

## DEMOCRATIC AND AUTOCRATIC STRATEGIES: TEACHING ENGLISH AT NURSING CLASS

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### ABSTRACT

*Teaching English for Specific Purposes (ESP) is familiar one in the field of English Language Teaching (ELT). Unfortunately, in practice, many teachers still teach English using the same methods for different departments. Hence, this study aims to look into teachers' strategies in teaching English at Nursing Class and students' responds through those teaching strategies. Data were collected from two teachers and 30 students of SMK Yapika Makassar (private vocational school in Makassar, South Sulawesi). To analyse, teachers' strategies and student's responds were classified into observation, questionnaire, and interviews. There were two strategies that applied in this study namely democratic (group discussion, student presentation) and autocratic strategies (lecture method and multimedia method). Finding presents frequency of group discussion dominant used by teachers than other strategies. Besides, it related to student's responds through teaching strategies. Therefore, students prefer democratic strategies than autocratic strategies.*

**Keywords:** *Democratic Strategies, Autocratic Strategies, Nursing Class*

### INTRODUCTION

The field of English for Specific Purpose (ESP) has rapidly developed recently to become a major part in English language teaching and study. As Bracaj (2014:40) states "the need of lingua franca of science, technology, education and business has led to the worldwide demand of English for Specific Purpose (ESP). Students in vocational school have more intention to look for a job than continue their study to the university. Moreover, training and education programs at vocational school are aimed at enabling students to assess certain competence in order to encourage them to get jobs dealing with national welfare (Schipper & Patriana, 1994).

There are many departments that offering by vocational school. One of the most popular is nursing department. Nursing department became a favourite nowadays. There are many young people interested in a nurse profession. That profession is not only need skill but also the good communication including use English. Therefore, the teacher's strategy in teaching English must be effective in order to fulfil the student's needs.

However, there were few studies that related to teaching English as Specific Purposes as follows; Khoirunnisa, et,al (2018) has investigated a study entitle ESP Teacher's and Students' Perceptions on Teaching Speaking for a Tourism. The findings showed that English for Tourism emphasizes more on building students' speaking skills. All participants share their positive perceptions on teaching speaking for the Tourism Program. The students perceive that speaking is crucial for them since it strongly affects their future career. There were difficulties that faced by the students in learning process including grammar, pronunciation, vocabulary and content. In addition, there were also some obstacles such as limited learning materials, lack and low motivation. However, both teacher and students were actively involved in overcoming those problems. This study explained the importance of teacher-students collaboration. Therefore, it is recommended that they should work collaboratively to improve the quality of ESP programs.

Nurhayati 's study (2014) "Teacher's Perception on The Student Needs in Learning English and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek. She stated that language need of the students unconsciously. This study focused on the students able to explain the procedures of produced and served the cakes, cookies, and beverages, materials content was appropriate with the pastry students needed, teachers applied instruction strategy and cooperative learning strategy.

Inayah (2014) has explored a study entitle EFL Teachers' Teaching Strategies in Public Vocational High Schools in Singaraja. She compared the teacher's strategy in teaching English among three public vocational schools in Singaraja. Brief, she stated that teachers faced some problems in implementing the teaching strategies. The problems could come from the students, regarding their level, motivation and heterogeneous ability. Moreover, teachers could also be obstacle in implementing the teaching strategies in the class, in terms of their personality and their lack of motivation to teach.

In addition, there are some problems happening in vocational school, one of them is the strategies, especially the syllabus. Yalden (1987) maintains that a syllabus is seen as an instrument by which teacher with the help of the syllabus designers can achieve a degree of suitability between the needs and aims of the

students and the activities that will be done in the classroom. Syllabus in vocational school is almost same as senior high school. It is too general to apply in vocational school which needs more specific. The material in syllabus is too board for the students. Students in Nursing Program also need a specific material in learn English which relate to their program. Sometimes students are confused with the material that is given by the teacher. Munby (1981) stated that an important one especially when it goes to the preparation of ESP teaching materials. All experienced students' need is operational ESP materials, where knowledge, concepts, instruction and training are taken for granted and where it is the ability to function in English, which is to be applied.

The other problem is the content of teaching material that used in vocational school. The content of teaching material in vocational school was not appropriated. The content actually must be designed different for each program. Each program has different need in English, moreover, it must have a specific content that needed by the students. For example, students in Nursing Program need English content about how to take care the patients, hospital tools, surgery, kinds of disease and medicine, etc. It is needed by the students to improve their language skill in order to face the work competition in industrial revolution 4.0. Robinson (1991) adds that target situation analysis is a needs analysis focusing in learner's needs at the end of a language course.

Based on the problem previously, this study applied teaching strategies. Teaching strategies divided into categories. Sharma (2015:44) states teaching strategies can be divided into two categories as follows: Autocratic Strategies and Democratic Strategies. Autocratic strategies are traditional teaching strategies and are also called convergent approach. These are content centred and teacher-centered. Autocratic teaching strategies include Lecture, Demonstration, Tutorial, and Use of Media. While, democratic strategies are child-centred as the students determine themselves the content. Hence, the students' place is primary and that of teachers is secondary. Following are the democratic strategies: Group Discussion, Exhibits, Role Play, Simulation, Students Presentation, File Trip, Case Study, Brainstorming, Independent Study, Fishbone Method, Assigning Task Method. Ultimately, this present study aims to find out the teacher's strategy in teaching

English at Nursing Class of SMK Yapika Makassar and the students' responds through the teachers' strategies at Nursing Class of SMK Yapika Makassar.

## **METHOD**

### **Design**

This study was conducted by applied a descriptive qualitative method. The researcher has investigated about the teachers' strategies in teaching English at Nursing Program of SMK Yapika Makassar. The researchers taken the participants by using purposive sampling; there were 2 English teacher and 30 students.

### **Instruments**

The instruments of this study were observation, interview and questionnaire. Hutchinson & Waters (1987) used a variety of procedures, primarily interviews, observations, and questionnaires to collect data about the objective needs of their ESL nursing students. Observation and interview were obtained the teachers' strategies in teaching English at Nursing Class. Questionnaire was used for gaining the students' responds. Interview was used to support the data, which was found in observation and questionnaire.

### **Data Collection**

Qualitative study approach relies heavily on the observations, questionnaire and interviews. The researcher applied classroom observation, questionnaire and simple interview in this study by doing these following procedures:

1. The researcher met the teachers to know the schedule.
2. The researcher employed direct observation in as the first step to get the data. The observation was being administered in classroom and mainly observed the teachers' strategies and students' responds in teaching and learning English process in the classroom. During the observation, the researcher observed all the teaching learning process in the classroom.
3. The researcher gave the students questionnaire to know their responds.
4. The interview section hold after the data from observation and questionnaire was identified. The questions had directed to the English teachers and students which focused to teacher's strategies and students' responds.

## Data Analysis

The data in this study had been analysed by using the descriptive qualitative method. To analyse rate percentage of teachers' strategies and students' responds in teaching and learning English at Nursing Class in SMK Yapika Makassar use the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage

F = frequency

N = total sample

(Ary, et.al (2010))

## RESULTS

The data that had been collected by using observation, questionnaire, and interview are explained in this part. The findings of this study are about the teachers' strategies in teaching English at Nursing class and the students' respond through that strategies. All of the findings are described below:

### The Teachers' Strategies in Teaching English at Nursing Class

Two teachers teach in Nursing Class. Based on the observation list and interview, the researcher found that those teachers applied four types of teaching strategies. They used that strategies based on the students need during 12 meetings. The teachers also pay attention the kinds of teaching material which can be tough through certain strategies. The types of strategies can be seen on the table as follows:

**Table 1.** Types of Teaching Strategies Applied by Teachers

No	Types of Teaching Strategies	Frequency	Percentage
1	Group Discussion	5	41.7%
2	Students Presentation	4	33.3%
3	Multimedia Method	2	16.7%
4	Lecture Method	1	8.3%
<b>Total</b>		12	100%

Table 1 shows that the teachers applied teachers' strategies democratic and autocratic strategies. Democratic strategies were group discussion and students' presentation. Group discussion was 5 (41.7%), students' presentation was 4 (33.3%). While, autocratic strategies were lecture method and multimedia method. Multimedia method was 2 (16.7%) and lecture method was 1 (8.3%). It concluded that group discussion more frequently applied than the others strategies.

The data also supported by the result of the teachers' interview result. The first teacher said that applied certain teaching strategies. In autocratic strategies, she applied two types of strategies, lecture method and multimedia method. She applied lecture method rarely because it placed the students in passive position, but that strategy also applied if the material needed explanation before.

In democratic strategies, she applied group discussion and students' presentation. She applied those strategies in order to make the class life. According to the teacher, the students like those strategies more than the others strategies. Those strategies could make them more active in the classroom.

### **Students' Responds through the Teaching Strategies.**

According to the questionnaire result, the students' responds through the teaching strategies that applied by teacher were varied. As the teacher applied in the classroom, the students liked the democratic strategies more than autocratic strategies. To support the data of questionnaire the researcher conducted interview to the students. There were 30 students as the sample in that step.

#### 1. The data collected through questionnaire

There were four teaching strategies applied by the teachers in Nursing Class, namely group discussion, student presentation, lecture method and multimedia method. To describe those strategies can be use the table below.

##### 1) Strategies 1: Group Discussion

**Table 2.** Frequency distribution of strategy 1

No	Response	Frequency	Percentage
1.	Yes	26	86.7%
2.	No	4	13.3%
<b>Total</b>		<b>30</b>	<b>100%</b>

Table 2, the researcher found that 26 (86.7%) students liked group discussion. While, there were 4 (13.3%) students disliked group discussion.

## 2) Strategy 2: Student Presentation

**Table 3.** Frequency distribution of strategy 2

No	Response	Frequency	Percentage
1.	Yes	25	83.3%
2.	No	5	16.7%
<b>Total</b>		<b>30</b>	<b>100%</b>

Table 3, the researcher found that 25 (83.3%) students liked student presentation. While, there were 5 (16.7%) students disliked student presentation.

## 3) Strategy 3: Lecture Method

**Table 4.** Frequency distribution of strategy 3

No	Response	Frequency	Percentage
1.	Yes	11	36.7%
2.	No	19	63.3%
<b>Total</b>		<b>30</b>	<b>100%</b>

Table 4, the researcher found that 11 (36.7%) students liked student lecture method. While, there were 19 (63.3%) students disliked lecture method.

## 4) Strategy 4: Multimedia Method

**Table 5.** Frequency distribution of strategy 4

No	Response	Frequency	Percentage
1.	Yes	21	70.0%
2.	No	9	30.0%
<b>Total</b>		<b>30</b>	<b>100%</b>

Table 5, the researcher found that 21 (70%) students liked student multimedia method. While, there were 9 (30%) students disliked multimedia method.

Interview also conducted to know the students' reasons why they like or dislike certain teaching strategies. Most of the students liked group discussion because they could share many ideas with their friends. Through group discussion they could practice how to collaborate and know their friends' characteristics more

deeply each other. Most of them disliked lecture method because they were bored if the teachers gave many explanations. It also took them became passive and could not explore their ideas and appreciation.

- a. The Teachers' Strategies in Teaching English at Nursing Class Based on the Direct observation and interview that Found by the researcher are:

As state before that there are four teaching strategies that applied by the teacher in teaching English at Nursing Class in SMK Yapika Makassar. They were lecture method and multimedia method which are known as autocratic strategies. The others strategies were group discussion and students' presentation, which is categorized as democratic strategies.

According to the teachers, those four strategies were easy to apply in the classroom. The teachers applied lecture method for some teaching material which needed more explanation before. The lecture method had advantages and disadvantages. One of the advantages was the students can be focused in accepting the teaching material, while the disadvantages was the students became passive rather than active in the learning process.

Below is the transcript of the teacher interview

Interviewer: What strategy do you apply in teaching?

Teacher 1: In autocratic strategy I apply lecture method and multimedia method, while in democratic strategy I apply group discussion and student presentation.

Interviewer: Why do you apply that strategies?

Teacher 1: Because that strategies is easy to apply in this classroom

Interviewer: What are the advantages and disadvantages of that strategies?

Teacher 1: The advantage of lecture method is the students can be focus to accepting the material, can complain and clarified text material and facilities in large classroom. The disadvantages is place the students in passive rather than active in learning process



Interviewer: When does the strategy applied?

Teacher 1: If the subject material needs explanation before,

(Recorded on September 2nd, 2018).

The teacher also said that the student like democratic strategies rather than autocratic strategies. They liked it because they can be more active in learning process. When the teacher applied group discussion, the students were enthusiastic in learning, but if the teacher applied lecture method, they looked bored with the subject. Most of students also like if the teacher applied student's presentation, although some of them were not interested in that strategy.

The teachers apply group discussion and student presentation more frequently than the others strategies because nursing student have to develop their self through communicated and share each other. They will face many people in their live in the future. So, they must have more self-confidence. The teachers apply lecture method and multimedia method rarely because they place the students in the passive side. While nursing students have to more active in order to train their self to solve the problem by self or together.

Interviewer: When does the strategy applied?

Teacher 2: I apply group discussion when the learning material needs collaborate, for example to solve some difficult exercise. I apply student presentation if the students have homework etc. I apply multimedia method if the material is too board for oral presentation. I apply lecture method for new or difficult material.

Interviewer: How do the students' responds about the strategy?

Teacher 2: Since I tough them those strategies, they look comfortable and enjoy.

Interviewer: Which one does the students like autocratic or democratic strategy?

Teacher 2: I think the students prefer group discussion than the others teaching strategies.

(Recorded on September 5th, 2018).

Each teaching material needed different strategies to conduct. For example, teacher delivered about job description through student presentation. The students were very excited to join the class. They made the job description by themselves then presented one by one in front of the classroom. Some students looked shy to present, but they must do that. When the teacher applied group discussion, the learning material was about announcement. The students are divided into 5 groups. Each group consisted of four or five members. They discussed about how to make a good announcement. After that the ambassador of the group presented the result of discussion in front of the others groups.

According to the questioner and interview result, the study found that most of students preferred democratic than autocratic strategies. They preferred group discussion than the other teaching strategies. They like group discussion because they could share each other, knew the characteristics of their friends; they could help their friend to understand the material of the subject. The other students said that group discussion made them more responsible about the result. While there were few students disliked group discussion because they were bored with the material which was repeated by the teacher.

The example of student's interview result

Interviewer: Why do you like group discussion?

Student 1: Because we can share and help each other

Interviewer: Why do you dislike group discussion?

Student 2: Because I am bored with the material, the teachers repeat the material endlessly

The second strategy was student presentation. The students argued that student's presentation could help them to find new word; trying them to be more active and confidence to talk in front of many people. The others students said that they disliked student presentation, because they did not have self-confidence.

Interviewer: Why do you like student presentation?

Student 3: Because we can study well, recognize new vocabularies

Interviewer: Why do you dislike student presentation?

Student 4: Because sometimes I confused about the material, we do not have any preparation but have to present directly.

The students who liked multimedia method had some reason. By using tools, the material can be more clearly. It also made students interested in learning, because used some picture. While they who dislike multimedia method assumed that it was difficult to apply in the classroom.

Interviewer: Why do you like multimedia method?

Student 5: I like it because the material can be present more clearly.

Interviewer: Why do dislike multimedia method?

Student 6: I do not like it because sometimes I do not understand the material through a tool.

More than 60% students disliked lecture method. They gave various reasons why they disliked it. Most of them said that they were bored if the lecture explained the subject without gave them chance to express their ideas.

Interviewer: Why do you dislike lecture method?

Student 7: because we are bore with material, sometimes the teacher also still continues the explanation although we do not understand.

All of teaching strategies has the advantages and disadvantages. The most important thing is how to apply it in the classroom. The teacher should be creative and innovative to make the students more interested in learning. How interested the teaching strategies depend on the teacher instructions.

## **DISCUSSION**

In this part represent the board explanation about the study finding. There were two study findings of the teachers' strategies in teaching English at Nursing

Class and the students' responds through those strategies. They are explained more deeply as follows:

The strategies that commonly used by the teacher in this study is democratic strategies. In democratic strategies the highest frequency that applied by teacher and respond of the students was group discussion. The second of frequency based on the teacher and the student respond was student's presentation. In teaching strategies applied by the teacher, the third frequency was multimedia and the students respond on teacher's strategies was multimedia method too. The last, the lowest frequency in both of teacher and students respond was lecture method. Due to, there were the significant relationship between the teacher and the student's data.

## **CONCLUSION**

This present study concluded that teacher's strategies applied by teacher are dominant in using democratic strategies (Group Discussion and Students Presentation). In addition, the students respond on teacher's strategies were appropriated with Group Discussion and Students Presentation. The researcher recommended that the other researcher integrated those strategies with technology, collaborated those strategies with new method and technique which suitable to ESP students.

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