

**STUDENTS' PERCEPTION OF ENGLISH LANGUAGE LECTURER'S
TEACHING STYLES: A SURVEY STUDY AT ENGLISH STUDY
PROGRAM AT JAMBI UNIVERSITY**

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by

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ABSTRACT

Puspita Sari, Endang. 2017. *English Language Lecturers' Teaching Styles: a Survey Study at English Study Program at Jambi University*. A thesis, English Study Program of Teacher Training and Education Jambi University. The first Supervisor is Dr. Dra. Yelia M.Pd and the second Supervisor Robi Soma S.Pd., M.Pd.

Key word: Teaching style

This research was conducted to investigate the second semester lecturers' teaching style and the most preferred teaching style the lecturers use in teaching grammar based on students' perception at English study program Jambi University.

This research was conducted as quantitative using survey approach. The design of the research specifically is total population sampling technique.

The result of this research found out that Grammar Lecturers who teach second semester students using style of teaching interactional and personalized teaching style. And the teachers are also using the style of teaching technologist and teaching style classic. It could be seen from the mean scores: the style of teaching interactional promoted the highest mean score 3.85. Followed by personalized teaching style is ranked second mean 3.80. The style of teaching technologist (3.71) is higher than the mean of teaching style classic (3.27).

Therefore, this research is expected that it can encourage other researchers to conduct further research dealing with students' perception of English language lecturers' teaching styles in other skill areas such as listening, speaking, or reading.

INTRODUCTION

In the process of education, teachers could be referred as the pioneer of education, since their job and duty are to teach students. According to Harmer (2003), teachers occupy the center stage in the learning environment. They are the ones who have many roles (to be the controller, organizer, assessor, prompter, participant, resource, observer, and tutor) in teaching and learning activities. Teachers are expected to be knowledgeable to have an effective teaching practice, such as; the content of the lesson, applying strategic methodologies, being skillful in delivering ideas so that it gives good contribution in education. For example, in teaching English language, teachers should not only transfer the knowledge to the students, but they also have to be able to make their class becoming interesting or on the other word, the students do not get bored during classroom activity. They have to love their job as teachers, then they should have a lot of knowledge, and

they also have to be able to be entertainers as stated as the characteristics that teachers must have (Harmer, 2002), so that the learners will get the point of what the teachers explain. It can be said that being the ones who have many roles in center stage in the learning environment a teacher does not only have knowledge, but also the tips taught in line with the function as educators and counselors.

Personal behaviors and characteristics in the teaching-learning process indicate the way educators teach (Grasha, 1996). Many learners agree that they learn in different ways, such as having different preferences and strengths in how they take in, and process information. These preferences referred as learning styles and they are used to describe and help the teachers understand the different ways in which different learners learn. For example, in teaching Grammar, the teacher must be able to make students like it and can understand the teachers' explanation. It takes many times for many students to understand grammar lessons and also Grammar is viewed as an essential element for communication (Brumfit, 2000) because it serves as the foundation for more advanced language learning. It can be inferred that without knowing the grammatical rules or structures of the target language, it is probably impossible to communicate with a foreign language. Grammar is one of the most difficult aspects of a foreign language to be mastered. It is defined as "the rules that govern how a language's sentences are formed" (Thornbury, 2000).

Thus, the teaching style of teachers is one of the important things that should be paid more attention by the teachers to get the students' attention to learn the material in the classroom, so that the purpose of teaching can be achieved by applying good teaching style. Many lecturers or teachers agree that they have different teaching styles in classroom teaching experience, especially in teaching English grammar. Since grammar is an essential element for communication, it covered not only written but also spoken expression. For this reason, it will be many teaching styles used by the lecturers in teaching grammar. That is why the researcher choose or wants to investigates various teaching style used by lecturers in grammar class. In conducting this study, the researcher wants to investigate the most common teaching styles used by the lecturers. Because knowing the lecturers' teaching styles are important, especially for English grammar lecturer it may help educators see the various teaching styles used from a different point of view and understand the importance of reflecting as well as adjusting their teaching styles. It is also important to increase students' English grammar ability since many researches prove that many English department students feel difficult to apply the rules when speaking or writing. Those reasons drive the researcher to investigate the most common English grammar lecturer's teaching style.

Research Question

Based on the background, the research question was “which kind of teaching style do English lecturers’ use most in teaching English grammar course?”

LITERATURE

Concept of Teaching Style

Teaching is the overall traits and qualities that a teacher displays in the classroom which are consistent for various situations can be described as teaching style (Conti, 1989). Not only teaching, educator or a teacher who gives the education and teaching learning are also the key terms that can never be separated from the discussion about education because of the nearness of its relationship. A teacher is expected to bring a progress for the students in learning. The style of teaching is a form of presentation of a teacher during teaching and learning process. A teacher's teaching style is different from one and the other during the learning process despite having the same goal to convey knowledge, forming attitudes of students to be good in their work. (www.google Style Master Teaching Professional, March 2012).

This style of teaching can be interpreted as an action of teachers in the context of the learning process whose aims are to overcome students’ boredom, so that students in the learning process have always show perseverance, enthusiasm, and to participate actively. (J.J.Hasibuan and Moedjiono, 1995: 65). Meanwhile, according to Mulyasa (2011: 78) variations in learning is a change in the process activities to increase learners’ motivation, as well as to reduce boredom and burnout.

How teachers teach is related to how they learn. Research supports the concept which most teachers teach with the way they learn (Stitt-Goheds, 2001, p. 137). Dunn and Dunn (1979) claimed that teachers’ teaching styles correspond to their learning styles. Based on their personal learning experiences, teachers tend to teach students how they learn and introduce learning strategies that have benefited their own learning. The same learning strategies, however, may not work well for all of their students. Therefore, Dunn and Dunn indicated that teachers should set their preferred way of teaching in such a way to reach each student.

Instead of relying on their preferred teaching style, teachers should understand that one style of instruction may not meet the needs of all students. Students differ in the way they approach the learning process and deal with various learning activities (Callahan, Clark, & Kellough, 2002). One good way to have teachers consider individual learning differences and recognize the need to modify their own teaching style is to have them learn from the student's perspective.

Assessing teachers teaching practices using students' ratings and feedback has proved to be reliable, variable and as one of the best methods of measuring teachers' instructional practices by a number of studies (Arthur et. al). Arthur et. al (2003) argued that the current system of assessing teachers by examining their own perceptions of their teaching is neither reliable nor valid, since it most often considers students' views as unimportant although students are directly affected by the teacher' s actions and inactions.

Kinds of Teaching Style

According to Callahan, Clark, and Kellough (2002), teachers must modify their teaching styles and teach a wide repertoire of strategies. One teaching style cannot be used with all students. For learning to take place, teachers need to use various teaching styles and to help students, including those with learning difficulties, develop their own learning strategies and use these strategies effectively and efficiently.

Teaching styles applied in learning process should be various, innovative, and easily accepted by students in the delivery of the subject matter. The teacher's teaching style can be applied in the learning process to becomes a miraculous kind, they are:

1) Classic Teaching Style

Teachers teaching styles are still applying the classical conception as the only way of learning with the consequence that acceptance of a variety. Teachers still dominate the class without giving the students opportunity to be active, so it will hinder the development of students in the learning process. Classical teaching style is not entirely to blame when the class condition requires a teacher to do so.

This teaching style still used widely, for example in teaching history class where the teaching process still dominated by the teacher.

2) Technologist teaching style

It suggests a technological teaching style of a teacher's adhering to the media resources available. Teachers teach the readiness of the students and give stimulants to be able to answer all question studied the issue in accordance with the knowledge of interest respectively so as to give a lot of benefits to students. In the use of this teaching style, the teacher mostly use electronic device in teaching, such as overhead projector and so on.

3) Personalized teaching style

Teachers with personalized teaching style will always improve learning and constantly look at the students themselves. Teachers cannot force students to equal the teacher, because the student has an interest, talent, and the tendency of each. Teachers with this style of teaching commonly develop some activities in the classroom for example such as facilitated students to set their own pace for completing independent or group project, provide free flowing whole class discussion and so on.

4) Interactional teaching style

Teachers with this teaching style emphasizes interactional dialogic with students as a form of dynamic interactions. Teachers and students or students with students are interdependent, meaning that they both became subject of learning and none seems to be good or otherwise ugliest (www. Google Style Master Teaching Professional, March, 2012). This style of teaching is widely use for example in speaking class which provides more interactional/dialogic activities in the class.

Teachers also need to know the intelligence of each student for each student has different intelligence. Based on a research conducted by Horward Gardner, a psychologist at Harvard University, That every human being has eight "center intelligence", or maybe even more. The concept of what is called the "Multiple intelligence". The theory of multiple intelligences was initiated by Gardner brings fresh air to every child and parents now children, not only in the intelligence. Multiple intelligences question is intelligence linguistic, logical mathematical, visual spatial, kinesthetic, musical, interpersonal, intrapersonal, and natural. Teachers teach children with different characters. For that teachers are required to use different learning strategy. The more teachers know about children's learning modalities and knowing the various intelligences of children in the classroom, it will be easier to determine the teaching strategy.

Previous Study

The following are previous researches which have indicated the investigating teaching style. Previous related study was conducted by Abdull Sukor and friends, entitled *The Relationship between Lecturer's teaching Style and Students' Academic Engagement*. This study investigated the relationship between lecturers' teaching style and students' academic engagement in a University in Malaysia. The study was conducted using a survey through questionnaires distributed to 226 college students. To determine the dimensions of the lectures' teaching style and students' academic engagement level in academic, the researchers used descriptive statistic based on percentage, mean and standard deviation. The result found out that as for the lectures' teaching style, majority of the lecturers use personal model followed by expert style, while delegator style got the lowest mean. Majority of the respondents were found involved in academic engagement. The result also showed there is significant but moderate relationship between lecturers' teaching style and students' academic engagement. Other previous research was conducted by Zohreh Kassaian and Mohammad Ali Ayatollahi, entitled *Teaching styles and optimal guidance in English language major*. This research paper was investigating what level of guidance Iranian EFL instructors and students deem as optimal. For this purpose a theoretical framework which positions teaching styles on a continuum from the one which provides maximal guidance to the one which provides minimal guidance was employed in this previous research. There were 306 college students and 36 faculty members as the participant of this research. The findings showed that the students consistently preferred teaching styles that provided moderate guidance, the instructors preferred different teaching styles with varying degrees of guidance depending on the nature of the course they taught.

METHODOLOGY

Research Design

"Research is a systematic attempt to provide answer to question", (Suryabrata, 2008). To find the answer, of course the researcher must follow some research procedures. To apply those procedures in conducting the research needs a research design which is suitable for the research situation. In this case, this research conducted as a quantitative using survey approach. Ary and Razerviech (1979) stated that surveys help the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issues. Thus, the researcher used this approach to investigate teaching style used the most by Lecturer of English study program Jambi University. According to Kothari, C.R (1990) Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

The researcher chose quantitative approach since this research presents the findings in numerical terms across the aspects of the collected data. Moreover, Wiersma (1995: 14), states that “Quantitative research relies heavily on statistical result represented with number, and qualitative research relies heavily on narrative description”.

Descriptive research is not only limited in collecting and explaining data but also analyzing and interpreting data. According to Gay (1992: 13), “A descriptive research determines and reports the way things are. One common type of descriptive research involves assessing attitudes or opinion toward individual, organizations, events, or procedures”. Descriptive data are usually collected through a questionnaire survey, interview, or observation. Since the purpose of this study is to investigate the lecturer’ learning styles so that the researcher used descriptive quantitative in analyzing the data.

Research Sites and Access

The site for this research is at Jambi University. According to a website (siakad.unja.ac.id, 2016/2017) this university has approximately 600 students in English study program. To get access to research site, the researcher got permission from the head of English study program at the research site. In conducting the survey research, the researcher confirmed the lecturers to get permission to ask their students to contribute in this research by providing a letter of invitation.

Population and Sample

In this study, the researcher uses total population sampling technique. The researcher chooses this technique since the number of population is small. Thus, the researcher takes all the population as the sample. Arikunto (2006) states that if the number of the population is less than 100, it is better to take all the population as the sample. The population and sample of this research was the second semester students of English study program Jambi University academic year 2016/2017. The sample of this research was the students of class A, B, H and I with the total 53 students. The researcher decided to choose that class to be her participants because it is easy to get access. To make it easier in order to know the samples, here are the tables of sampling in the study:

Table 3.1 Sampling of Research

Class	Number of students (Respondents)
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A	14
B	14
H	13
I	12
Total	53

Instrument of the Research

Questionnaire

Questionnaire is a formalized set of questions for obtaining information from respondents (Creswell, 2011). Furthermore, there are two kinds of questionnaires. They are open and closed-ended questionnaires (Creswell, 2011). In open-ended questionnaire the researcher does not provide the response options, it is what the participants do instead. On the other hand, in closed- ended questionnaire, the researcher proposes statements and offers preset response options for the participants.

In this research the questionnaires asked about lecturers' teaching styles which include; the teaching style classic, the style of teaching technologist, the style of teaching interactional. In this research the researcher used close-ended questionnaire. The researcher changes some statements/ words to make the questionnaire appropriate with the researcher's area that is to investigate (grammar). The questionnaire consists of 40 statements related teaching styles. They are consisted of 4 kinds of teaching styles; teaching style classic, the style of teaching technologist, personalized teaching style, the style of teaching interactional.

In this case, the researcher classified the question items into four sets of question. The 1st set of question is provided for teaching style classic, 2nd is provided for The style of teaching technologist, the 3rd is provided for Personalized teaching style and the 4th is provided for The style of teaching interactional with the total 40 question items. More detail descriptions are explained in a table as follow:

Table 3.3: Sets of question item of the questionnaire

Teaching Style Classic	Style of Teaching Technologist	Personalized Teaching Style	Style of Teaching Interactional
1	11	21	31

2	12	22	32
3	13	23	33
4	14	24	34
5	15	25	35
6	16	26	36
7	17	27	37
8	18	28	38
9	19	29	39
10	20	30	40

Reliability of Instrument

The researcher conducts a pilot study to know the reliability of the questionnaire. Pilot study is kind of test where the researcher gives questionnaires to those who do not belong to the sample of research (Lavrakas, 2008; Cozby and Bates, 2011). The purpose of conducting pilot study is to know whether the instructions and statements in questionnaires could be understood or not before giving it the sample of research. The pilot study in this research is conducted to the second semester of class A and B of Regular English college students and examined by using SPSS 17.0 software. The researcher decides to use cronbach alpha test. According to Hair (2010, p. 125) “The generally agreed upon lower limit for cronbach’s alpha reliability coefficient is 0.70. Furthermore, the cronbach's alpha reliability coefficient is expected to be in excess of 0.70; if the cronbach alpha of a scale does not reach 0.60, this should sound warning bells (Dornyei 2003, p. 112). According to George and Mallery (2003) as cited in Gliem(2003) the cronbach’s alpha reliability coefficient ≥ 0.70 is acceptable. In short, if the the test reliability is ≥ 0.70 , so the test is considered reliable. To get better understanding of cronbach’s alpha value, they provide the following rules of thumb as follows.

Table 3.2: The value of Cronbach's Alpha reliability levels

Cronbach's Alpha value	Level of Reliability
< 0.50	Unacceptable
≤ 0.50	Poor
≤ 0.60	Questionable
≥ 0.70	Acceptable

≥ 0.80	Good
≥ 0.90	Excellent

Source: Gliem and Gliem (2003: 87)

Technique of Data Collection

There were some steps of data collection:

Asking for permission

In this step, the researcher asks permission from the English Department's chair person and also some lecturers by giving the formal letter to do this research.

Sent an invitation letter and an inform consent form

In this step, the researcher gives the invitation letter and the inform consent form to ensure the students to be the participants in this research, in addition, in this step the researcher explains briefly about this research to make them understand and get general understanding about the research and the questionnaire that are distributed.

Administre the questionnaire

In this step, the researcher collected the data of participants by distributing the questionnaires. The researcher distributed the questionnaires for students that had been ready and agreed to participate in this research. The researcher provided 20 minutes as the time to answer the questionnaire. After that, the researcher collected the questionnaires to be analyzed.

Technique of Data Analysis

In analyzing the data, the researcher used SPSS 17.0 with the techniques as follows. First, the researcher collected the questionnaires that are given to the students. The researcher used Likert's scale in scoring the questionnaire with the

specifications 1 for Strongly Disagree, 2 for Moderately Disagree, 3 for Undecided, 4 for Moderately Agree and 5 for Strongly Agree.

Then the researcher calculated lecturer's teaching styles with descriptive analysis run by SPSS to know the mean, standard deviation. To find the interpretation of mean score, the researcher used criteria describes in the table as follows:

Table 3.4 the Interpretation of Mean Score

Score	Interpretation
1.0- 1.8	Very Low
1.9-2.6	Low
2.7-3.4	Medium
3.5-4.2	High
4.3-5.0	Very High

Source : Sofyan Siregar (2013)

FINDINGS AND DISCUSSIONS

Reliability of the Questionnaire

Try out of the questionnaire was done in 12th November 2017 to 14 respondents. The result of try out showed that the reliability of the questionnaire was 0.863. According to Gliem and Gliem (2003: 87) the cronbach's alpha reliability coefficient ≥ 0.70 is acceptable and could be used as the research instrument.

This research involved students of 2nd semester as the participants, were 14 students of Class A, 14 students of class B, 13 students from class H and 12 students of class I. With the total of participants of all classes 53 students. The questionnaire was distributed to the sample of this research on 2nd November 2017 in class H, 5th November 2017 in class I, 8th November 2017 in class B and 15th November 2017 in class A.

Data Analysis

The data of this research were collected by giving questionnaire to the participants and taking it back after they finished answering each option of all item question in the questionnaire. Finally, this research's findings are presented along with the discussion. Firstly, the research presents the result of calculation of questionnaire concerning English teachers' teaching style at Jambi University. According to Grasha (1996), the teaching styles are the pattern of belief, knowledge, performance and behavior of teachers when they are teaching. In this study, the researcher investigated four styles of teaching they are (a) teaching style classic, (b) style of teaching technologist, (c) personalized teaching style, and (d)

style of teaching interactional (Callahan, Clark, and Kellough (2002). Then, the researcher presents the next findings. The data of questionnaire of this research are presented in four set of question items, they are The 1st set of question is provided for teaching style classic, 2nd is provided for The style of teaching technologist, the 3rd is provided for Personalized teaching style and the 4th is provided for The style of teaching interactional.

Classic Teaching Style

This finding represents sets question of teaching style classic in this research are presented in ten items question, they are question item number 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. To measure teachers' teaching style toward teaching style classic, the following table shows the result of teaching style classic as bellow:

Table 4.4. The results of Classic Teaching style

Question item	N	Score	Mean	Interpretation
1	53	148	2.79	Medium
2	53	162	3.05	Medium
3	53	213	4.01	High
4	53	106	2.00	Low
5	53	211	3.98	High
6	53	206	3.88	High
7	53	122	2.30	low
8	53	180	3.39	medium
9	53	176	3.32	medium
10	53	213	4.01	High
	N=10		32.73	
	Total		3.27	Medium

The table above shows there were 10 items question answered by 53 participants. The mean score ranked in around 2.00 up to 4.01 with the total mean score 3.27. This result could be interpreted that teaching style classic is moderately used by English grammar teacher in teaching English grammar second semester students.

Technologist Teaching Style

This finding represents set question of style of teaching technologist in this research are presented in ten items question, they are question item number 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. To measure teachers' teaching style toward style of teaching technologist, the results shows in the table bellow:

Table 4.5. The results of Technologist teaching style

Question item	N	Score	Mean	Interpretation
11	53	213	4.01	High

12	53	178	3.35	Medium
13	53	221	4.16	High
14	53	218	4.11	High
15	53	214	4.03	High
16	53	203	3.83	High
17	53	159	3.00	Medium
18	53	185	3.49	Medium
19	53	175	3.30	Medium
20	53	205	3.86	High
	N=10		37.14	
	Total		3.71	High

The table above shows there were 53 participants answered 10 items question of style of teaching technologist. This results shows the total of mean score is 3.71 with mean score rank in around 3.00 up to 4.16. It can be interpreted that teachers' teaching style of teaching technologist is highly used in teaching English grammar by teachers of second semester.

Personalized Teaching Style

This finding represents set question of personalized teaching style, in this research this style of teaching are presented in ten items question, they are question item number 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30. To measure teachers' teaching style toward personalized teaching, the results are summarized in the table bellow:

Table 4.9. The results of Personalized teaching Style

Question item	N	Score	Mean	Interpretation
21	53	197	3.71	High
22	53	214	4.03	High
23	53	224	4.22	High
24	53	217	4.09	High
25	53	195	3.67	High
26	53	194	3.66	High
27	53	207	3.90	High
28	53	178	3.35	Medium
29	53	184	3.47	Medium
30	53	209	3.94	High
	N=10		38.04	
	Total		3.80	High

The table above presents the results of personalized teaching style used by English Grammar teacher in teaching second semester students. There were 53 participants answered 10 items question. The result shows the mean score ranked

in around 3.35 up to 4.22 with the total mean scores 3.80. This result could be interpreted that in teaching English grammar in second semester, personalized teaching style is highly used by teachers.

Interactional Teaching Style

This finding represents the result of set questions of style of teaching interactional, in this research this style of teaching are presented in ten items question, they are question item number 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40. To measure teachers' teaching style toward style of teaching interactional, the results are summarized in table bellow:

Table 4.13. Interactional Teaching Style

Question item	N	Score	Mean	Interpretation
31	53	214	4.03	High
32	53	208	3.92	High
33	53	187	3.52	High
34	53	209	3.94	High
35	53	210	3.96	High
36	53	194	3.66	High
37	53	200	3.77	High
38	53	216	4.07	High
39	53	209	3.94	High
40	53	197	3.71	High
	N=10		38.52	
	Total		3.85	High

The table above, presents the results of style of teaching interactional used by English grammar teachers in teaching second semester students. According to the table, there were 53 participants answered 10 items question. The mean score is ranging in around 3.52 up to 4.07 with the total mean score 3.85. These results could be interpreted that style of teaching personalized is highly used by teachers in teaching English grammar in second semester.

Discussion

This research focused on teachers' teaching style in teaching English grammar. In this research, teachers' teaching styles are measured by the students' response to the 40 items of question. Those teaching style are: (a) teaching style classic, (b) style of teaching technologist, (c) personalized teaching style and (d) style of teaching interactional. The researcher summarized the result as follow:

Table 4.17. Mean score of each Teaching Style

Types of Teaching Style	Mean Score
Teaching style classic	3.27
Style of teaching technologist	3.71
Personalized teaching style	3.80

style of teaching interactional	3.85
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According to the table above, the style of teaching interactional promoted the highest mean score 3.85. Followed by personalized teaching style is ranked second mean 3.80. The style of teaching technologist (3.71) is higher than the mean of teaching style classic (3.27). The findings showed that Grammar teachers who teach second semester students using style of teaching interactional and personalized teaching style. And the teachers are also using the style of teaching technologist and teaching style classic.

CONCLUSION AND SUGGESTION

Conclusion

This research focused on English grammar teachers' teaching style with the students of second semester as the sample of this research. To achieve the purpose of this research, there was a question is being asked in this investigation "which kind of teaching style do English lecturers' use most in teaching English grammar course?" After analyzing the data, the researcher concluded that in term of teachers' teaching style, the style of teaching interactional is becoming the most preferred teaching style used in teaching English grammar by teachers in teaching second semester students. The next followed by personalized teaching style. In teaching English grammar to the second semester students they are also using the style of teaching technologist and teaching style classic.

Suggestion

Based on the findings, the study suggests for future research:

Since this research is only representing some teachers who is teaching grammar at four classes of second semester students as the participants, this study might not be representative of all teachers' teaching style at a University. Thus, the research might be continued by further researcher which has the same interest in doing research on identifying teachers' teaching style, and it would be better if the sample of participant more large in order to see teachers' teaching style more clearly.

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