

ENGLISH TEACHER TEACHING STYLE ANALYSIS

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Abstract: The aim of this study was to ascertain the following: (1) Which teaching styles are employed to enhance students' English proficiency? (2) Determine the students' perspectives on the instructional methods employed by eighth-grade instructors at SMPN 30 Makassar. The investigation was conducted at SMPN 30 Makassar. The design of this study was qualitative analysis. The research population comprised eighth-graders from SMPN 30 Makassar. There are 397 students enrolled in the eighth grade in total. This study's sample consists of ten students and three instructors. The data were gathered through interviews, observations, and documentation by the researcher. (1) According to the findings of the study, students' English proficiency could be enhanced to a greater extent by instructors employing The Total Physical Response (TPR). (2) The eighth-grade students' perceptions of their teachers' teaching styles are as follows: they prefer active teaching styles in the classroom; they prefer games because they can play while learning; it provides fun and enjoyment in the learning process; and they believe that the Total Physical Response (TPR) is a teaching style that can improve their ability to speak English.

Keywords: Teaching Style, English Skill

1. INTRODUCTION

English is a globally recognized language that finds application in numerous nations, Indonesia being among them. English holds significant importance in Indonesia, particularly in the realm of education. English is an officially recognized and taught language in our country (Nurjannah & Faisal, 2021). Our government has implemented various initiatives to promote English instruction, one of which is the transformation of all educational levels from elementary to university. The government anticipates that the Indonesian people will be able to acquire scientific and technological knowledge through English instruction, thereby contributing to the nation's development. In addition, the government currently implements the Genre-based Approach in an effort to improve the quality of education in the country.

The teaching style is indicative of the enduring personal qualities and behaviors that permeate the manner in which classes are conducted. While teaching style is a significant concept within the educational system, its similarities and distinctions from other concepts such as cognitive style, learning style, and thinking style must be investigated in order to illuminate its distinctive characteristics (Babu, 2012). Instruction comprises a series of external occurrences that are intended to facilitate the internal process of learning of the students. Instruction (teaching) occurs beyond the learner. The process of learning is intrinsic to the learner. Your lack of self-motivation will prevent you from inspiring others. While motives remain unseen, behaviors become

apparent. Although learning is a motive and a behavior, it is only observable in its behavior; performance is external, whereas learning is internal.

Teaching English is an integral component of the learning process. Although the instructors provide some materials related to the English lesson, their teaching methods can occasionally dull the students and lead them to believe that the subject is uninteresting (Rahman & Indahyanti, 2021). As a result of this issue, it is clear that instructors require engaging teaching methods in order to motivate their students to study English. In order to facilitate effective English instruction, educators are entrusted with the difficult responsibility of inspiring and motivating their students. It would therefore be of great benefit to motivate the students to acquire proficiency in the English language. Educators ought to employ their capacity for variability. An instructional approach is characterized as a mode of communication through which an instructor strikes a harmonious equilibrium between formulating a guiding vision that directs instruction and adapting flexibly to varying subject matter.

Instruction is defined as the act of imparting to the student what a particular learning theory considers to be fundamental. According to conditioning theorists, instruction must consist of the instructor providing signals and reinforcement for a particular response. As per the modeling theorist, it is the responsibility of the instructor to furnish a model that can be scrutinized and emulated. The instructor must provide a cognitive structure or the stimuli necessary to generate one, according to the cognitive theorist. In the educational system, students' learning abilities are influenced by both instructors and pedagogical approaches. Instruction pertains to the behaviors exhibited by an actual instructor with the intention of imparting knowledge to the learner (Maris et al., 2022). The pedagogical approach has transitioned towards student-centered learning, giving rise to a variety of teaching methodologies and strategies aimed at fostering lifelong learning among both educators and learners. Students should learn in the same manner that instructors instruct (Beyazit, Ankara & Yildirim, 2014). The manner in which students acquire knowledge should be the focus of educators. Educators are subsequently able to modify their instructional approaches to correspond with the unique learning styles of each student. The influence of the teacher on students' motivation to acquire English is significant. The manner in which an English instructor instructs will significantly influence students' motivation to acquire the language.

The researchers selected the title in order to ascertain which learning styles were successful in enhancing students' English proficiency and which styles piqued students' interest, as well as to identify the learning style of the instructor who contributed most to the teaching and learning process in the classroom. As educators, we have a tendency to believe that teaching is all about us and our role; however, the students and what they learn are the most vital aspects of the educational process. This prompts us to reconsider the definition of learning.

2. LITERATURE REVIEW

2.1. Teaching Style

English is a globally recognized language that finds application in numerous nations, Indonesia being among them. English holds significant importance in Indonesia, particularly in the realm of education. English is an officially recognized and taught language in our country. Our government has implemented various initiatives to promote English instruction, one of which is the transformation of all educational levels from elementary to university. The government anticipates that the Indonesian people will be able to acquire scientific and technological knowledge through English instruction, thereby contributing to the nation's development. In addition, the government currently implements the Genre-based Approach in an effort to improve the quality of education in the country (Babu, 2012). The teaching style is indicative of the enduring personal qualities and behaviors that permeate the manner in which classes are conducted. Despite being a significant concept within the educational system, teaching style must be compared and contrasted with other concepts such as cognitive style, learning style, and thinking style in order to highlight its distinctive characteristics. Instruction comprises a series of external occurrences that are intended to facilitate the internal process of learning of the students. Instruction (teaching) occurs beyond the learner (Sulviana & Mahendra, 2021).

The process of learning is intrinsic to the learner. Although learning is a motive and a behavior, it is only observable in its behavior; performance is external, whereas learning is internal. In the educational system, students' learning abilities are influenced by both instructors and pedagogical approaches. Instruction pertains to the behaviors exhibited by an actual instructor with the intention of imparting knowledge to the learner. The pedagogical approach has transitioned towards student-centered learning, giving rise to a variety of teaching methodologies and strategies aimed at fostering lifelong learning among both educators and learners. Teachers should employ instructional methods that correspond with how students learn. The manner in which students acquire knowledge should be the focus of educators. Educators are subsequently able to modify their instructional approaches to correspond with the unique learning styles of each student. The influence of the teacher on students' motivation to acquire English is significant. The manner in which an English instructor instructs will significantly influence students' motivation to acquire the language.

2.2. Teaching English

Approximately fifty years ago, English instruction evolved into a scholarly and professional discipline. Numerous studies on teacher education and training have been undertaken with the aim of enhancing the knowledge and skills of foreign language and English instructors so that they can deliver more effective lessons in the classroom. Given the rapid globalization of the globe in the

twenty-first century, the importance of English as a universal language of communication has increased significantly compared to fifty years ago. In order to give an introduction to the teaching pedagogies, research methodologies, and historical context of English as a Second/Foreign/International Language. Literacy instruction in English evolved into a scholarly and professional domain fifty years ago. Extensive research has been dedicated to teacher education and training with the aim of enhancing the knowledge and skills of English and foreign language instructors so that they can more effectively deliver lessons in English learning classrooms.

According to Fitriana (2007), In the rapidly globalizing world of the third millennium, the significance of English as a universal language of communication has increased significantly compared to the previous two decades. To provide an overview of the pedagogies, teaching methodologies, and historical context of English as a Second Foreign Language instruction. Thus far, English has been under consideration as a second language. Outside of that region, however, English is considered a foreign language. In other words, while it is frequently taught on a broad scale in educational institutions, it does not hold a critical position in the fabric of society or the nation. Spanish, Portuguese, and Japanese, for instance, are the standard modes of instruction and communication in Spain, Brazil, and Japan; the average citizen does not require English or any other foreign language for social or professional advancement or even for day-to-day activities. English, being a global language, is incorporated into the curriculum of seven other countries today. However, it is worth noting that no specific variety of English exists that represents the cultural identity of Spain, Brazil, or Japan.

Therefore, in such situations involving foreign languages, the hundreds of thousands of English language learners are typically motivated by practicality. The instruction of contemporary languages in educational institutions serves an instructional purpose, and an older learner who intentionally endeavors to acquire English does so with a distinct instrumental goal in mind: to enable communication with English-speaking friends or tourists, to facilitate travel to England, or to enable comprehension of English in newspapers and books. English as a foreign language learners are more privileged than second language learners in terms of the variety of languages from which to choose.

3. METHODS

A qualitative methodology was utilized in this investigation. Qualitative research is characterized by the absence of numerical and mathematical calculations (Miles, Huberman & Saldana, 2014). The researcher employs qualitative methods in order to determine how students perceive the teaching style of the instructor. The researcher's objective in undertaking this study is to gather the perspectives of four students regarding the teaching style of their instructors and to examine the potential correlation between these perspectives and students' motivation towards the instructors' teaching style. SMPN 30

Makassar, in District Tamalanrea, Makassar City, is the precise location of this study. Assumptions underlying sampling include the selection of samples from the population and the equality of sample and population means. A population is the comprehensive set of elements and attributes that comprise the subject of investigation. There are 397 students enrolled in eight courses. The researcher will conduct interviews with ten students and observations of teachers.

4. RESULTS

4.1. Types of Teaching Style Used By English Teacher

The instructor continues to implement (The Total Physical Response) TPR in the classroom setting. For instance, the games method is consistently utilized as it has proven to be one of the most effective teaching and learning strategies. Students acquire vocabulary through memorization at each class meeting. In conclusion, it can be stated that the instructor consistently utilizes Total Physical Response (TPR) due to its high efficacy in engaging students in the educational process and facilitating their comprehension of English. (The Total Physical Response) TPR involves educators issuing directives in the target language to learners, who in turn execute comprehensive body movements in response. The Total Physical Response (TPR) method possesses several essential characteristics: The initial characteristic is that the learning process is facilitated by the coordination of speech and action when both are utilized.

The utilization of The Direct Method (TDM) by educators remains evident in the learning and instruction process, as evidenced by the implementation of techniques such as reading aloud or posing direct questions regarding the material covered. Students are then able to engage in direct English-speaking interactions using The Direct Method (TDM). In addition, the instructor frequently assigns paragraph-based tasks, such as the diary task, as the composition of paragraphs was a component of The Direct Method (TDM). Thus, the researchers have determined that educators continue to utilize The Direct Method (TDM) in the course of instruction and learning. The instructors implement Community Language Learning (CLL) through the utilization of the role play method, discussions, listening introspection, song-based assignments, and English expression. Although the instructor employs various methods, they vary according to the subject matter that needs to be covered. The instructor employs Community Language Learning (CLL) strategies, such as listening to music, to foster a secure learning environment and encourage students' greater participation in class discussions. Thus, the researchers have determined that educators continue to utilize CLL in the course of instruction and learning.

The teacher continues to implement The Total Physical Response (TPR) in the teaching and learning process, as evidenced by the consistent use of the games method (since games are one of the most effective methods used in the classroom during the teaching and learning process). Additionally, the

teacher consistently offers opportunities for students to practice speaking and acquire vocabulary through memorization methods such as songs or, more frequently, group words for exams.

4.2. The Students Perception of Teachers Teaching Style

Utilizing Total Physical Response (TPR) activities, particularly action games, is a highly successful method for introducing new language. The teacher engages with children in a certain sequence, which involves issuing commands, demonstrating the required conduct, gradually removing the demonstration after a few repetitions (once children answer with confidence), incorporating instructions in unexpected and imaginative manners, and transforming them into narratives and competitive activities. The Total Physical Response (TPR) teaching style facilitates the acquisition of new English vocabulary by instructing students to listen to and execute spoken directions. During the Total Physical Response (TPR) activities, students were exempted from the obligation to verbalize. The instructor demonstrates the orders and consistently reinforces them until the students can execute them effortlessly. students are more prone to achieving and experiencing success when the tutor consistently offers guidance and exemplification, while also removing the expectation for students to verbally express unfamiliar vocabulary.

The Total Physical Response (TPR) is particularly effective when employed with novice students who have limited or no comprehension of the English language, although it can be applied to students of all proficiency levels. Given that you will be simultaneously demonstrating the activity while speaking, it is crucial to utilize gestures and facial expressions. When working with novice students, start by instructing them on basic commands that include basic bodily motions and do not require any additional objects or tools. These commands include standing up, sitting down, walking, and turning around. Commencing with fundamental instructions instills a sense of achievement in students and facilitates their immediate adaptation to Total Physical Response (TPR).

5. DISCUSSION

Utilizing Total Physical Response (TPR) activities, particularly action games, is highly successful for introducing new language. According to Frunza (2014), the teacher engages with children in a specific order: issuing commands, demonstrating the desired behavior, gradually removing the demonstration after a few repetitions (once children respond with confidence), incorporating commands in unexpected and imaginative manners, and transforming them into narratives and competitive activities. According to the findings of interviews conducted with three teachers, the researcher discovered that they continue to utilize the Total Physical Response (TPR) learning method. One of the methods employed is the use of games, which enables teachers to effectively guide students and create more enjoyable learning environments. As a result, students tend to be more engaged and participative. The Total

Physical Response (TPR) is applicable to students of all proficiency levels, but it is particularly effective for novice students with limited or no understanding of the English language. Given that you will be demonstrating the action while speaking, it is crucial to utilize gestures and facial expressions (Gafoor, Abdullah & Babu, 2012). After conducting interviews and observations with three different teachers, the researcher determined that they continue to utilize the TDM, CLL, and TPR methods in their teaching and learning practices. However, it was found that the implementation of The Direct Method (TDM) yielded greater success. During the teaching and learning process, many instructional approaches are integrated to prevent student monotony. The teacher also adapts the circumstances of students according to the class scenario, such as employing The Total Physical Response (TPR) approaches when students are feeling drowsy (Gafoor, Abdullah & Tri Saswandi, 2008).

Based on interviews conducted with 10 students, the researcher concluded that students have a preference for active teaching styles in the classroom. They particularly enjoy games as a means of learning, as it provides a fun and enjoyable learning experience (Nonci, 2021). The students also believe that a teaching style that enhances their English speaking ability, such as the Total Physical Response (TPR) teaching style, is beneficial. This style involves activities like playing games, memorizing vocabulary, and expressing opinions. The students appreciate when they are actively engaged and when teaching styles vary to prevent boredom. Furthermore, students actively utilize both the left and right sides of their brains. In the classroom, they prefer to perform actions, practice, and then respond to commands from each other (Gill, 2013). By incorporating games into their classroom, the students exhibited heightened enthusiasm and motivation towards learning, since they were able to acquire knowledge while engaging in play. They have a preference for acquiring knowledge through the medium of games, as the interactive nature of the activity facilitates comprehension (Imran, 2022). Games provide an innovative approach for students to engage with the information at a higher level (Miller & Brandi, 2016). Through engaging in a game, students can acquire comprehension of a novel subject or idea, adopt an alternative viewpoint, or explore other choices or variables.

6. CONCLUSION

The researchers determined that they continue to utilize the TDM, CLL, and TPR approaches in the educational process, but they achieved more results when using The Total Physical Response (TPR). During the teaching and learning process, various instructional techniques are used to prevent student monotony. The teacher also adapts the circumstances of students according to the class conditions, such as when students are drowsy they implement The Total Physical Response (TPR) approaches TPR activities, particularly action games, can be employed to effectively introduce new language. The teachers engage with youngsters in a certain sequence, which involves issuing commands, demonstrating the desired behavior, and gradually withdrawing the demonstration after a few repetition

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