPA (78.00) and students Class XI IPS (77.46). This shows that the score was above of curriculum standard. The researcher concluded that teachers teaching method in teaching writing improved the students' ability to write descriptive composition at X IPA and XI IPS, and the students interest Class X IPA (84.76) and students Class XI (85.17) it was categorized in strongly interested. It show that, the students of SMAN 10 SIDRAP interested to learn write descriptive composition toward teachers teaching method.

Keywords: Teaching Method, Student Interest, Student Achievement, Writing

INTRODUCTION

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Learning and teaching English in high school is often fraught with difficulties. It is caused by the students, the material, the instructor, the teaching method, the time, place, equipment, and facilities. Students' problems include variances in intellect; if the content offered is too low, students with high intelligence will become bored, contradicting students' needs in learning English. There are always distinctions like these in class, and everyone demands various techniques of learning to understand English quickly, thus a teacher must employ a mix of methodologies in teaching. The material must be chosen based on the ability of the students; if all students in the class are at the beginner level, the material must be indicated by level; if the material given to students does not match their level, they will struggle to understand the material.

Teacher quality, class resources, and instructional leadership at school sites are all aspects that impact student learning. Method is a presenting style that may be defined as the practical embodiment of an approach through a method in a system. It is a pedagogical phrase; the major emphasis is on effective presentation of subject matter in order to gain mastery over it. It is a scientific method of presenting the subject matter step by step (Arvind : 2016). The term method refers to the formal organization of a sequence of actions, which is often represented by instructions. This includes deciding what to teach and how it should be delivered. Types of teaching methods are listed below, according to (Richards & Rodgers : 1986)

Suggestopedia

The assumption behind this approach is that a language can only be learned when the learner is receptive and free of mental blockages. The learner is told that the language is simple in a variety of ways, and this removes mental barriers to learning.

The Natural Approach

The technique of Professor S.Krashen highlights the parallels between learning first and second languages. Error correction is not an option. Students learn through being exposed to understandable language or having it explained to them.

Community language teaching (CLT)

The purpose of this method is to educate the learner how to talk effectively and appropriately in a variety of circumstances. The curriculum of a CLT course covers functions like inviting, suggesting, and complaining, as well as concepts like expressing time, quantity, and location.

Total Physical Response (TPR)

TPR operates by having the student respond to basic orders like "stand up," "close your book," and "go to the window and open it." The technique emphasizes the significance of aural comprehension.

The Silent Way

This is so-called because the teacher's goal is to speak as little as possible so that the student may manage what they say. The mother tongue is not used.

Community Language Learning

This strategy seeks to establish deep personal connections between the teacher and the learner so that there are no barriers to learning. There is a lot of conversation in the mother language, that the teacher translates for the pupil to repeat.

The Audiolingual Method

This strategy is based on the idea that learning a language entails developing habits. There is a great deal of expertise with conversations in a variety of settings. Before being viewed in writing form, a new language is first learned by heart and thoroughly drilled.

Writing is the process of explaining a language so that the writer's message may be comprehended by the reader. Writing ability is concerned with both the structure and the substance of the writing. Writing is an activity that involves exploring ideas and feelings about a subject, deciding what to write and how to express it so that the reader may grasp it quickly and clearly. Writing is guiding the student into learning how to do research and communicate the ideas to other people (Collins:2008). In other statement (Coulmas:2003) writing can defining by six meaning is a system of recording language, the action of putting such a system to use, the outcome of

which is a text, the specific form of such a result, artistic composition, and a professional vocation

There are the skills needed in writing. For the first Using orthography correctly, including here the use of spelling, second we can do writing by Choose the right words, then writing by using the word form correctly or Sort words correctly, then by using the right and clear sentence structure for the reader, the next skill choose the right genre of writing, according to the intended audience.

The other important skill are striving for ideas or main information is clearly supported by additional ideas or information, also trying to create paragraphs and overall writing is coherent so that readers easily follow the path of thought or information presented. The last is estimates how much knowledge the target reader has about the subject being written and making assumptions about things they don't know and are important to write. The general purpose of writing is delivering the information to the reader. Through writing, the author express the ideas in written form, deliver the information, and give the problem solution to the readers.

Talking about interest causes someone to consider his favorable reaction or attitude toward something he loves, enjoys, and appreciates, which causes him to want to do it. To clearly define what actually interest means some theorists will define it.

There are several sorts of interests, some of which may be more significant for acquiring information. Interest, according to Kartono (1995), is described as a sensation of attentiveness and curiosity about someone or something; "interest in music." If given the opportunity to develop or grow, the interest will become a significant strength for kids. Furthermore, according to Syah Muhibbin (1999), interest may be described as the capacity to work and accomplish one profession without prior instruction. Interest is also the proclivity to pursue a certain subject.

There are four types of interest. (Kartono:1995)

1. Expressed interest: This is a sort of interest described as the vocal statement of like or disliking. Something about maturity and experience.
2. For inventoried interest, it is determined by an interest checklist. The interest of someone is tested by asking him or her to answer a series of questions about whether or not they enjoy or dislike particular activities or situations. The observer

- of the test might begin to discern regions of like or disliking based on the pattern of how high and how low interest generally results.
3. Tested interest: one technique to evaluate tested interest is to measure one's vocabulary knowledge in a specific interest area. This metric posits that curiosity leads to the collection of relevant material and specialized vocabulary.
 4. Manifested interest: it is visible interest in which an individual expresses his interest by behavior rather than words depending on the supplied activity. It is noticeable due to the people' engagement in the activity. This type of interest, however, might be deceptive, because involvement in a specific activity may be required for certain fringe benefits to occur. As a result, it is typically beneficial to watch event-related activities as well as individual involvement to establish the degree of evident interest. Thus, a lack of involvement does not imply a lack of interest, as factors such as cost and time can influence participation and show interest.

According to Harmer (1991:4), two elements might influence student motivation and interest in learning: intrinsic and extrinsic motivation. Intrinsic motivation is concerned with external influences. Extrinsic motivation is classified into two types: integrative motivation and intrinsic motivation. Integrative motivation requires students to be drawn to the culture of the target language group. The second type of motivation is institutional motivation, which covers situations in which students think that knowledge of the target language is required.

There were a number of researches, which explore in writing skill, but they were different in methods, approaches, and subjects. Yusimah (2013) mentioned in his essay "The study of teacher techniques to improve students' interest in learning English as a second language" that "the research of teacher strategies to improve students' interest in learning English as a second language" Teaching English as a second language is a difficult endeavor for any educator. Language learning should be more entertaining and enjoyable for pupils. Teachers must use excellent teaching tactics to help pupils grasp English better. A teacher's role is to encourage pupils' enthusiasm in studying English.

According to Sulistiyo (2016) in his work "English language teaching and EFL teacher competency in Indonesia," there are numerous barriers that exist between language policy and language

teaching classes in Indonesia. First, students have extremely varied motives and histories, making it challenging to create and distribute curricular resources that are appropriate for all (or the majority) of students across the country. Second, little financing means low teacher pay, limited resources, and perhaps huge class sizes. Due to low teacher wages, most instructors work extra hours outside of school hours, reducing the time they can devote to class preparation, attempting to improve teaching techniques, and developing professional knowledge. Teacher competence is critical in the context of EFL learning and teaching to support successful English exposure and learning during class activities.

In Indonesia, Soepriyatna (2012) identifies the domain of EFL teacher competency. These areas can help teacher education programs build curriculum that meet the demands of EFL teachers during class preparation.

RESEARCH METHOD

Research design

The method used was descriptive qualitative design. The research design was an integrated, detailed and specific plan on how to obtain, analyze, and interpret data. According to Creswell (2012) in educational research, you have a map to understand it and the map is a research design. This research design can be used to collect, analyze, and interpret data using descriptive quantitative and qualitative research. Furthermore, the researcher used a case study in this research. A case study is a form of ethnographic research study that concentrates on a specific unit, such as a single person, group, organization, or program. The purpose is to develop a thorough description and understanding of the thing (the "case"). (2010) (Ary, Jacobs, and Sorensen).

variable of the research

There are two variables in this research namely independent variable (X) and dependent variable (Y). The independent variable is the implementation of Teaching Methods, and the dependent variable is students Achievement and students Interest.

Population and sample

According to (Creswell:2012), a population is defined as a collection of people who share similar traits.

Table 1 The Students Population

Teacher	Grade	Total
Teacher 01	X IPA	15
	X IPS	23
	XII IPA	22
	XII IPS 1	17
	XII IPS 2	18
Teacher 02	XI IPA 1	22
	XI IPA2	23
	XI IPS	15

Creswell (2012) said that the sample is a subgroup or part of the target population to be a study plan to generalize the target population by researchers. In this research the researcher applied saturated sampling.

Saturated sampling is a sampling approach in which the entire population is employed as a sample. This is often done when the population is relatively small, or research that wants to make generalizations with very small errors. Another term for saturated sample is the census where all members of the population are sampled.

In this research the focus is one the methods used by teachers in the learning process. In SMA Negeri 10 Sidrap there are only two English teachers, so the researcher make all the population of the teacher as a sample. Then to see the level of success of the method used by teachers, researcher take two class and two English teacher for a given test and questionnaire, for the teacher A one class X IPA (15 students) and teacher B for XI IPS (15students) SMA Negeri 10 Sidrap as a sample.

Instrument of the research

Observation Checklist

Observation sheets were used as guide when making observations to get accurate data in observations. This observation sheet contains student activities, to find out teaching methods. Observations are made by observing activities (actions) carried out by the teacher and students in the class with reference to the observation guidelines.

Test

The instrument used in this research was a writing test . This was done because it wants to know how far the initial ability to speak that students have. According to (Burhan Nurgiyantoro 2012 in Isnani 2013), "*Tes kinerja disamakan dengan tes praktik, praktik melakukan suatu aktivitas sebagai bukti pencapaian hasil belajar.*" Performance tests are equated with practice tests, the practice of doing an activity as a proof of learning outcomes.

Interview

Interview is to list some aspects to get needed information that is in line with objective of the research.

Questionnaire

Researchers distributed questionnaires to find out students' interest in the teaching methods used by teachers in the classroom. Data were analyzed to find out whether teaching methods made them interested or not. The questionnaire consists of positive and negative statements with answer options Strongly Agree, Agree, Not Agree, Disagree, Strongly Disagree

Procedure of collecting data

1. Analysis

In this step, the researcher analyzed teacher teaching method in the teaching and learning proses.

2. Test Writing

Researchers give test the form of test writing in the form of descriptive text, then ask student for to make a summary.

3. Questionnaire

Researchers spread questionnaire to support the interview to know the learners need in learning English at SMA Negeri 10 Sidrap.

4. Interview

Researchers asked to teachers about the methods are applied in the learning process in the classroom, recording by phone

Technique of Data Analysis

1. Scoring the testing results of the learners

Student scores were calculated based on five components of content, organization, vocabulary, language use, and mechanism.

Table 2. The score was classify based on the following classification

No.	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very poor	≤ 40

(Depdiknas, 2005:2)

2. Analyzing the data of the students' interest

The researcher will explain the questionnaire results to assess student interest.

3 Using inferential analysis, calculate the mean score, standard deviation, and frequency table in the SPSS 21.0 application for Windows evaluation version.

4 Analyzing the data of the students' interest by using Likert Scale.

Table 3. Likert scale

Positive Statement	Score	Negative Statement	Score
Strongly Agree	5	Strongly Disagree	1
Agree	4	Disagree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

(Sugiono, 2008:135)

Table 4 . The classification score for the questionnaire

Score	Classification
85-	Strongly interested
69-84	Interested
51-68	Moderate

36-50

Uninterested

RESULTS & DISCUSSION

Table 5 : Observation checklist

		Type of Teaching Method						
The Teacher		Sug gest ope dia	The natural approac h	Communit y language teaching	Total physical response	The silent way	Commu nity language learning	The audio lingu al meth od
Teacher A		V						
Teacher B							V	

After conducting research in the form of direct interviews with two English teachers in Sma negeri 10 Sidrap, Researchers final found out the method used by the teacher when teaching, namely for teacher A using the suggestopedia method and teacher B using the total physical response method according to the seven divisions of teaching methods according to Richards & Rodges : 1986.

Teacher A choose method suggestopedia because he said teaching methods that can change based on the condition of the situation field he encountered when teaching in the class. And the teacher B select the method of the total physical response because he felt the method was the most suitable for teaching writing material.

Suggestopedia method is a method for teaching English by motivating students to learn with pictures and sounds and involves the body for the learning process. This method also helps students to remember the lesson and in the method of the total physical response the teacher gives orders to students and students respon to the teacher's commands by action. Students listen and respon to the commands of a teacher, if then students are able to respond to these instructions with actions means students know the meaning of the words of command spoken by the teacher . For example the teacher

says “open your book” and students directly open the book according to teachers instructions.

Table 6 The percentage of the students’ score of writing test of teacher A Class X IPA

NO	Classification	Score	CLASS X IPA	
			F	%
1	Very good	86-100		
2	Good	71-85	15	100
3	Fair	56-70		
4	Poor	41-55		
5	Very poor	≤ 40		
TOTAL			15	100

Table 6 shows that the students’ score in test result for students Class X IPAmtest most of them were in good category, 15 (100%) students were classified into good. There were not any students classified into very good, poor and very poor. It means that the teacher teaching method able to improve students writing.

Table 7 The percentage of the students’ score of test of teacher B Class XI IPS

NO	Classification	Score	CLASS XI IPS	
			F	%
1 a	Very good	86-100		
b				
2 l	Good	71-85	15	100
3 e	Fair	56-70		
4	Poor	41-55		
5 7	Very poor	≤ 40		
TOTAL			15	100

Table 7 reveals that the majority of students in the Class XI IPS test scored in the good category, with 15 (100%) scoring in the good category. There were no pupils who were rated as very excellent, poor, or extremely poor. It indicates that the teacher's instructional technique can help pupils enhance their writing.

Table 8: The Percentage of Students' Interest (Class X IPA Students)

Category	Range	Frequency	%
Strongly Interested	85-100	9	59.9
Interested	69-84	6	40.1
Moderate	52-68	0	0
Uninterested	36-51	0	0
Strongly Uninterested	20-35	0	0
Total		15	100

According to the percentage analysis of students' interest in table 4.5 above, the students were very interested in improving their writing using the instructor (A) teaching approach. It was demonstrated by the interest mean, which showed that 59.9% of students were very interested and 40.1% were interested.

Table 9 :The Percentage of Students' Interest (Class XI IPS)

Category	Range	Frequency	%
Strongly Interested	85-100	7	46.6
Interested	69-84	8	53.4
Moderate	52-68	0	0
Uninterested	36-51	0	0
Strongly Uninterested	20-35	0	0
Total		15	100

Based on the percentage analysis of students' interest on the table 9 above, The analysis indicated that the students were interested to improve their writing through the teacher (B) teaching method. It was proved by interest mean where 53.4% students were interested and 46.6% students were strongly interested.

The effect of teacher teaching method to students writing descriptive composition skill.

One of the issues encountered by instructors is the wide range of students' abilities to absorb the content; consequently, teachers are obliged to employ approaches that bring comfort to pupils. Researchers focused on examining teacher teaching methods in parts of writing in this study, where researchers would examine students' motivation and comprehension via descriptive composition competence. Based on the data presented above, it was

determined that the writing of students' tests has a significant score, with students who used a teaching approach in writing descriptive compositions scoring higher than the curriculum norm of 7.0. The preceding section's explanation of the data acquired through the exam revealed that the students' writing skill exceeds the curriculum benchmark of 70.00. It is supported by the learners' average test score. Students in Class X IPA had a mean score of 78.00, while students in Class XI IPS received a mean score of 77.46. This research data showed that both teachers' writing teaching methods were able to increase students' value of writing descriptive composition skill above the curriculum standard.

Students' interest

The challenge that students frequently experience in the classroom learning process is difficult-to-understand content and instructional techniques used by the teacher. When the teacher delivers content in class, student involvement considerably aids their knowledge in capturing the material offered by the teacher. Students' interest score toward the teacher's teaching method revealed that from 30 respondent from two classes and total score for student Class X IPA got mean score 84.76 was categorized as strongly interested and students Class XI IPS got mean score 85.17 was categorized as strongly interested. It was demonstrated that students were engaged in learning to compose descriptive compositions by utilizing both professors' teaching methods.

The researcher discovered that the teacher teaching method improved students' writing achievement, similar to the previous researcher, Yusimah (2013). The difference lies in the method used, where Yusimah uses music and media, whereas this research uses suggestopedia and total physical methods response to improve student interest and achievement in writing.

CONCLUSION

The students' ability in writing is above of curriculum standard 70.00. It is supported by the mean score of the students' test. The mean score of students Class X IPA was 78.00. The mean score of students Class XI IPS was 77.46. This research data indicated that the both teachers teaching method in writing descriptive composition was affect to make students value of writing descriptive composition skill above the curriculum standard. Evidenced from the findings of the questionnaire that has been

distributed by students and also the test given that have been described in the previous chapter.

Student interest

Students' interest score toward of technique showed that from 30 respondent from two classes and total score for student Class X IPA got mean score 84.76 was categorized in strongly interested and students Class XI IPS got mean score 85.17 was categorized in strongly interested. It was prove that students interested to learn write descriptive composition by using both teachers teaching method.

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