Lecture's Effective Methods in Teaching Difficult Subject

Devi[1], De Lara Siti Maulida[2]
Sunan Gunung Djati State Islamic University, Bandung, Indonesia
[1]devi16873@gmail.com (Corresponding Author), [2]sitimaulida41@gmail.com

Abstract — **Teaching and learning are process occurs between student and teacher as an interaction activity. In teaching process, teacher must provide materials to enrich student's knowledge by using effective methods, since teaching method is influential towards student's understanding. If teacher could provide materials using understandable method, student must rapidly enrich their knowledge and would achieve maximum results in process of obtaining learning in education field. Nowadays, significant number of students do not master subject materials given by teacher, as their reasons majority of teachers do not deliver subject materials by using effective methods while subjects taught are sufficient complex or difficult . Based on research at Sunan Gunung Djati State Islamic University there are 10 subjects considered difficult such as Essay Writing 35%, Interpreting 24%, Vocabulary Building 29%, Advance Structure 26%, Systemic Functional Grammar 54%, Philosophy 40%, Syntax 17%, Translation 18%, Phonology 22%, Morphology 34%. While the reason of why those subjects considered difficult such as using formal language (educated language) 70%, the examples given are not understandable 67%, not explaining materials based on basic concept 61%, using English fully in explaining materials 44%, explaining the materials quickly 34%, explaining the material much seriously 24%. Then there are five lecture's effective methods in teaching difficult subject chosen by students, those are explaining materials based on basic concept 90%, using daily language in explaining the materials 80%, inserting local language in giving examples 70%, not explaining the material much seriously 12%, providing exercises after explaining materials 15%. To ensure those methods are effective, students provided exercises related lecture's methods they choose to measure whether those methods are effective or not, and the results are explaining materials based on basic concept 55,8%, using daily language in explaining the materials 67,6%, inserting local language in giving examples 54,5%, not explaining the material much seriously 40%, providing exercises after explaining materials 40,7%.**

Keyword: difficult subject, lecture's effective methods, student

I. INTRODUCTION

Teaching and learning process is an activity occurs between teacher and students, its activity means students receive the information from the teacher such as about social science, natural science, and so forth. This activity can be called as a knowledge enrichment activity of students since they are provided much information by teacher then their knowledge will increase. Nowadays, not only teacher who provides the information to student, but also students must be aware toward the knowledge enrichment itself. In teaching and learning process student must be active to find the materials by themselves, while teacher just leads the students in getting their knowledge [1]. In this case, teacher must lead students by giving explanation toward the material which is not understandable by students. There are two learning principles which are able to make students become active in finding materials by themselves, such as:

1. **Learning stimulus**
   Learning stimulus can be given to students by way of giving several motivations and changing student's mindset that the materials learned are difficult, so that student will be more enthusiastic in learning subjects.

2. **Giving positive respond**
   When students ask teacher and give several arguments, teacher had better give positive respond toward students' arguments, it will be able make students more confident.

Teaching and learning process is carried out based on educative principle, in which there must be interaction between student and teacher contained information that can be knowledge for the students. Although students must be active to find the information of materials, but teacher's role also must be heeded, interaction can be run well if both students and teacher are responsive each other. A teacher does not only teach the students by providing the information, but a teacher also must ensure that the students understand with teacher's explanation and also the information itself.

These days, teachers do not explain the material well whereas the material explained is difficult, it makes students do not catch the materials wholly in their mind. It is one of teaching and learning problems, the teacher has no effective methods in

teaching difficult subjects. If it is continuously occurs, students will not totally understand those difficult subjects, so that a teacher must find an effective methods for making student more understand to the subject taught. At State Islamic University of Sunan Gunung Djati Bandung, majority of students consider that the lectures do not explain the difficult subjects very well, so students do not understand at all toward the subject learned. Lecturer really needs effective methods in teaching difficult subjects.

A. Purpose

This writing aimed at knowing teacher's method in teaching difficult subject, analyzing how students' understanding toward the difficult subjects taught by teacher, and giving effective methods to teachers in delivering difficult subjects.

II. REVIEW OF RELATED LITERATURE

A. Definition of Learning and Teaching

Learning is the most basic activity in human learning process especially in achieving institutional goals of an educational institution. It shows that success or failure of educational goal achievement depends on how learning process experienced by individuals. According to Nasution, earning is considered a change in behavior as a result of experience and practicing [4]. And Gulo also defines learning as occurred activity in human's life which changes their behavior and mind [9].

Teaching is guidance towards students' learning activities. Teaching is to organize the environment around students so as to encourage student to have learning activities [6]. Meanwhile Nasution argues that there are several things related to teaching activity, such as:

1. Teaching means guiding students' activity
2. Teaching means guiding students' experience
3. Teaching means assisting students' progress and adapting to their environment [4].

And according to, teaching is an activity carried out by teachers to assist student in learning activity [10]. Thus, could be concluded that teaching is an activity occurred in student's learning process to obtain more knowledge.

B. Definition of Student's Understanding in Studying

Based on Indonesian Dictionary, understanding is the ability to obtain something in mind comprehensively. Understanding could not be achieved if there is no learning process, thus learning process influences one's understanding. Students' understanding level is different; it depends on how the teacher teaches the materials. Students' understanding means that student has had their own manner to answer the questions given rightly.

C. Definition of Teaching Method

Teaching method is defined as teacher's steps to help students learn the desired subject contents and be able to develop achievable goals in the future [3, 7]. Teaching method used by teacher should be different and able to build maximal students' understanding, since considerable teaching method is needed in teaching and learning process.

Teaching method also defines as teacher's techniques in teaching subjects to build up students' understanding [5]. Similar with Wena, she also argues that teaching method is teacher's techniques as an art in teaching and learning process to enrich student's knowledge [8]. Hamdani concludes that learning process is a process of educational interaction between teacher (Who creates an atmosphere of learning) and students (who responds the teachers' efforts) [2].

III. RESEARCH METHOD

A. Methodology

This research is carried out at Sunan Gunung Djati State Islamic University on July, 5th 2015. The research target is English literature students of fifth semester (145 from 278 students). The carried out methods are qualitative and quantitative. Both methods used in 2 different steps.

First Step – Qualitative Method

It is carried out by directly interviewing to resource person about 3 important discussions as to "Teacher's Effective Methods in Teaching Difficult Subject", those are:

1. What subjects which are considered difficult?
   The question for knowing what subjects are considered difficult
2. Why the subjects are considered difficult?
   The question for knowing the reason of the subjects are considered difficult
3. How about the solution or effective teaching method to deliver the materials?
   The question for finding desired methods to overcome the difficulty toward related materials.

Second Step – Quantitative Method

The result of interview on first step used as guidance for the second step question, that would be formed become Questionnaire. The question used on this step is still same with the first step. The difference is on the questionnaire resource person asked to choose only 3 choices for each question.

IV. RESULT AND DISCUSSION

A. The first step result

The first step result brings out several answers from the participants about the difficult subjects, the reason of its difficulty, and the solution to solve those difficulties. Those answers are written based on direct interview to the participants (English Literature Students of Sunan Gunung Djati State Islamic University).

TABLE I
INTERVIEW RESULT

1	What subjects which are considered difficult?		
	1	Vocabulary building	
	2	Advance Structure	
	3	Systemic Functional Grammar	
	4	Philosophy	
	5	Syntax	
	6	Translation	
	7	Phonology	
	8	Morphology	
	9	Essay Writing	
	10	Interpreting	
2	Why the subjects are considered difficult?		
	1	The examples given are not understandable	
	2	Not explaining the materials based on basic concept	
	3	Explaining the materials quickly	
	4	Using English fully in explaining materials	
	5	Explaining the material much seriously	
	6	Using formal language (educated language)	
3	How about the solution or effective teaching method to deliver the materials?		
	1	Don't explain the materials much seriously, there must be inserted a little joke	
	2	Inserting local language in giving examples	
	3	Explaining materials based on basic concept	
	4	Providing exercise after explaining materials	
	5	Using daily language in explaining materials	

The result on Table I shows there are 10 subjects considered difficult from 60 subjects have been and being studied (from 1-5 semester). In percentage is 16,67%. It would potentially become main problem towards students' study, as it could influence curriculum structure or subject learning plan for 8 semesters (normal) if this difficulty affects to failure of related subjects.

There are 6 reasons which cause 10 subjects considered difficult to understand. Generally, the main problem comes from teacher's teaching methods, which is not rightly implemented in teaching and learning process, thus student is difficult to understand.

Students require teacher's enjoyable and interested method in delivering materials. At least there are 5 methods required by students which have been written on Table I.

B. The second step result

The second step brings out the result from shared questionnaires to the participant. The interview results are made as the guidance of questionnaires' question consist of "what, why, and how". The questions are answered by half of English Literature Students of Sunan Gunung Djati State Islamic University. There are three main questions given to the participants (could be seen on the Table II).

TABLE II
QUESTIONNAIRE RESULT

	Questionnaire Question					Number of Student	
1	What subjects which are considered difficult?						
	1	Vocabulary building				42	Students
	2	Advance Structure				38	Students
	3	Systemic Functional Grammar				79	Students
	4	Philosophy				58	Students
	5	Syntax				25	Students
	6	Translation				26	Students
	7	Phonology				32	Students
	8	Morphology				49	Students
	9	Essay Writing				51	Students
	10	Interpreting				35	Students
					TOTAL	435	per 435 (145x3)
2	Why the subjects are considered difficult?						
	1	The examples given are not understandable				97	Students
	2	Not explaining the materials based on basic concept				88	Students
	3	Explaining the materials quickly				49	Students
	4	Using English fully in explaining materials				64	Students
	5	Explaining the material is much seriously				35	Students
	6	Using formal language (educated language)				102	Students
					TOTAL	435	per 435 (145x3)
3	How about the solution or effective teaching method to deliver the materials?						
	1	Don't explain the materials much seriously, there must be inserted a little joke				65	Students
	2	Inserting local language in giving examples				87	Students
	3	Explaining materials based on basic concept				99	Students
	4	Providing exercise after explaining materials				81	Students
	5	Using daily language in explaining materials				103	Students
					TOTAL	435	per 435(145x3)

Data on Table II indicates that from 10 subjects which have materials considered difficult to understand could be sequenced as follow (from the hardest)

1. Systemic Functional Grammar
2. Philosophy
3. Essay Writing
4. Interpreting
5. Morphology
6. Vocabulary building
7. Advance Structure
8. Phonology
9. Translation
10. Syntax

There are 3 subjects chosen more than 73 resource people ($\frac{1}{2}$n + 1) those are Systemic Functional Grammar (79 from 145 = 54%), Philosophy (58 from 145 = 40%), and Essay Writing (51 from 145 = 35%). It indicates those subjects have materials which are considered difficult.

Then, the reasons of why the subjects considered difficult to understand in a row, the most influences reasons are:

1. Using formal language (educated language)
2. The examples given are not understandable
3. Not explaining materials based on basic concept
4. Using English fully in explaining materials
5. Explaining the materials quickly
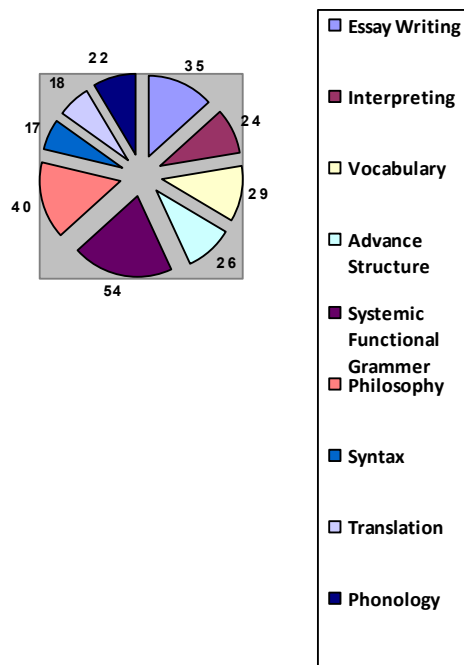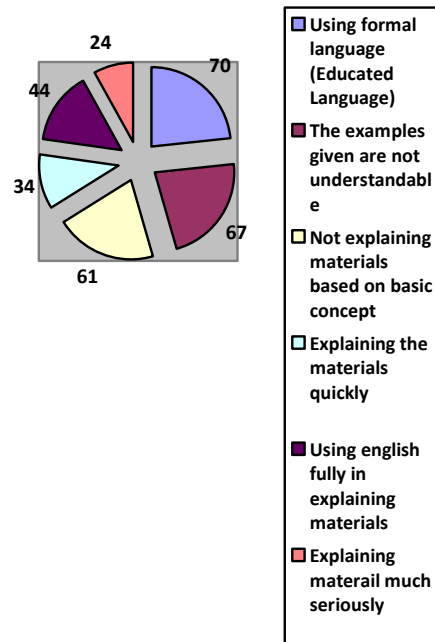6. Explaining the material much seriously

Figure 2. Subject Difficulty Influences

To deal with those problems, needed the teacher's effective methods in delivering material, those methods are as follow (Sequenced from the most effective methods based on questionnaire result):

1. Explaining materials based on basic concept
2. Using daily language in explaining the materials
3. Inserting local language in giving examples
4. Not explaining the material much seriously
5. Providing exercise after explaining materials

To ensure the method is effective, then in questionnaire contained additional questions, subject materials have ever learned using those 5 methods above made into questions. If the questions are answered correctly, it means the method is effective.

From Table III, could be concluded that the most effective methods in teaching difficult subject are:

1. Explaining materials based on basic concept
2. Using daily language in explaining the materials
3. Inserting local language in giving examples

Figure 1. Subject Difficulty Analysis

Since these three methods preferred by the students which can be proved by the results of the questionnaire (selected more than 73 students) and it is proven effective since more than 73 students can also answer the delivered materials using these three methods correctly.

TABLE III
UNDERSTANDING STUDENTS TOWARD MATERIAL USING MENTIONED 5 METHODS ABOVE

NO	Used Methods			
1	Explaining the material much seriously			
	129	The number of students who answered	58	Total of students who answered correctly	40%
2	Explaining materials based on basic concept			
	133	The number of students who answered	81	Total of students who answered correctly	55,8%
3	Inserting local language in giving examples			
	138	The number of students who answered	79	Total of students who answered correctly	54,5%
4	Providing exercise after explaining materials			
	126	The number of students who answered	59	Total of students who answered correctly	40,7%
5	Using daily language in explaining the materials			
	141	The number of students who answered	98	Total of students who answered correctly	67,6%

V. CONCLUSION

Based on the results of the research, there are ten subjects considered difficult by English literature students of Sunan Gunung Djati State Islamic University, and the three hardest are Systemic Functional Grammar (79 from 145 = 54%), Philosophy (58 from 145 = 40%), and Essay Writing (51 from 145 = 35%). While there are six reasons of why those subjects considered difficult, chosen three highest reasons as main cause of difficulty in understanding related subject materials, such as using formal language (educated language) (70%), the examples given are not understandable (67%), and not explaining materials based on basic concept (61%). Then there are five lecture's effective methods in teaching difficult subject chosen by students, and the three highest are explaining materials based on basic concept (90%), using daily language in explaining the materials (80%), and inserting local language in giving examples (70%).
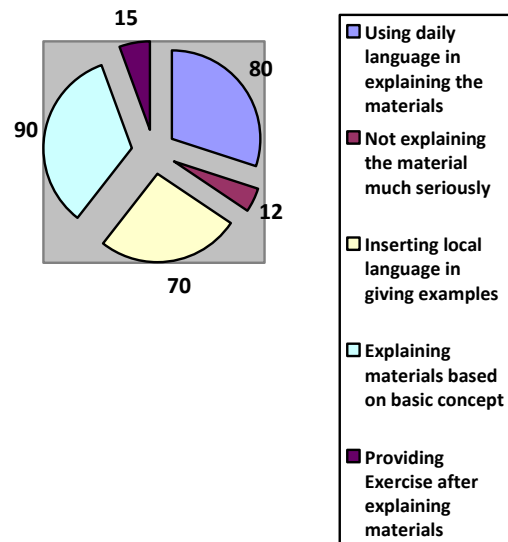

Figure 3. Lecture Effectiveness Analysis

REFERENCES

[1] Budimansyah, and Dasim, "PAKEM Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan", Bandung: PT. Genesindo, 2009

[2] Hamdani, "Strategi Balajar Mengajar", Bandung: Pustaka Setia, 2011

[3] Harris, "Testing English as a Second Language", New York: Mc. Graw-Hill Book Company, 1969.

[4] Nasution, "Berbagai Pendekatan dalam proses Belajar-mengajar", Jakarta: Bumi Aksara, 1982

[5] Roestiyah, "Strategi Belajar Mengajar (Salah Satu Unsur Pelaksanaan Strategi Belajar Mengajar: Teknik Penyajian)", Jakarta: Rineka Cipta, 2001

[6] Sudjana, Nana, "Cara Belajar Siswa Aktif", Bandung: PT. Sinar Baru Algensindo, 1989

[7] Sutikno, Sobry, "Belajar dan Pembelajaran", Bandung: Prospect, 2009

[8] Wena, Made, "Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional", Jakarta: Bumi Aksara, 2011

[9] Gulö, "Strategi Belajar-Mengajar", Jakarta: Grasindo, 2002

[10] Tardif, "Peningkatan Mutu Proses Belajar Mengajar Sekolah Dasar", Bandung: CV, Siregar Tengah, 1989