**The Analysis of English Teachers’ Teaching Style and their Effects on Students’ Interest**

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**ABSTRACT**

This research aimed to find out: (1) the teaching styles applied by the English teachers at SMK Negeri 5 Makassar, (2) the most influential teaching styles toward students’ interest at SMK Negeri 5 Makassar. This research employed qualitative method. The subjects of this research were two English teachers and eight students at SMK Negeri 5 Makassar. The data of this research were collected by observation, audio-video recording, and interview. The data of this research were analyzed by qualitative approach based on Miles and Huberman’s analysis which consisted of four steps, namely data collection, data display, data condensation, and conclusions-drawing/verifying.The results of the research revealed that (1) the English teachers at SMK Negeri 5 Makassar applied three teaching styles, namely *expert style*, *formal authority style*, and *facilitator style* and the dominant teaching styles used by the first teacher were expert and facilitator style while the dominant teaching style used by the second teacher was expert style (2) the researcher elaborated students’ interest into six categories such as *concentration, readiness, needs, joyfulness, positive attitudes* and *being enthusiastic*. Referring to those categories, the researcher found that the most influential teaching style toward students’ interest is facilitator style in which focusing on teacher-student interaction. The finding also shows that the teacher tried to modify their teaching style such as using humor.

**Key words:** teaching styles, interest, EFL teacher.

**INTRODUCTION**

There are many factors that influence the success in learning English. One of them is teacher. A teacher as a role model in implementing educational programs in the school has an important role in teaching-learning process to achieve educational goals. The role of teachers includes many things for instance as a manager, a leader, a supervisor, a learning planner, a motivator, a facilitator, and an evaluator.

Teachers are also responsible for regulating the classroom environment such as regulating classroom discipline and implementation of method in learning to create an effective learning. Effective learning occurs when there is cooperation between teachers and students. The teacher explains the material clearly and systematically then the students pay attention to the materials carefully. One of the determining factors in learners’ successful learning is teaching styles (Knowles, 1980). According to Irby (1995), Teaching styles express teachers’ preferences manifested during the instructional activities, and comprise manner, methods or means by which teachers convey information and influence in a positive way the students’ behavior towards understanding and learning.

Every teacher has different styles in teaching depend on the context and students’ needs. Teacher uses more than one style in teaching, most of which are based on either teacher- centered or student-centered orientations. As Olivia (2015) states that each teacher has his or her own personal and unique styles which are influenced by level of energies, language uses, face expressions, voices interpretation, body language, clothes, motivation, interest towards students, and dramatic abilities.

There is a form of positive relationship between the teaching methods applied and the interest of students (Pying and Rashid, 2014). Teachers have a role to guide and motivate all students which is crucial in boosting the interest of students to learn something new (Zamri, Nik Mohd Rahimi and Juliawati, 2009). Many students in EFL classroom attended classes just because the students like the way of the teachers convey their materials subject.

Based on the previous studies, there has been little discussion about teachers teaching style and students’ interest. There were studies done to investigate teaching style such as teaching style with teachers’ classroom management approach by Kazemi et al (2016) and teaching style and students’ academic engagement by Shaari et al (2014). The findings of the study have important implications for practicing teachers, teachers in training and teacher trainers. Many studies have investigated to identify teaching style with achievement but studies regarding teaching style with interest are very less conducted. In relation to the explanation above, the researcher is interested in conducting a research under the title “*The Analysis of English Teachers’ Teaching Styles and their Effects on Students’ Interest.*

Considering about the issues above especially in learning English, the researcher formulates research questions as follows:

1. What are teaching styles applied by the English teachers at SMKN 5 Makassar?
2. From those teaching styles, which of the most influential teaching styles toward students’ interest at SMKN 5 Makassar?

**LITERATURE REVIEW**

**Previous Related Studies**

Previous research about teaching style has been done by Kazemi, A. and Soleimani N. (2016). The researchers conducted the research to find out the correlation among EFL teachers' classroom management approaches at two dimensions of behavior management and instructional management and the dominant teaching style. The researchers randomly selected 103 EFL teachers working at private language learning centers. The results of the study displayed that Iranian EFL teachers followed interventionist or controlling classroom management approaches and most use the formal authority teaching style. Furthermore, their teaching styles significantly correlated with behavior management and instructional management. The findings of this study have vital implications for practicing teachers, teacher trainers and teachers in training. Practicing teachers need to examine their own classroom management approaches and teaching styles to see whether these practices are conducive in successful language learning.

Another study was done by Massaada, (2016) conducted a research about the analysis of teachers’ teaching styles and their effects on students’ motivation at SMA Negeri 2 Majene. This research aimed to find out the teaching style that are applied by the English teachers and the effects of the English teachers’ teaching styles on the students’ motivation. The result of this research revealed that (1) the English teachers at SMA Negeri 2 Majene applied four teaching styles, namely expert, formal authority, personal model, and facilitator. The dominant teaching styles in this research were expert, personal model, and formal authority. (2) the researcher elaborated students’ motivation into four categories which are based on Keller’s theory; they are attention, relevance, confidence, and satisfaction. Referring to those categories, the researcher found that teaching styles of the teachers affected students’ motivation.

Alina & Tulbure (2015) conducted a research under the title *Aspects Regarding the Relationship between Teaching Styles and School Results* to identify teachers’ teaching styles, namely, purposes of teaching and teaching methods. This research also investigated the relationship between teachers’ teaching styles and secondary school students’ results. The tool used in the research to identify the teaching styles was the Teaching Style Inventory elaborated by CORD (2005). The results of the research revealed that the teaching style which leads to best school results is that based on logical learning, applied representation of concepts, interpreted cognitive processing and learning in groups (Style D). A very high frequency of Style D – *logical learning & applied representation of concepts (applied teaching)*: 115 teachers in a total of 285 subjects have this style. Secondly, with a difference of 42 points therecomes Style B – *mechanical learning & applied representation of concepts (applied teaching)*: 73 options, followedby Style C – *logical learning & abstract representation of concepts (theorized teaching)* which gathers 66 options.The lowest frequency is registered by teachers adopting Style A in teaching – *mechanical learning & abstract representation of concepts (theorized teaching)*: 31 options. Teachers who place an emphasis on the transmission of concrete contents and students’ understanding of information, have a positive influence upon school results.

There are also previous studies conducted by Hosseini, et.al. (2014) a research about the relationship between EFL teachers’ beliefs and teaching style in English classroom management. This research aimed to investigate the EFL teachers’ beliefs and teaching styles in Iranian language institutes. Fifty EFL teachers from Gachsaran, Iran, participated in this research. The Barbara (2008) questionnaire and Grasha - Riechmann (1996) were used. The results of this research showed that class disruption and incivility is quite common in Iranian classrooms and it is mostly done by male students. The findings of this research also indicated that Iranian teachers usually match their teaching styles and techniques with the students’ needs. The researchers believed that training may help teachers to improve their abilities and proficiency in teaching.

In this research, the researcher investigated the types of teaching styles used by the teacher and the most influential teaching style toward students’ interest at SMKN 5 Makassar. The four previous studies above and the present study are the use of teaching styles as the focus of the research. The differences between the previous studies and the present study is the setting. The five previous studies analyzed the teaching styles and the relationship with classroom management, teacher belief, students’ result, and motivation while the present study analyzed teachers’ teaching styles and the most influential teaching styles toward students’ interest.

**Some Pertinent Ideas**

**Teaching Style**

According to Grasha (1996 : 3), teaching style is viewed as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. He also states that style is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field and mentor students. Therefore, teaching styles represent those enduring personal qualities and behaviors those appear in how the teachers conduct their classes. Therefore, it is both something that defines the teachers, that guides and directs their instructional process, and that has effect on students and their ability to learn. Based on the definition above, the researcher implies that teaching style refers to the way of teacher designed his/her teaching behavior based on students’ need. Teaching style deals with method, approach, and activities that a teacher apply to solve problems in teaching-learning process. Therefore, teachers’ teaching styles based on teachers’ personality style which differ from one another.

**Teaching style type**

There has been several ways of classifying teachers’ teaching styles and each classification has its merits. Although there are several types of teaching styles, this research focused on the style of teaching by Grasha. Grasha (1996 : 154) identified five teaching styles categories in his teaching style models as description of prevalent aspects of instructor / trainer presence in the classroom and based on what he regarded as metaphors of role models. He defined these categories as follow: (1) Expert style, the expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. (2) Formal authority style, this teaching style is teacher-centered methodology where teachers are responsible for providing and controlling the flow of content. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students. (3) Personal model style, this type is also teacher-centered approach where the teacher demonstrates the skills that students are expected to learn. (4) Facilitator style, this style is considered a teacher-student interactions. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks. (5) Delegator style, this is also a student-centered approach where the teacher delegates and places the control and the responsibility for learning on the students and/ or groups of students.

**Interest**

Good (1959 : 259) reveals interest is a subjective-objective aptitude concern or condition involving a perception or an idea in attention and combination of a feeling consciousness may temporary or permanent, based on active curiosity, conditioned by experience. The researcher conclude that Interest is a feeling to pay attention or to respond about something. We like or enjoy something so we have positive attitude towards our preference.

**METHOD**

**Design and Samples**

This research employed qualitative method. The researcher applied this method to collect and analyze data which appropriate with the aim of this research in order to find out: the teaching styles applied by the English teachers at SMK Negeri 5 Makassar and the most influential teaching styles toward students’ interest at SMK Negeri 5 Makassar. The subjects of this research were two English teachers and eight students at SMK Negeri 5 Makassar.

**Instrument and Procedure of Collecting Data**

The data were collected through direct observation and interview. The researcher came to the class to see the English learning process by the teachers in order to see how the teachers applied their teaching style and their effects on students’ interest. Interview was used to support the data about teaching style applied by the English teacher at SMK Negeri 5 Makassar.

**Data Analysis**

In analyzing data from classroom observation and interview, the researcher used qualitative data analysis based on Miles and Huberman’s theory (2014) which consist of four stages: Data Collection, data condensation, data display and conclusion drawing/verification.

**RESULT AND DISCUSSION**

**Teaching styles applied by the English teachers at SMK Negeri 5 Makassar**

In collecting the data, the researcher also used audio and video recording to record teacher’s teaching styles. The recordings were carried out in relaxing and natural ways as the subjects (teacher) were close to the researcher. The observation was conducted from April 13th, 2017 until May 5th, 2017. The researcher also interviewed eight students as informants to obtain detail information to support the data.

**Expert style**

Teacher explained the materials at the beginning in every meeting. The first teacher explained “Command and Request” , “ Hobby and Interest” , and “Making and Cancelling Reservation” by explaining gradually. The second teacher explained “Direct and Indirect Speech” , “Chapter 15 (Malin Kundang)” , and “An Idol” also by explanation. The students responded the material by attention and concentration, feeling happy, being enthusiastic, and well readiness.

**Formal authority style**

Formal authority style was applied when teacher gave questions to the students then the students could answer the questions, giving feedback such as very good, good, excellent, or giving applause is very important to make students feel appreciated and cared for. It could be increased students’ interest and create a positive attitude for students. Teacher most applied this style in “Command and Request” , “ Hobby and Interest” , and “Making and Cancelling Reservation” especially in question-answer session or to justify student answer when their answer less precise.

**Facilitator style**

Facilitator style tried to make students are actively involved in learning such as when teacher asks questions to the students, gives some options, and guide students to give comments on the issues discussed. In teaching “Command and Request” , “ Hobby and Interest” , and “Making and Cancelling Reservation”, teacher most used this style to increase student activeness in the class. The students feel enthusiastic, happy, and free to develop their ideas.

Based on the findings of this research, it discovers that the teacher applies some teaching styles based on the materials delivered. The researcher found that the most teaching styles used in the classroom are expert style, formal authority style, and facilitator style. However, the researcher found that the teaching style applied dominantly by the teacher is expert style. The teachers teach the students by the explanation and provides some examples to make the students understand. Regarding to teaching styles, those styles have their own characteristic. Grasha (1996) identified that expert teaching style present teacher as possessing knowledge and expertise that students’ need. It concerned with verbally (lecture) transmitting as much information as possible to the students. Formal authority means teacher-centered methodology where teachers are responsible for providing and controlling the flow of content. Facilitator refers to emphasizes the personal nature of teacher-student interaction. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. This teaching style fosters independent as well as collaborative learning. The teacher typically designs group activities which require active learning, student-to-student collaboration and problem-solving.

Beside the teaching styles from Grasha’s theory, another finding of this research which was gained from the recording and observation reveals that the teacher also tried to use humors or jokes as the part of his/her teaching process. Teacher used another variation such as using humor was very good to prevent the students from boring situation due to the long learning time. Using humor was also very useful to make students feel enthusiastic in learning and might help to create positive atmosphere between the teachers and the students. Modifying teaching style by applying some strategies was vital since the students had varying degree of interest and need in learning.

**The most influential teaching style toward students’ interest**

The researcher analyzed students’ interest through observation and interview and it classified six categories. It was found that indicators of students’ interest at SMK Negeri 5 Makassar are concentration, readiness, needs, joyfulness, positive attitudes, and being enthusiastic. Concentration is the first element for learning which is giving your attention to a single object. There were some class observation recordings showed the student concentration particularly in video 1, 2, 3, 4, and 6 which related to students’ attention to follow the lesson and focusing on the materials. Moreover, the students are actively involved in learning.

The second indicator, readiness, was mostly shown in recording 1,2,3, and 4. This indicator observes students in preparing themselves to follow the lesson, looking for other sources about the material or the lesson, concentration while learning, and focus while the teacher explains the material. The third indicator, which is needs, was displayed in interview recording. Some students are interested to study English because needs. Because the researcher conduct a research in vocational school, the students need to know English to prepare themselves working in industry area. Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For example: learn English in order to succeed in a career and the awareness to make their own notes while learning process. The fourth indicator, joyfulness or feeling happy, was displayed in video 1 and 2 related to enjoy in doing the task or exercise given by the teacher at school, always enthusiastic to follow the lessons, and take a note from the material. Student feel happy if teacher can create fun learning or use some strategies in teaching. The fifth indicator, positive attitudes, was displayed in recording 1,2,3,4,5 and 6 related to teachers’ attitude to make the students interested in learning English. Students feel that learning English is fun, have a high enthusiastic to the lesson and students possessed positive attitude in learning English. The last indicator, being enthusiastic, was shown in recording 1,2,3,4,5, and 6 related to the students’ desire to follow the lesson, being active in the classroom, well understanding of the lesson, and always attempting to follow the lesson well.

Based on the findings, the students are interested in learning process if the learning environment is fun, giving opportunity to the students to develop their ideas, explaining the materials clearly, and being enthusiastic and friendly in teaching. Moreover, the students feel interested if they are involved actively in learning process. As having been discussed above, the most influential teaching styles toward students’ interest at SMKN 5 Makassar is facilitator style which is emphasizes the learning process involved teacher-student interactions. Teacher guides students by asking questions, exploring options, suggesting alternatives, encouraging them to develop criteria to make informed choices, and focusing on students’ needs and goals.

**CONCLUSION AND SUGGESTIONS**

The result of the finding indicates that the English teachers at SMK Negeri 5 Makassar applied three teaching styles, namely expert style, formal authority style, and facilitator style and the dominant teaching style used by the first teacher was facilitator style and the dominant teaching style used by the second teacher was expert style in which possessing knowledge and expertise that students need by displaying detailed knowledge. Besides, the teachers attempted to make a fun learning through using humor that can be effective to keep students interested. The finding shows that teaching style can be varied based on the situation of the class.

The most influential teaching style toward students’ interest at SMK Negeri 5 Makassar is facilitator style in which focusing on teacher-student interaction. The students are interested in learning if the students are actively involved in learning process and the teacher uses various kinds of teaching strategy.

Based on the conclusion above, the researcher gives suggestions as follows: (1) The students feel interested to learn when the teachers teach in various strategies of teaching and students actively involved (facilitator style) in learning process. So, the English teachers are expected to teach using various teaching strategies and modify the teaching styles. (2) It expected that the teachers realize to use appropriate teaching style and adjust what the students’ need and situation in the classroom in order to create a fun learning environment in which students are interested and comfortable to study. (3) For further study, the researcher suggests to other researchers who want to conduct similar field should consider other factors or variables related to the topic to make data more reliable and comprehensive.

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