Analysis of Teaching Style of High Grade Teachers in Narrative Writing Learning in Wado District

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Abstract. This study aims to analyze and determine the teaching styles used by upper class teachers in Wado District, Sumedang Regency in learning to write narratives. Respondents in this study were teachers in 13 schools in the sub-district. The research approach used is a qualitative approach through descriptive methods with the type of survey research. Data retrieval was done by distributing questionnaires through google form which then data were analyzed by means of data reduction, data presentation, and drawing conclusions. There are seven indicators that are used as a reference to see the sequence of learning carried out by the teacher. Meanwhile, to analyze the teacher's teaching style, it was translated into 15 questions from all indicators of the teacher's teaching style. After collecting data, it was concluded that the dominant teaching style used by teachers in learning to write narratives was interactional teaching style as much as 77.40%. At the implementation stage of learning to write narratives, not all teachers apply these indicators. The percentage of the application of narrative writing indicators that is mostly done by teachers is indicator 1, which is guiding students in determining the theme, topic, and mandate to be delivered. The percentage is 84.6%. Meanwhile, the lowest indicator is indicator 3, which is setting a target readership with a percentage of only around 30.7%.

Keywords: Analysis of Teacher Teaching Style, Writing Narrative.

INTRODUCTION ~ Language skills are one of the skills that must be mastered by students at school. Through language, a person can communicate and interact with others, including interactions between students and teachers or with their peers. According to Rahman (2017), language is a tool for communicating, expressing feelings, and understanding an idea, language skills will be the main morale for children to communicate with friends, teachers, and also adults around them. Learning language in addition to improving language skills is also to improve thinking skills, express feelings, ideas, opinions, ideas, convey information and also expand knowledge and insight. Language learning in schools directs students to be skilled in speaking both orally and in writing.

Susanto (in Sugiharti, 2017) suggests that the purpose of learning Indonesian in elementary schools is for students to be able to enjoy and utilize literary works to develop personality, broaden life horizons, and increase knowledge and language skills. Language skills at school include spoken and written language skills which are divided into listening, speaking, reading, and writing skills. This is in line with what was stated by Rahman (2020, p. 2) which states that in the elementary school curriculum, Indonesian learns four aspects which include aspects of listening, speaking, reading, and writing skills. The four skills are related and mutually support each other, such as speaking skills related to listening skills while reading skills are

related to writing. Natalle & Crowe (in Rahman, 2018).

Teachers are one of the factors supporting the success of learning in schools, including in language learning. Teachers have a role in improving the quality of education in schools. Because one of the factors that affect student achievement is the teacher's teaching style. The accuracy of the selection of models, methods, and teaching styles of teachers is a factor supporting the success of achieving learning objectives. By choosing an interesting, fun, creative, and innovative teaching style, it will create an exciting and exciting learning atmosphere that will make it easy for students to understand the teaching material provided by the teacher. The teacher's teaching style includes behavior, attitudes, and actions in the learning process.

The teacher's role is very important in learning to write. Teachers not only foster the enthusiasm of students to learn but also must be good at choosing the right teaching style, this is to create a conducive learning atmosphere and students are not easily bored when learning. The success of the teacher in guiding students to be able to write well can be used as a benchmark for success in teaching language.

This study focuses on the analysis of teaching styles conducted by Indonesian language teachers at the Banjarsari Wado State Elementary School, Sumedang Regency on students' narrative writing skills.

Teachers are the spearhead of successful learning in schools. Teachers are the pillars and motivators in all learning processes because teachers play an important role in helping students improve the quality of education. The teacher's teaching style is the way the teacher transfers knowledge and provides teaching to students at school. The teacher's teaching style is related to the delivery of material, interaction with students, and building students' interest and motivation in learning. Suparman (in Nurjanah, 2018) suggests that teaching style is the behavior, attitudes, and actions of teachers in carrying out the learning process. The selection of an appropriate teaching style is an important factor that must be considered by teachers in managing learning (Subroto, 2017).

The teacher's teaching style is the step taken by the teacher in carrying out the learning process so that the learning objectives can be achieved. Through the teacher's teaching style, students will get certain learning experiences, knowledge, attitudes or values, and skills in accordance with the goals set out in the lesson. Turney (in Astuti, 2013) describes that there are 7 teaching skills that play a very important role and determine the quality of learning, namely using questioning skills, providing reinforcement, conducting variations, explaining lessons, opening and closing lessons, guiding group discussions, and managing classes. The teacher's teaching style is a reflection of the nature and character of the teacher himself. Therefore, every teacher has a different teaching style from one another. The success of a teacher in guiding students so that they are able to write well can be used as a benchmark for success in teaching language and literature. The

teaching style according to Grasha (2002) in Nurjanah (2018 p. 160) is as follows.

a. Expert Teaching Style is a teacher style that shows the attitude of having the knowledge and skills needed by students. Striving to maintain his status as an expert among students by displaying detailed knowledge and challenging students to improve their competence. Attention to the transfer of information to students and ensuring that students are well prepared.

b. The Formal Authority Teaching Style is the style of the teacher who maintains his status among the students because of his knowledge and role as a teacher. Attention in terms of providing positive and negative feedback, setting learning goals, expectations, and rules of behavior for students. Pay attention to the right way to be accepted, and create standard rules for doing things, by providing the structure students need in learning.

c. Personal Model Teaching Style is a teacher style that believes in "teaching that puts the teacher's personality as a model" and builds prototypes in terms of ways of thinking and acting. Guiding, supervising, and directing by showing how to do things. With the instructor approach, encourage students to observe and then imitate.

d. Teaching Style Facilitator, namely the teacher emphasizes personal (individual) interactions between teachers and students. Guiding students directly by asking questions, looking for options, suggesting alternatives, and encouraging them to develop criteria as information in making choices. In general, it aims to develop students' ability to act independently, take initiative, and take responsibility. Work with students on projects using a consultative model and try to provide as much support and encouragement as possible.

e. Teaching Style Delegator is a teaching style that shows the teacher's attention to the development of students' abilities by giving assignments independently. Students work independently or as part of a team with assignments. There is facilitation from teachers at the request of students as resource persons.

According to Ali (2010) in Anwar et al. (2020, p. 67) teaching styles or variations of teacher teaching are divided into four types, namely:

a. Classic Teaching Style
The teaching process with the classical style seeks to maintain and convey old values from the previous generation to the next generation. The content of the lesson is objective, clear and organized in a logical-systematic manner. The process of delivering materials is not based on the child's interests, but in a certain order. The teacher's role here is very dominant because they have to deliver teaching materials. Thus the teaching process is passive because teaching with this style of learning is *teacher centered*.

b. Technological Teaching Style
This type of teaching style focuses on the competence of individual students. The role of students here is to learn by using devices or media. That way students can learn what is useful for themselves in life. The teacher's role is only as a guide, director, or facilitator in learning because learning has been

programmed in such a way in both *software* and *hardware*. In other words, this teaching style requires teachers to use media to stimulate student learning to be able to solve problems by paying attention to student readiness.

c. Personalized Teaching Style

According to Ali (2010: 60) "Personalized teaching is carried out based on the interests, experiences, and patterns of students' mental development". This is because each student has their own interests, talents, and tendencies that cannot be forced by the teacher. Students must be seen as individuals who have the potential to be developed. Therefore, the role of the teacher is needed to position himself as a student learning partner by providing assistance to student development in various aspects.

d. Interactional Teaching Style

In this type of teaching style, the roles of teachers and students are equally dominant. The role of students here will be able to express their ideas or ideas based on the reality that occurs. The role of the teacher creates a learning climate of interdependence and together with students modify various ideas or knowledge.

Writing is a medium for conveying what the author wants, spreading what the author has proposed, and inviting others and leading them to think and develop (Rahman, 2020 p.83). According to Tarigan (in Purwanti, 2017) writing is a language skill that is used to communicate indirectly, not face to face with other people. Furthermore, Soebachman (in Rahman, 2020) argues that writing is a writer's medium of communication with other people.

Writing skill is the most difficult skill to be mastered by students at school because in writing activities students are required to be able to think critically, be able to express their ideas and ideas into written language. Not all students in the school are skilled in expressing their ideas and ideas coherently. The arrangement of words into coherent sentences and used as a systematic form of writing is still quite difficult to do. As stated by Iskandar Wassid & Sunendar who said that compared to the other three language skills, writing skills were more difficult to master. This is because writing skills require mastery of various linguistic elements and elements outside the language itself which will become the content of writing (in Rahman, 2018, p.60). Therefore, writing skills are not enough to just be understood, but must be continuously trained so that in the end students will have these writing skills.

Writing skills have a very important role in life, especially for children in schools who are studying. Besides being able to support the success of one's life, it can also involve oneself in the global competition that is currently happening. Currently all information is presented instantly with various media including print media. Writing skills have a very important position in the world of education, especially in learning Indonesian Language and Literature. Writing skills must be nurtured and mastered from an early age as one of the language skills.

Pinto (in Rahman, 2020) argues that narrative is a series of short stories written based on personal experiences

chronologically. Narrative is a form of conversation or writing that aims to convey or tell a series of events or human experiences from time to time (Rahman, 2020, p. 86). Silva, Strasser, & Chain (in Rahman, 2020) revealed, narratives usually tell about interesting events, full of meaningful experiences, easy to understand, and aim to inform.

Narrative is not only imaginative writing but can also be a true story based on personal experience. Narrative is also not always serious but can also be entertaining. Examples of narratives include stories of experiences, research results, history, biographies, journals, essays, and magazines. Keraf (in Purwanti, 2017) explains that narrative is a form of discourse that seeks to clearly describe to the reader about an event that has occurred. Narrative essay is a form of essay related to the details of a series of events in a coherent manner from time to time in the learning process, namely in Indonesian language lessons (Keraf in Ahsin, 2016).

According to Suparno and Yunus in Dalman (2016: 107), the indicators in writing narrative essays are as follows: (1) plot (plot); (2) characterizations; (3) background; (4) point of view. Meanwhile, according to Edy Sukardi, (in Sugiharti, 2017) the indicators in writing narrative essays are as follows: (1) actors; (2) place; (3) time; (4) the purpose of the perpetrator; (5) the actor's actions to achieve the goal; (6) consequences of action; (7) the reaction of the perpetrator.

In principle, "writing learning must be carried out in three stages, namely the pre-writing stage, the writing stage, and the post-writing stage" (Abidin, 2015: 192-193). Indihadi & Nugraha (2016,

p.14) stated that "the writing stage includes the pre-writing stage which includes activities to determine the topic, determine the purpose, intent, and audience, and formulate the content framework; the writing stage includes activities to write drafts and read written results; and the publication stage includes reading, correcting, perfecting, and publishing writing.

From some of these theories, it can be determined indicators that can be used as teaching references for teachers in guiding students, directing students, facilitating students to achieve learning goals, especially in writing narratives. These indicators include: (a) Guiding students in determining the theme, topic and mandate to be delivered; (b) Guiding students in compiling the main idea of a predetermined topic; (c) Setting the target audience; (d) Develop characters and dispositions, setting, and point of view; (e) Designing the main events that will be presented in the form of an outline; (f) Guiding in the activity of correcting the outline of the essay. (g) Guiding students in revising the writings.

METHOD

This study uses a qualitative approach through descriptive methods with the type of research that is survey research. Descriptive research is research that is directed at providing systematic and accurate symptoms, facts or events regarding the characteristics of a particular population or area (Hardani, 2020, p. 54). Through survey research, data is collected by extracting information from a sample by providing questions through questionnaires and questionnaires. Data collection techniques used are questionnaires,

questionnaires, using a *rating scale* model and open answers. While the data analysis technique used is the analysis technique developed by Milles and Huberman (in Hardani, 2020) which includes data reduction (*data reduction*), data presentation (*data display*), and drawing conclusions. A measuring tool to determine the value of each variable using an instrument. In this study, the instruments in question are questionnaires and questionnaires that are outlined in thirty questions.

RESULTS

This research was conducted on high-grade teachers which included fourth grade teachers and fifth grade teachers in Wado District, Sumedang Regency. The sample taken is 13 teachers who are high class teachers in the sub-district. Some of the data analyzed are indicators in learning to write narratives and styles or variations of teachers when teaching writing to students. Based on the results of research through a data survey conducted, an overview of the implementation of indicators in narrative writing learning can be seen from the following graph.
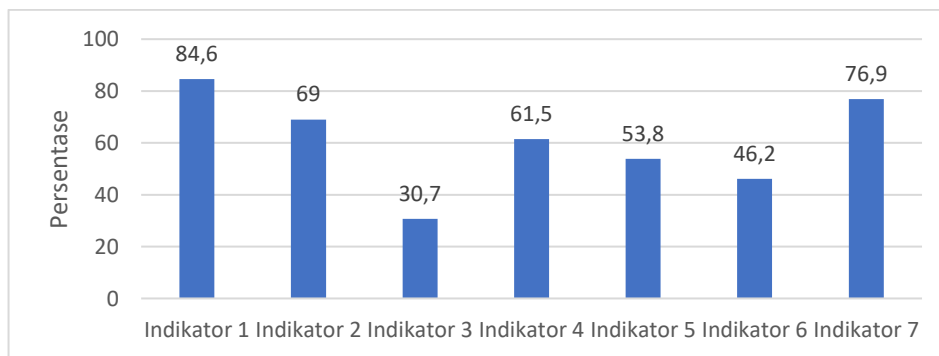

Figure 1. Percentage of Application of Narrative Writing Teaching Indicator

From the diagram above, it shows that as many as 84.6% of teachers implement indicator 1, which is guiding students in determining the theme, topic, and mandate to be delivered. In this indicator, almost all teachers always implement when teaching narrative writing. Indicator 2 is to guide students in compiling the main idea of a predetermined topic. In indicator 2, as many as 69% of teachers implement. The third indicator is setting the target audience. Based on the survey data that has been obtained, indicator 3 is a learning step that is rarely carried out by teachers. The results of data acquisition show that only 30.7% of teachers implement these indicators. Indicator 4 is Composing characters and dispositions, setting, and point of view of the story. The survey results show that there are around 61.5% of teachers who implement this indicator. Next, indicators 5 and 6 show a percentage of 53.8% and 46.2% respectively. Indicators 5 and 6 are designing the main events that will

be displayed in the form of an outline and guiding in the activity of correcting the outline. Indicator 7 is to guide students in revising the results of writing. In this indicator, the results obtained are 76.9% of teachers who implement it.

The data on the percentage recap of the implementation of narrative writing learning indicators carried out by upper class teachers can be seen in the table below.

Table 1. Recap Percentage of Implementation of Indicators

Indicator 1			Indicator 2			Indicator 3			Indicator 4			Indicator 5			Indicator 6			Indicator 7		
S	K	T	S	K	T	S	K	T	S	K	T	S	K	T	S	K	T	S	K	T
84.6%	15.4%	0%	69%	31%	0%	30.7%	61.6%	7.7%	61.5%	38.5%	0%	53.8%	46.2%	0%	46.2%	53.8%	0%	76.9%	23.1%	0%

Information :
S = Always
K = Sometimes
T = Never
The recapitulation of respondents' answers to the teacher's teaching style variable on the research questionnaire can be seen in the following table.

Table 2. Respondents' Responses to Teachers' Teaching Style Variables

No.	Question	Respondents Response				Total Score	Average
		S (4)	P (3)	KD (2)	TP (1)		
1.	The teacher is more dominant when carrying out writing lessons	5	4	4	0	40	3.07
2.	The delivery process is based on the child's interests.	2	3	8	0	33	2.53
3.	When teaching displays detailed knowledge and challenges students to improve their competence.	2	11	0	0	41	3.15
4.	Shows attention to the development of students' abilities with the model of giving assignments independently.	4	5	4	0	39	3.00
	Classic Teaching Style					**153**	
	Percentage (%)					**73.5%**	
5.	Lesson materials are adjusted to the level of readiness of children and always provide stimulation to their students	6	3	4	0	41	3.15

No.	Item						
6.	Learn by using devices or media.	3	2	3	5	29	3.00
7.	Guiding students directly by asking questions, looking for options, suggesting alternatives, and encouraging them to develop information	8	3	2	0	45	3.46
8.	Develop students' ability to act independently, take initiative, and take responsibility.	4	5	4	0	39	3.00
	Technological Teaching Style					**154**	
	Percentage (%)					**74.0%**	
9.	Learning materials are arranged situationally according to the interests and needs of individual students.	2	5	6	0	35	2.69
10.	Teachers position themselves as students' learning partners by providing assistance to students' development in various aspects	2	4	7	0	34	2.84
11.	Guiding, supervising, and directing by showing how to do something, encouraging to observe and then imitating.	6	7	0	0	45	3.46
	Personalized Teaching Style					**114**	
	Percentage (%)					**73.07%**	
12.	The process of delivering material is carried out in two directions, dialogical, teacher and student question and answer, student and student.	8	3	2	0	45	3.46
13.	Modify various ideas or knowledge to look for new forms that are sharper and more valid.	2	3	5	3	30	2.31
14.	The teacher creates a climate of interdependence and the emergence of dialogue between students.	5	5	3	0	41	3.15
15.	Paying attention in terms of providing positive and negative feedback, setting learning goals, expectations, and rules of behavior for students	6	7	0	0	45	3.46
	Interactional Teaching Style					**161**	
	Percentage (%)					**77.4%**	

Based on the table data above, it can be seen that the percentage of teachers' teaching styles in teaching narrative writing in upper grades. After collecting data using a survey method through questionnaires distributed to upper-class teachers in Wado District, Sumedang Regency, it was found that the teaching

styles of teachers were categorized into four types, namely classical teaching styles, technology teaching styles, personalized teaching styles, and teaching styles. interactional. Of the four teaching styles, the order of the most widely used by teachers is the interactive teaching style, the technological teaching style, the classical teaching style, and the personalized teaching style.

The percentage of data acquisition is calculated based on the total score of the respondents on each variable divided by the total score of each indicator then multiplied by 100%. The description of the results of grouping the average indicators that appear is classified into a teaching style. The average teaching style contained in the indicators can be seen in the image below.
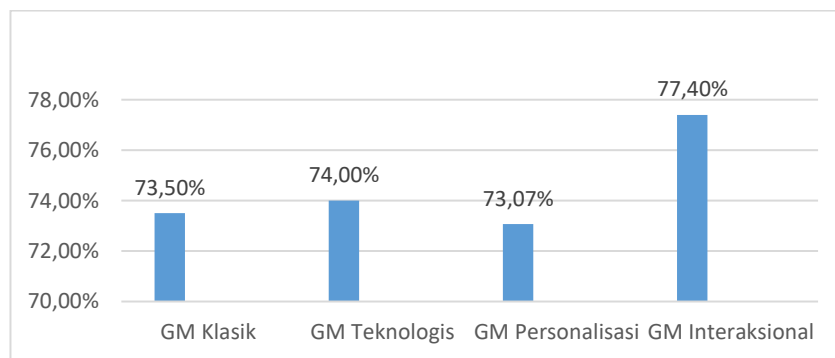

Figure 2. Average Narrative Writing Teaching Style

In general, it can be seen that the average teacher teaching style carried out by upper class teachers in Wado District, Sumedang Regency, is an interactional teaching style. This type of teaching style places the role of teachers and students equally dominant in learning. In this case the teacher creates an interactive atmosphere between teacher and students and students with students because learning is delivered in two directions and is dialogical. The subject matter is focused on contemporary and situational problems.

DISCUSSION
Based on the explanation of the research results above, it can be seen that the implementation of narrative writing learning in high grade has different variations and teaching styles. The application of indicators for learning to

write poetry varies from one teacher to another. The results of the research show that there are some teachers who do not implement the indicators of learning to write, but there are also those who systematically teach writing narratives to students in full. On average, teachers carry out the first indicator, which is guiding students in determining the theme, topic, and mandate to be delivered. This first indicator is the indicator most used by teachers. Then the next indicator that almost all teachers do is to guide students in revising the results of writing. While the indicator that is rarely done by teachers is the third indicator. In the third indicator, the teacher guides the students to set the target audience.

After obtaining data on the application of poetry writing indicators, data on the

variations or teaching styles of teachers in teaching writing narratives in high grade were obtained. To obtain data, each teaching style variable is translated into several questions according to the indicators of each variable. From the responses given by respondents, on average they apply an interactional teaching style. This interactional teaching style is a teaching style that focuses more on two-way interaction, both between teachers and students or students with students. The teacher in this case creates a climate of interdependence and the emergence of dialogue between students. Students learn through dialogical relationships.

CONCLUSION

Learning to write narratives in high grades has several indicators that become benchmarks for determining the direction of writing assessments. Based on several theories from various sources, this study concludes that seven indicators are used as a reference for data collection. The seven indicators, namely facilitating students in determining the theme, topic, and mandate to be delivered, facilitating students in compiling the main idea of a predetermined topic, facilitating students in determining target readers, facilitating students in arranging characters and characterizations, settings, and angles. point of view, guiding students in designing the main events that will be displayed in the form of an outline, guiding students in correcting the essay outline, and guiding students in revising the writings. Of the seven indicators, the highest average obtained through the survey method carried out is on the indicators guiding students in determining the themes, topics, and messages to be delivered. While the lowest average indicator in the third indicator is setting the target reader. The most dominant teaching style carried out by teachers is interactional teaching style, with a percentage of 77.40%. The percentage is obtained from the calculation between the number of respondents' answer scores from each variable divided by the maximum score of the variable and then multiplied by 100%. While the smallest percentage of the data obtained is on the personalized teaching style, with a percentage value of 73.07%. Based on the results of research and discussion of this study, the following can be suggested. (1) Each teaching style has its own advantages and disadvantages, therefore the implementation of learning does not have to be based on only one teaching style but can be adapted to the situation and conditions of each class. (2) When choosing and implementing a teaching style, there are several things to consider, including student interests, student characteristics, and student needs. (3) Selection of the right teaching style will determine the success of achieving learning objectives. (4) Good learning is learning that is carried out in two directions, namely between teachers and students and students with students, so that learning is more interactive and communicative. (5) In learning to write narratives, it is better to adjust the sequences according to the existing indicators, so that students are better able to follow step by step in writing a coherent narrative. (6) Future researchers are expected to be able to explore other more relevant sources related to narrative writing teaching styles to enrich insight and knowledge about the variety and variation of teacher teaching styles that can be applied by teachers in schools.

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