

## English Teacher Style in English Language Teaching

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### ABSTRACT

This study aims to analyze the interactions between teachers and students in the twelfth grade at Senior High School 8 Jambi. The study uses a qualitative research design and a descriptive qualitative research approach. The research instruments used in this study were observation and a questionnaire. The data were acquired by giving a questionnaire to the students and observing the interaction between the teacher and the students. The research used the technique to analyze data reduction, data display, and make conclusions. According to the statistics, 63.6% of students frequently paid attention to the teacher's explanation. Furthermore, 33.3% of students stated that they sometimes feel comfortable studying in class. Finally, 27,3% of students reported feeling bored with the learning methods.

**Keywords:** *Teacher style, English learning process*

### INTRODUCTION

To learn English, interaction is essential. Improving an individual's ability in that language depends heavily on interaction. A student will become involved with the language and master it through engagement. A new skill involves our active participation in it and our reflection on our progress. Any experience and reflection are the most effective teachers. (Kurnia,2020; Junaeda,2020) In improving a skill, we practice, see the results, and then decide whether to keep practicing or try something new. It also happens while learning to speak English to communicate. Students practice speaking and writing in English. They are aware of the impact of communication. Finally, they decide whether to carry on or switch to a new mode of communication. (Gabriel, 2020)

According to Naimah (2007) the focuses on what the teachers and students think interaction means regarding learning English, how they take part with each other, how they understand it, and how they develop as people due to their interactions. It also looks into how participants' personal growth as English learners is influenced by classroom interaction. The teaching process is a conversation that happens

### REVIEW OF RELATED LITERATURE

Teaching style is the unique pattern of classroom practices demonstrated by an instructor in the classroom. The teacher's opinions, needs, education, personality, and learning strategy all influence their teaching style. Teaching styles are one of the factors that influence how well students learn (Knowles, 1980). Teaching style can be defined as the

through spoken discourse called talk-in-interaction. A language student should be able to communicate with others in a meaningful way. (Seedhouse, 2004)

Researchers discovered that English language learning at SMAN 8 Jambi had interaction problems with the teacher in the classroom, one of which was the lack of interaction between teachers and students, it happened because the students always being silent in the class when the teacher explained the material. When the teacher asks some questions, students in the class do not try to answer the teacher's questions and prefer to remain silent because they are afraid of being scolded by the teacher and of making the teacher angry when they make a mistake. The result of the lack of interaction in class also makes students feel that they can learn on their own from the internet and do not respect the teacher who is teaching in class. Therefore, the researcher decided to investigate why students in the class chose to remain silent, whether because they were afraid of being questioned or because some factors influenced the interaction between teachers and students in class.

### Definition of Teacher Style

roles that the teacher assumes in the classroom. It is something that deals with guides and directs the teacher's instructional processes, which affects student and their ability to learn (Grasha, 1996:1). To ensure that the students grasp the reading text that they have learned, the teacher must have a teaching style that

makes the teaching process easier to understand and more entertaining for the students.

According to Fan and Ye (2007), style refers to a person's unique approach to applying their abilities, distinct from ability. They also argue that teaching style relates to a teacher's specific approach to issue-solving, task completion, and decision-making within the teaching process. Teachers, as instructors, guide students directly in class, while the school is a facilitator in the learning process. Teachers have an essential part in influencing the success of the teaching and learning process. Considering their enormous position as educators, teachers are expected to carry out their daily activities, thus they must be aware of their student's learning

Every instructor has a unique teaching style based on their personality and classroom challenges. Bennet (1976) divided teaching methods into formal (teacher-centered) and informal (student-centered). Teaching styles can be classified into a variety of categories. Jarvis (1985) classified teaching approaches into three categories, as follows:

- 1) Controlled didactic style, with teacher and students taking notes.
- 2) Socratic approach, in which the teacher poses questions and the students respond.
- 3) Facilitator style is when the teacher creates the learning atmosphere while students are responsible for their education.

Stein and Miller (1980) categorize methods for teaching into two categories, as follows:

1) Expressive style

It refers to the emotional interaction that teachers form with their students, which is associated with warmth, authority, sympathy, trust, and other emotional characteristics the teacher displays. This method is utilized to manage student behavior and classroom activities. In general, teachers who use this technique will serve as mentors to their students and tolerate them.

2) Instrumental style

It relates to how teachers carry out responsibilities to assist their students, design lessons, establish class standards, and ensure that their students meet the standards. According to Eric Gill (2003: 204), in his blog about teacher teaching styles in the area for instructors at Concordia University Portland,

styles. Knowing each student's learning type allows teachers to employ learning approaches that are appropriate for the character or learning conditions of the students.

Based on the definitions provided by the experts above, the researcher finds that teaching style refers to how teachers educate, convey information, interact with students, manage courses, assess assignments, and guide students. It also refers to how teachers tailor their conduct to meet the needs of their students. In addition, teaching style refers to the methods, tactics, activities, and approaches utilized by teachers to impart knowledge during the teaching process.

### Types of Teacher Style

most educators adopt five effective teaching styles. These teaching styles are:

a. Authority or lecture style

The authoritative style is teacher-centered and frequently entails lengthy lectures or one-way presentations. Students are expected to take notes and absorb material. In this technique, the teacher is more active while the students are passive. This technique of teaching youngsters is controversial, as more engagement with the teacher is required. This approach will make students bored or tired. As a result, this strategy is more appropriate for older and mature students.

b. Demonstration or coaching style

The demonstration references the formal authority function by showing the students what they need to know. The demonstrator is similar to the lecturer, except that their lesson includes a multimedia display, activities (individual or group), and demonstrations. This method allows professors to use several formats, including lectures and multimedia presentations.

c. Facilitator or activity style

Facilitators encourage self-learning and assist students in developing critical thinking abilities and knowledge retention, which leads to self-actualization. The facilitator or activity style teaches students to ask questions and develops abilities for discovering answers and solutions via inquiry; it is great for teaching science and related disciplines.

d. The delegator or group style

This style is best suited for curricula that require lab activities, such as biology and

chemistry, or subjects that warrant peer feedback, such as creative writing and debate. As a delegator, the instructor serves more as a consultant than a typical authority role.

e. Hybrid or blended style

The final style is a hybrid style. This style takes an integrated approach to teaching,

**English Learning Process.**

In an education circle, English has become one subject matter that has to be mastered by students at school. However, to master English is not easy. The students need good motivation to encourage them to learn English. Good motivation can be obtained from different sources such as parents, friends, teachers, and environments. Hence, in the education circle, teachers play a significant role in taking responsibility for it (Varga, 2017).

Likewise, Pianta et al. (2012) also define the teacher-student relationship as the emotional bond that the student and the teacher share. A student who often credits a positive relationship with his/her teacher in a classroom will receive material faster and behave well in the classroom. It makes sense that both teacher and student characteristics can shape and change the quality of the relationship. Thus, the more the teacher motivates the students, the better students will learn.

Furthermore, interaction between the teachers and the students should be appropriate interaction due to it will build good relationships with each other (Ahmad & Sahak, 2009; Biggs, 1989; Chin, 2006; Goldenberg, 2008; So & Brush, 2008; Tu & McIsaac, 2002). It means that interaction among the teachers and the students can be built by giving punishment, reward, and reinforcement. They are the kinds of interaction that can be used by the teacher in the classroom.

In the process of learning and teaching English, speaking ability is the most important skill because this skill is the basis for verbal communication (Wats & Wats, 2009) Verbal communication refers to the ability to communicate verbally and accurately in the target language (Henard & Roseveare, 2012). Someone with a high level of oral proficiency can apply linguistic knowledge to new situations or contexts (Páez and Rinaldi, 2006) In most learning English, especially in English as a second/foreign language (ESL / EFL), instructors are often faced with a daunting task,

combining the teacher's personality and interests with the requirements of the students and curriculum-appropriate methods. This technique is inclusive, allowing teachers to customize their approach to student requirements and relevant topic matter.

namely making students overcome their anxiety to speak in the target language (Songsiri, 2007, Khatib et al., 2011, Jöns and Hoyler, 2013). Three main factors that contribute to student anxiety are cultural factors, linguistic factors, and psychological or affective factors.

Student anxiety is usually associated with feelings of anxiety, doubt, and frustration. This feeling influences students in doing assignments in front of the class and makes communication stress Páez and Rinaldi, 2006). Students should be allowed to practice because they mostly have problems in the production of target languages (Songsiri, 2007; Kurniawan and Syakur, 2017).

**English Learning Process in Senior High School**

Learning is one of the processes to improve someone's knowledge that is gained from reading books, the internet, and films from the teacher. (Triyogo, 2016). After reading a book or asking someone, the learner will increase their knowledge and it will have memories in their brain. In learning English there are many obstacles faced by Indonesian learners such as grammatical errors, speaking, and listening because English and Indonesian are different, so they must study hard and need learning strategies to master English well

One of the notable components in Curriculum 2013 applied in Indonesia is the standard of assessment. Teachers should take into consideration how they are supposed to assess their students' ability in a learning process so that the goals of education in a certain subject are achieved (Fachraini & Sartika, 2019; Mardjuki, 2018; Safitri et al., 2018).

The interaction that happens will make situation in the classroom be controlled and managed because it shows the communication and feedback in each other. It is clearly stated that reinforcement is one kind of interaction in the classroom so the teacher has to know how to use interaction, especially in giving

reinforcement; the teacher has to know how and when the teacher reinforces the students. The teacher gives reinforcement to students to make them feel competent. Furthermore, in the learning process, several things can motivate students, namely reward, punishment, reinforcement, and encouragement. In the teaching and learning process, the students need to know whether what they have done is right or not, to make students know about what they have done, and because of that the teacher has to interact with the students appropriately. Furthermore, in the learning process, several things can motivate students, namely reward, punishment, reinforcement, and encouragement.

### **METHODOLOGY**

This research used qualitative methods for the methodology in this research. Qualitative research was also defined as a situated activity that locates the observer in the world, consisting of interpretive, material practices that make the world visible. These practices transformed the world. It is served to the world in a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. (Norman et.al, 2003).

This research was conducted to determine the interaction between teachers and students at SMAN 8 Jambi with a case study. The qualitative research approach used descriptive qualitative in this study and aims to reveal existing data in the field using observation and questionnaires. The research was conducted at SMA 8 Jambi. Researchers made initial observations and found several interesting things to this study.

The subject of this research is an English teacher in XII F2. When they are studying English in class, the researcher gives them the questionnaire sheet and gives them time to answer the questions. The reason of researcher chose this class is because XII F2 attracts the attention of researchers to do the research in this class.

Instruments are tools when researchers use a method. In this research, observation and questionnaire methods were used. Therefore, the instruments needed are an observation guide, questionnaire sheet, handphone, and writing equipment (Suharsimi, 1993).

#### **1. Questionnaire Sheet**

This research instrument uses a questionnaire sheet containing a list of questions about the supporting and inhibiting factors in the English learning process, this sheet is valid and reliable and the method of questionnaire sheet is closed-ended and filled out in class by the students.

#### **2. Observation Sheet**

This research instrument uses an observation sheet containing a list of questions about how the researcher observes the class. The data collection techniques are the most strategic step in research. Data collection methods are very important in research because the main aim is to obtain data.

In this research, there are 15 closed-ended questions are written in English and also translated into Indonesian to make it easier for students to understand and answer questions. The question is related to the problem of school facilities. Each student is given questions based on the types of students. In the question of interaction classroom, the problem uses a Rating Scale. The data obtained were interpreted in a qualitative sense based on the types of students in the question below.

Observation is the systematic observation and recording of the symptoms being studied. Observations can be carried out directly and indirectly, because precision is required, in practice observations require several tools, such as note lists and electronic recording devices, cameras, and so on according to needs. Observation is an activity towards a process or object with the aim of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue research. The observation method is data collection by direct observation of the object under study. The process of observation and memory in observation is the most important thing to get relevant observation results. The object of observation is not only people but also natural objects that influence the research process.

### **FINDINGS AND DISCUSSIONS**

This research was conducted on July 23rd, 2024 at SMAN 8 Jambi City. The researcher collected the data by observation and giving a questionnaire to 33 students in class XII F2. After analyzing the data, the researcher can

create a discussion to get a deeper analysis and answer the research problems. Overall data findings show that students provide interaction in learning activities. According to (Dagarin, 2004) interaction between teachers and students occurs in class activities.

### **The Result of the Questionnaire**

The first point deals with the result of the interaction between teachers and students in the English learning process. Items numbered 1 to 15 were used to answer this point. Based on the percentages of each statement from the highest to the lowest, they could be explained as follows

The first statement was focused on students' comfort in class. Based on the result, a quarter of students (36,4%) stated that they strongly agree to feel comfortable in class, and (33,3%) stated that they sometimes feel comfortable, less than a quarter of students (19,2%) said that they often. In comparison, a small number of students (9,1%) said that they rarely comfort in class and the rest indicated that they never.

The second statement was bored with the teaching and learning method that the teacher did. Based on the statement, many students (42,4%) said sometimes they were bored, half of the students (27,3%) said they were often bored, a few students (9,1%) said they were always bored with the learning method, almost half of the students said they rarely felt bored and the rest indicated that they never bored.

The third statement was focused on the teaching method, are the teachers did play when they learning or not. It appeared from that figure that less than half of the students (33,3%) said their teacher sometimes did it, a quarter of students (27,3%) said their teacher rarely did it, less than a quarter of students (18,2%) said their teacher never did it, other students (12,1%) said their teacher often did it and the rest (9,1%) said their teacher always did it.

The fourth statement focused on the students when their teacher allowed them to express their opinions. In this case, a big percentage of the students (51,5%) said their teacher allows them to express their opinion, and the rest of the students (48,5%) said their teacher often did it.

The fifth statement focused on the teacher making the classroom atmosphere fun. A quarter of students (30,3%) said their teacher often did it, and another quarter (27,3%) said

they rarely did it, (21,2%) students said their teacher sometimes did it and another student (21,2%) said their teacher always did it.

The sixth statement was focused on the student when student answer the question given by the teacher. A quarter of students (33,3%) said they often did it, a less than quarter (21,2%) said they sometimes did it, A (12,1%) student said they rarely did it and another (12,1%) said they always did it.

The seventh statement was focused on students when they do the task given by the teacher. A big percentage (66,7%) said they always did it, a quarter (30,3%) of students said they often did it, and the rest (3%) said they rarely did it.

The eighth statement was focused on students when they do the notes when the teacher explains the material. Half of the students (51,5%) said they sometimes did it, a lesser quarter (24,2%) said they rarely did it, another student (15,2%) said they often did it and the rest (9,1%) student said they always did it.

The ninth statement was focused on the student who actively asking to the teacher about the material lesson. Half of the students in the class (51,5%) said they sometimes did it. A smaller quarter of students (24,2%) said they rarely did it.

The tenth statement was focused on students who understand what the teacher teaches in the class. A big percentage (60,6%) said they often did it, another student (18,2%) said they always did it, another student (18,2%) said they sometimes did it and the rest (3%) said they rarely did it.

The eleventh statement was focused on students who give attention to the teacher when the teacher explains the material. Half of the students (63,6%) said they always did it, and the rest (36,4%) said they often did it.

The twelfth statement was focused on the student who likes the English class. A quarter of students (36,4%) said they often did it, another quarter of students (33,3%) said they always did it, other students (15,2%) said they sometimes did it and the rest of students (15,2%) said they rarely did it.

The thirteenth statement was focused on the learning facilities in the class, is the facilities is used optimally or not. A quarter of students (36,4%) said they often used it, another quarter (27,3%) said they always used it, a lesser quarter (21,2%) said they rarely used it, and the

rest of students (15,2%) said they sometimes used it.

The fourteenth statement was focused on the projector, is the projector is used maximally or not. Many students (42,4%) said they never used it, other students (18,2%) said they always used it, a lesser quarter (15,2%) said they sometimes used it and another lesser quarter (15,2%) said they rarely used it and the rest of students (9,1%) said they often used it.

The fifteenth statement was focused on the teacher, is the teacher angry at the students when they are negligent in doing their task? Based on the result, a quarter of students (27,3%) said their teacher often did it, a lesser quarter of students (21,2%) said their teacher rarely did it and other students (21,2%) said their teacher sometimes did it. Meanwhile, some students (18,2%) said their teacher was never angry at the students, and the rest of the students (12,1%) said their teacher was

### **The Result of the Observation**

Based on the results of observations, it is known that the English teacher in class XII F2 guides his students very well, the teacher greets them at the beginning of the lesson, and the teacher also takes attendance of students before opening the lesson in class.

The teacher did not discuss the material studied last week because last week the lesson was not effective. After that, the teacher discussed the learning objectives to be achieved to the students present in the class and the teacher explained what would be learned in the asking and offering help material.

After explaining, the teacher allowed the students to ask questions related to the asking and offering help material. Then, the teacher gave a few examples when we need help from others in real life, we ask for help or it is called asking for help. The teacher also related the material to the development of science and technology in real life, for example when we need help from others and ask for help from others. After that, the teacher thanked the students for their responses when the teacher finished explaining.

To see the student's abilities, the teacher gave a test containing 5 questions that had to be done using WhatsApp and written on a sheet of paper. The teacher gave 15 minutes, and the teacher collected the paper that had been

worked on by the students and corrected it himself.

At the end of the class, the teacher informed that the scores would be announced in the WhatsApp group. After that, the teacher gave homework containing 10 questions that were shared in the WhatsApp group and collected at the next meeting. The teacher also told them to study the material by asking and offering help because the material would be discussed again in the next meeting and ended with the teacher saying goodbye and leaving the class.

### **CONCLUSIONS**

Based on the findings and discussion, two conclusions were made by the researcher in this study, which was about an analysis of classroom interaction in the learning process in twelfth grade at Senior High School 8 Jambi City. Firstly, it showed that the students showed shyness and some did not answer the questions asked by the teacher. Students seem to be very quiet and do not dare to interact in class because they are afraid that when they answer questions asked by the teacher, they will answer them incorrectly.

Finally, researchers found that minimal feedback from students to the teacher can make the classroom atmosphere uncomfortable and comfort in the classroom is the main focus of the interactions in the classroom. Therefore, students expect teachers to understand their character and learning style, provide clear explanations, motivate them, and provide suggestions. So, the interaction between the teacher and students' learning styles will be better in the classroom.

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