



Life skills teachers teaching approach of the learning process in class

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ABSTRACT

Approaches and methods of teaching and learning (P & P) are constantly changing . Recent developments show that the learning -oriented students are prime dvelopmention with a major radikal. Duties of an instructor or teacher is to facilitate students' learning . To fulfill this task , the instructor or teacher should not only be able to provide an excellent learning environment and harmonious , but they also create effective teaching . This means that teachers should create a learning environment that can stimulate student interest and always think about the welfare and needs. In the learning sessions, teachers are often faced with students who differ in their abilities. This requires the expertise of teachers to identify teaching and learning strategies. This means that the teacher can determine the approach, choosing methods and set specific techniques appropriate to the development and abilities of students. The chosen strategy, as well as potential influenced students to learn actively, it should also be able to help to analyze the concept or idea and be able to impress students and can produce a meaningful learning. Teachers teaching is the most important agent in determining the level of student achievement. This study focused on the type and method of teaching and its impact on student achievement in the subject Living Skills of the Form Two students of SMK Sri Gading. Questionnaires were used as instruments in this study. In this study, Spearman correlation test is used to measure the association between teaching approach with student achievement. Results of this study show that teachers of Form Two Life Skills teaching approach problem solving in the process of teaching and learning. The results also showed that they are also engaged in an inductive approach to teaching. The mean value is at a high valuation. However, in terms of comparison of the two approaches, a small difference in making sense of the process of teaching and learning Two Living Skills teacher at SMK Sri Gading, Batu Pahat, Johor, the two approaches used in classroom teaching.

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Introduction

Teachers need to attract the attention of students in a lesson, the activities selected should be attractive and have a high potential to allow the lesson content and concepts clearly translated. Activities should be able to influence the intellectual, emotional and effective student interest. In planning a teaching, activities selected should have a good sequence. It should be adjusted to the content and objectives of teaching skills. Usually the selected activity is a workforce able to fully influence on attention, managed to affect the intellect, memory, emotions, interests and preferences, and could help to explain the lesson. The process of a teacher education is to expose and disseminate the knowledge and skills to students with efficient and effective manner. It is consistent with the fact Ambrose (2002), all that is to be formed by a person in the field of education is to provide opportunities to learn something. Brophy (1998), says that learning is a fun event designed curriculum and teachers who carry out activities in line with the needs and interests of students. In the event this happens teacher can spark the students' excellent achievement and commendable.

Student achievement is influenced by many complex factors. Among them are approaches that are used during the process of teaching and learning. If a student eager to learn, he will definitely have a high enthusiasm for education and vice versa . Teacher is one of the agents in the determination of the level of student achievement. Long.A. (2000), states that in

order to produce good teaching important teacher 's ability to stimulate students to raise their interest to engage in the learning process. In other words, the method of teaching will affect the process of teaching and learning in shaping student achievement.

According Asan Barseni. S. (2001), the effectiveness of teaching depends on the diversity of the subject matter is a way to introduce something. In addition it should include teacher presentation, discussion and question and answer. This clearly shows that the teaching approach is certainly playing a role in the formation of student achievement. Time education is currently experiencing a variety of increasingly significant wave of change and challenge. A variety of teaching approaches need to be implemented by teachers in order to attract students to the teaching and learning process. Actually teaching approach also plays a role in increasing student achievement.

The use of various methods and techniques that will make an interesting lesson and will provide space for students to be actively involved and engaged throughout the lesson time without feeling tired and bored. Ee Ah Meng (1989), expressed understanding of the pedagogy is important for teachers to choose the most appropriate teaching methods for the students. In fact, it can help teachers in the preparation of teaching materials that are meaningful and interesting and able to develop their talents and potential students in achieving the objectives of the National Education Policy (FPN). According Asan Barseni.

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S. (2001), teachers need to make changes and innovations in classroom practices to enable them to improve the quality of teaching and learning in line with current educational challenges. Teaching approach may be able to influence the attitudes and interests of a student during the learning process. In the event it may be able to influence achievement. The statement further strengthened with a view Ballon. A. (2002), that a charismatic teacher is usually able to provide encouragement and inspiration to the students. Teaching approaches used by teachers in the teaching process and learning to walk changes with the progress of students in a subject. Learning in the beginning is to link students ' prior knowledge of what will be presented by the teacher. Mat. S. (2000), states that it is important that we recognize that people are different in some respects, as well as students. The difference between each student explained to us that the style or individual or student learning style is certainly different as well as how to approach teaching.

Long.A. (2000), states that good teaching approach is capable of stimulating the students to raise their interest to engage in the learning process, provided the environment that can bring the thought process and maintain the concept. Good teaching approaches and appropriate to attract students to continue to learn. This will definitely increase the level of student achievement in the end. Students achievement is one aspect that has always attracted a lot of attention from various parties from the Ministry of Education, the teacher or the parent. Many studies have been conducted to determine the factors that can influence student achievement. Among them is the method of teaching. Usually meant by the direction of approach or direction taken to head to a target. In a broader sense approach is also intended as "to come near to in any sense" or the path taken to do something. While also teaching approach is used bows or aspect to approach or begin the process of teaching and learning. Ee Ah Meng (1987), says that teaching approaches can be grouped according to the way the organization and content of the educational method. Teaching approach taken by the teacher should be able to attract students to follow everything that was taught by her. This coincides with the opinion of Mook Sang Soon (2001), states that teachers will be able to arouse the interest of students to be served if teaching lessons using a variety of stimulus such as tone of voice changing, interesting charts, tape recordings, video and game.

Through this activity the teacher will be able to raise and maintain the interest of students to teaching. Teachers should also know how to relate the subject with passion, curiosity and want to explore the pupils. According to Smith (1969), to produce effective teaching, teachers must understand the content of the subjects that will be taught and that further understanding of the discipline - the discipline that gave birth to the subjects taught. In other words the first understanding is necessary to teach any subject, while the second is to deepen our understanding of the necessary knowledge in terms of intellect and ability to use the teaching content. Teaching should be clear and easily understood so that it can continue to attract students to pursue teaching.

Generally obtained from previous studies, the teacher factor is indeed related to a student's level of achievement. But there are also other factors relating to the level of student achievement such as interest, family, peer, and so the convenience factor. Fraser (1977), state family attitudes towards education and educational expectations is a degree of encouragement for school work children associated with intelligence quotient and achievement of children. Statement is supported by Yusoff. A.

(2003), say less than 50% of academic achievement is influenced by the understanding, and goes on to state differences in school -level academic achievement is due to the difference in students ' family. As such, the study identifies whether there is a relationship between teaching approaches and their impact on student achievement in the Living Skills subject.

Research Questions

This study was conducted to explore the method of teaching in learning in class. The issues of the study are as follows:

1.4.1 What kind of teaching approach is often practiced by teachers in schools in the teaching aids?

1.4.2 What kind of teaching is the most dominant approach adopted by the teacher in the subject Living Skills?

1.4.3 Is there a relationship between the teaching approach with student achievement?

Methodology

This is a descriptive study in which the surveys are conducted to obtain informations. Descriptive research is a type of research that seeks to explain the phenomenon that is taking place (Konting. M.M., 2000). A study based on a survey conducted in connection with the teaching approach in SMK Sri Gading, Batu Pahat, Johor, where the questionnaire was used as a medium of data collection. In this study, the sample used was two students who take the subject Life Skills at SMK Sri Gading, Batu Pahat, Johor . Sample consisted of a total of 132 of the total population of 205 people. Sample selection was made according Krecie schedule and Morgan (1970).

Questionnaires were used as instruments in this study. Questionnaire developed by the researcher and sent to the sample to obtain the necessary information or data. Information will then be collected and analyzed to answer the research questions set. The questionnaire consists of 40 questions divided into two parts according to the research questions category. Respondents were asked to indicate (√) for one answer from five choices thinks right to the questions posed. Fraction and the number of questions is as specified in Table 3.2 .

Table 3.2: Distribution of the question according to the research questions

Research Questions	Total Items
Teaching approach in problem solving	20
An inductive method of teaching	20

Five-point scale used in this section. Response to the B items, given the scale of 1 to 5. From the analysis, researchers were able to make an assessment of the respondent to categorize assessment to some degree.

To relate the teaching approach with student achievement correlation method will be used. According to Abdul Ghafar.M.N. (2003), the correlation is used to measure the relationship between two variables. It describes the strength to do whether it is significant or not. In this study, Spearman correlation test is used to measure the association between teaching approach with student achievement.

Discussion of Findings

A total of 132 students who are in the Form Two at SMK Sri Gading, Batu Pahat, Johor, were involved in this study.

Table 1: Distribution of respondents by gender

Gender	Amount	Percent (%)
Male	70	53.0
Female	62	47.0
Total	132	100

Highest number of respondents were male namely as many as 70 people (53.0%) and the rest were female respondents namely as many as 62 people (47.0%).

Teaching Problem Solving Approach

Schedule 4.2: Mean value for the overall assessment of the teachers issues in the teaching approach of problem solving

Variable	Mean Variable
Teachers Teaching Approach In Solving Problems	3.70

Min for the analysis of the research questions in teaching problem solving is 3.70. It shows the high degree of judgment. Results of this study indicate that the Form Two Life Skills teacher at SMK Sri ivory practice of teaching problem-solving approach in the process of teaching and learning.

Inductive Teaching Approach

In the inductive method of teaching, there were also 20 items that have been formed.

Table 4.3: The overall mean for the research questions about the teaching approach in problem solving

Variables	Mean Value
Teacher Teaching Approaches In Inductively	3.732

Table 4.3 above shows the overall mean value of the research questions in an inductive approach to teaching is 3.732. This indicates that the Form Two Life Skills teacher at SMK Sri Gading also teaching an inductive approach in teaching.

Comparative Analysis

Table 4.4: Comparative analysis of teachers teaching approaches and problem solving in an inductive approach to teaching

Variables	Mean Value
Teachers Teaching Approach In Solving Problems	3.70
Teacher Teaching Approaches In Inductively	3.732

Table 4.4 above shows a comparison of the mean for teachers teaching approach and problem solving in an inductive approach to teaching. The mean value for a method of teaching problem solving is 3.70 while the mean value for the inductive method of teaching also is 3732. This shows a small difference between the approach of teaching problem solving and inductive teaching approach adopted by the Life Skills teachers at SMK Sri Gading, Batu Pahat, Johor.

Correlation analysis

Table 4.5: Correlation analysis between teaching approaches to student achievement

Variable	Correlation Value
Correlation Relationship Between Teacher Teaching Approach In Solving Problems With the Students Achievement	0.014
Correlation Relationship Between Teacher In Inductive Teaching Approach With Student Achievement Level	0.016

** Significant Level at 0.01

Table 4.5 shows that using the Spearman correlation analysis to find out the relationship between teaching approach with student achievement. The analysis found that the value of the correlation for the relationship of teachers teaching approach problem solving with the student performance shows the value 0.014. Whereas the correlation for the relationship in an

inductive approach to teaching with student performance shows the value 0.016. Both of these values indicate that there is a significant relationship between teaching approaches and student achievement.

Summary

On the whole it can be concluded that the teacher teaching aids of Form Two at SMK Sri Gading indeed adopt a problem-solving approach to teaching and inductive while teaching. However, the study found that low relationship between teaching approaches that have been used by teachers and student achievement. The findings of this study support the findings of previous studies done by Long.A. (2008), Asan Barseni. S. (2001), Mook Sang Soon (2001), Smith (1969), and Ballon. A. (2002). The primary relationship showed the impression that there are other factors that influence student achievement as a family (Fraser, 1977), understanding, passion, peer and family environments (Yusof. A., 2003), and others.

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