EXPOSITORY TEACHING STRATEGIES IN TEACHING LEARNING PROCESS
A Study at SMA Kartika 1-5 Padang

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi pengajaran expositori yang digunakan guru dalam proses belajar mengajar. Strategi pengajaran expositori adalah strategi pengajaran yang mana guru berperan sebagai pemberi informasi. Berdasarkan karakteristik strategi pengajaran expositori, maka peneliti akan mengetahui jenis strategi yang digunakan dan cara guru mengaplikasikan strategi tersebut. Pada penelitian ini peneliti menggunakan metode kualitatif. Peneliti menggunakan teknik "total sampling" dalam menentukan partisipan dalam penelitian ini. Ada 4 orang guru yang menjadi partisipan dalam penelitian ini. Untuk pengambilan data, peneliti melakukan observasi dan memberikan angket. Peneliti menemukan empat jenis strategi yang digunakan guru dalam mengajar, yaitu; *lecturer, exposition, drillwork dan review*. Dari data yang ditemukan peneliti, dapat disimpulkan bahwa guru menggunakan lecturer strategi untuk memperkenalkan materi ajar dan menguji pemahaman siswa menggunakan drillwork dan review strategi. Di kelas X7 dan X8 guru A menggunakan dua strategi *(lecturer dan drillwork)* dalam satu kali pertemuan sedangkan di kelas XI 3 dan XI 4 guru B menggunakan tiga strategi *(lecturer, exposition dan review)* dalam satu kali pertemuan.

Key words: Expository Teaching Strategies, Types of Expository Teaching Strategy, Characteristics of Expository Teaching Strategy

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INTRODUCTION

Teaching strategy is teacher's way used in teaching learning process to manipulate the students in achieving the desired objectives effectively. Teaching strategies include several procedures systematically that can be implemented by the teacher to make teaching learning process become more effective and interested. It makes the students enjoy their learning process and they are also involved in classroom activities. It will give significant effect to the students because they are learning by doing. In this case, teacher's competence in applying teaching strategy has an important role in teaching learning process. The teacher has the role not only teach the students but also advise and guide the students through teaching strategy that is applied. Teacher's role is found in expository teaching strategies. In which, expository teaching is a group of teaching strategy that involves the transmission of information in a single direction from source to the students (one way communication). It is clear that the teachers have to pay attention when they are applying expository teaching strategies. In fact, based on the researcher's experience when she did teaching practice at SMA Kartika 1-5 Padang, the researcher found some problems. The problem was found on teaching strategy toward English teachers who teach English for all grades. The first problem is the teacher could explain teaching material and used teaching media well but in applying expository teaching strategies they got trouble when choosing variety of strategies in expository teaching. This problem is necessary because when one strategy cannot activate the students in teaching learning process, the teacher can add and combine with other strategies. As mentioned by Killen in Miller and Stoeckel (2011:288), no one single teaching strategy is effective all the time for all learners. The second problem is teacher lack of attention in applying expository teaching strategies. Expository teaching strategies are dominated by teacher's role so that the teacher should be able to apply it well. Besides that, every activity in teaching learning process needs to be achieved by using expository teaching strategies. The third problem came from teacher's creativity in applying strategy. It was seen when the researcher

found that sometimes the teacher just asked the students to do the exercise or answer the question on students' worksheet or LKS. Teaching the students without using strategy made classroom activities become monotonous. It will give impact on students' learning objectives because they feel bored during teaching learning process.

REVIEW OF THE RELATED LITERATURE

Teaching strategy has an important role in teaching learning process. It helps teacher facilitates students' learning activities. Furthermore, it is important to know what teaching strategy is. There are several experts who stated the concept or definition of teaching strategy. According to Klein (1991:34), teaching strategies are defined as the role taken by a teacher or a teaching device such as computer, programmed text, or television set in order to facilitate learning. It can be explained that teaching strategy is the role that applied by several professional educators in promoting educational process. Teaching strategy has purpose to support teaching learning process in order to run well. It is clear that teaching strategy is necessary part in teaching learning process. In addition, Capel (2003:131) also defines that teaching strategies are powerful learning tools that both promote aspects of learning and prohibit others from occurring. It means that teaching strategies have the role as supporting learning equipment and environment and also reject disruptive behavior. In supporting learning equipment, teaching strategy applied by the teacher while using teaching media but in supporting learning environment, teaching strategy applied to activate the students and involve them in teaching learning process.

In grouping of teaching strategy, Print (1992:127) divides teaching strategy into six groups. They are expository teaching, interactive teaching, small group teaching, inquiry teaching, individualization and models of reality. This research focuses on expository teaching strategy. Expository teaching is one of group teaching strategy that should be applied in teaching learning process. It is basically direct instruction. A teacher is in the front of the room lecturing and students are taking notes. Students are being told (expository learning), what they need to know. According to Ulit et al (2004:235), in expository strategy, the teacher is the information giver. He gives all the information needed by the pupils, after which, he gives an evaluation or a test. It can be explained that, expository teaching strategy is known as direct instruction in which the teachers role as information giver. They deliver what the students need to know by lecturing and the students can be given evaluation

after the teachers transfer the information. Killen (2007:78) adds that teacher-centred approaches are sometimes referred to as direct instruction, deductive teaching or expository teaching. He also states that, in these methods of teaching, the teacher has direct control over what is taught and how learners are presented with the information they are to learn. It means that, expository teaching is equal with direct instruction and deductive teaching term. In this expository teaching, the teacher controls their students by managing what information is needed by the students to be learnt.

There are many kinds of expository teaching strategy that can be applied by the teacher. Common examples of expository teaching are concept map, lecturer, demonstration, presentation or telling strategy (narration, illustration, exposition, description, and explanation), drillwork and review. Expository is dominated by teacher's explanation and transferring knowledge in one way communication. These following statements are kinds of expository teaching strategy based on experts' explanation, Zhounghua (2005:31) and Mangal and Mangal (2009:238).

a. Concept Map
   Zhounghua (2005:31) assumes that a concept map is expository that includes a diagram in which various forms or lists of information are classified and their linkages are shown. For example, in the first lecturer, the teacher can use concept map to introduce the content of the course. There are some steps how to teach by using concept map. First, teacher asks the students to brainstorm and tell the content they think they need to study. Second, teacher gives them a detailed concept map about the course. In this way, the students will have general framework of the course.

b. Lecturer Strategy
   In its simple meaning this expository teaching strategy may be defined as a mode or planned scheme devised and employed by the teacher for presenting a segment or unit of the desired content material of a subject to a group of learners through lecturing (verbal communication of ideas) aiming to attain specific teaching-learning objectives related particularly to the cognitive and affective domains of the learner's behavior. Procedures that can be applied in this strategy are: the teacher presents the subject matter with an attention getting device which gives the idea of what the lesson is about, explains the topic to clarify ideas, and highlights lessons that are not familiar to the students, Mangal and Mangal (2009:238).

c. Demonstration Strategy

Demonstration, as expository teaching strategy, refers to the visual presentation of the action and activities or practical work related to the facts and principles of a delivered lesson by the teacher in the classroom, aiming to facilitate the task of teaching and learning. Mangal and Mangal (2009:238) add that while using this strategy, a teacher demonstrates the objects, instruments, phenomenon, actions and events related to the teaching of his lesson in a practical form.

d. Narration Strategy

According to Mangal and Mangal (2009:238), narration, as expository teaching strategy, stands for presenting a well-ordered and well-sequenced verbal account of an object or event, recount some past experience or incident, tell stories and the like, to pupils in such an interesting and creative way that it may be able to produce a clear, vivid, interesting and orderly picture in the minds of the pupils for their quick understanding and easy grasping of the subject matter.

e. Illustration Strategy

Mangal and Mangal (2009:238) mention that illustration as expository teaching strategy stands for the use of the means and material - verbal or concrete - for helping the students to acquire correct knowledge of the presented material by making it quite clear, interesting, intelligible or comprehensible.

f. Exposition Strategy

Mangal and Mangal (2009:238) explain that in exposition, the main emphasis in the exposition strategy is on the manner and way of exposing the topic and subject matter to the students. While using this strategy the subject matter is first logically sequenced and organized by the teacher. Then he puts it before the students in a clear and interesting way so that it may be easily grasped and understood.

g. Description Strategy

Mangal and Mangal (2009:238) state that description as expository teaching strategy refers to an act of representing an object, person or event through words, oral or written in its full form or shape for providing the learner its total definite, mental picture.

h. Explanation Strategy

Mangal and Mangal (2009:238) define that dictionary meaning of the word explanation is "to make plain or clear", "to lay open the meaning of", "to elucidate the matter and ideas in questions", etc.

i. Drillwork Strategy

According to Mangal and Mangal (2009:238), drillwork as expository teaching strategy, is said to be one of the most important and indispensable devices employed by the teacher in his teaching-learning process for fixing in the minds of the students the material already learnt by them.

j. Review Strategy

Mangal and Mangal (2009:238) assume that review strategy may define as a fixing device or strategy used by the teacher for fixing up (making the learning permanent or usable) the things already taught to the students by resorting to its revision or critical examination.

Thus, expository teaching strategy includes several procedures that can be applied by the teacher in classroom activity. Procedure in one strategy is different with others. It makes strategy has different characteristics. By seeing its characteristics, it can be known what type of strategies applied by the teacher.

RESEARCH METHOD

This research was conducted by using qualitative research because this research described what kinds of expository teaching strategy used by the teachers and how the teachers apply them in teaching learning process. Gay and Airasian (2000:16) support that qualitative research seeks to probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way, and how the participants in the context perceive them.

Participant

In this research, four English teachers were used as participant. The researcher selected all of teachers who teach English at SMA Kartika 1-5 Padang academic year 2014/1015.

Instrumentation

The researcher needed instrument to help her in gathering the data. As stated by Gay and Airasian (2000:145) that instrument is tool or something that is used to collect the data. In collecting the data, the instruments of this research were observation and questionnaire.

Technique of Data Collection

In gathering the data in the field, the researcher did some steps. First, the researcher prepared field notes and the questionnaire. Second, the researcher entered the classroom and observed the English teachers during teaching process. Third, during the observation process the researcher wrote field notes and recorded all of teaching activities. It was done to make sure whether the researcher gets all of information related to teaching strategies used by the English teachers. In doing the observation, the researcher needed much time till the researcher find

the homogeneity of the data. Then, the researcher distributed questionnaire for each English teacher. Last, the researcher compiled both the result of the questionnaire and the observation process.

Technique of Data Analysis

After the researcher collected the data, the researcher analyzed the data gathered from the instruments given. According to Gay and Airasian (2000:240), there are four steps of analyzing the data; reading/memoing, describing, classifying, and interpreting.

RESEARCH FINDING

Strategy : Exposition

Teacher : B

This strategy was found on teacher B. This strategy is the way of teacher to arrange teaching material from simple up to complexity and the teacher explains it clearly. In the first class (XI 3) on Saturday 7th February 2015, the teacher started the lesson by explaining "expression of offering and accepting something". Then, the teacher checked students' mind by asking question such *Kalau mau menawarkan minum apa yang kamu katakan? (If you want offering something to drink, what do you say?)*. After that, the teacher gave opportunity for the student who wants to be a volunteer to explain material again in front of the class. The last section, the teacher asked the students to practice a short dialogue in pairs. The students practiced it in front of the class. While practicing the dialogue, male student named John and female student named Marry. John gave flower for Marry as a gift for her birthday. And the audiences laugh when seeing the expression of Marry accepted the gift from John.

In the second class (XI 4) on Thursday 12th February 2015, the teacher asked the volunteer to write "example of announcement" on the whiteboard. After the volunteer finished, the teacher explored students' mind by asking several questions as follow:

Teacher:	*What do you think about the text?*
Students:	*Announcement*
Teacher:	*Announcement itu apa?*
Students:	*Pengumuman miss…*
Teacher:	*Ya, pengumuman*

Then, the teacher explored students' critical thinking about structure of announcement. It includes type of event, time of event, place, and address/contact person. The teacher asked the students to mention which one type of event, time of event, place, and address/contact person. After the students understood, the teacher guided the students to translate it together. Finally, the teacher asked the

students to make example of simple announcement by themselves.

Based on the explanation above, the researcher connected the data with theory from Mangal and Mangal (2009). Exposition strategy has two characteristics. First, *"the teacher sequences and organizes the subject matter first logically".* It was found that teacher B sequenced teaching material from simple up to complexity. The teacher explained teaching material firstly, explored students' mind, and gave assignment to evaluate students' knowledge. Second, *"the teacher puts the subject matter in a clear and interesting way so that it may be easily grasped and understood".* It can be seen from teacher way in creating classroom atmosphere. The teacher asked the students to practice the dialogue in front of the class. At that time, all of the students laugh when seeing expression of female students. It made the students felt enjoy in learning because they thought that it was interesting.

Interpretation

In teaching learning process, the teachers used some strategies to teach the students such as lecturer, exposition, drillwork, and review strategies. Lecturer strategy is a strategy that used by the teachers to introduce teaching material through lecturing. Next, exposition strategies are used by the teacher to arrange and sequence teaching material in interesting way so that it can be understood by the students. Then, drillwork and review strategies are used by the teachers to examine students' understanding about teaching material already taught to the students.

From the observation and questionnaire data, the researcher found that the teachers used lecturer strategy commonly. It means that the teachers used monotone strategy in teaching learning process. The teachers did not apply variety of expository teaching strategies to teach the students. In addition, when the researcher observed the teachers, the researcher found homogeneity on the second meeting. It means that the teachers used the same treatment to the students. The teachers can use many and different expository teaching strategies to teach the students in order the students feel interested and they can enjoy teaching learning process well. That's why expository teaching strategies are very important in teaching learning process.

CONCLUSION AND SUGGESTION

The purpose of this research was to identify types and characteristics of expository teaching strategies used by the teachers from Tuesday 3rd February 2015 till Thursday 12th February 2015. They were lecturer, exposition, drillwork and review strategies. From observation, the researcher identified

four kind of expository teaching strategies such lecturer, exposition, drillwork, and review strategies. And the researcher found lecturer, exposition, drillwork, and review strategies from questionnaire data. The teachers used more than one strategy in teaching. The teachers introduced teaching material through lecturer strategy and then examined students' understanding about teaching material through drillwork and review strategy.

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