

RESEARCH ARTICLE

Exploring EFL Teachers' Teaching Styles at a Junior Secondary School

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Abstract: The study aimed to find out the teachers' teaching styles applied at SMP Telkom Makassar, students' perceptions, and the teachers' obstacles faced during teaching. This study was categorized as qualitative research, and the data was collected through observation, TSI questionnaire, and interview. There were six participants in this study, consisting of three teachers, and three students. The findings of this research showed that: (1) Teachers respectively applied various teaching styles in teaching English in the classroom and no one teacher applied only one style in teaching, they applied as a facilitator, delegator, formal authority, personal, expert, academic style, audiolingual, communicative style, and task-based learning style. The dominant teaching styles applied by the participants are facilitator and delegator styles. (2) The students' perceptions, they feel comfortable learning English with their teachers because their teachers applied various styles to teach not only focusing on the book, but their teachers providing the material using interesting PPT, audio-video conversation, ice-breaking, and games to make their class fun. Another activity that the students enjoyed learning English like discussion with pairs or groups and the atmosphere that is built by the teachers such as interaction with other students, never judging, and yelling at students when they make a mistake. (3) The obstacle that the participants faced during teaching they were exhausted from teaching in large classes that consisted of many students with different characteristics and abilities. Sometimes, they are confused about the method or strategy, and media that are suitable for their students that can increase their ability in English.

Keywords: Teachers, Teaching styles, Perception, Obstacle.

1. Introduction

In the learning process, qualified teachers are necessary to increase the quality of the educational system, because teachers have an important role in determining students' achievement. Such teachers who can create a conducive class, interactive class, utilize various learning media, discussion, and collaboration, become active and productive teachers. Rosalia (2017) stated a teacher serves as a role model for students by handling variety of tasks, such as managing, leading, supervising, planning lessons, inspiring, facilitating, and evaluating. Additionally, Markley (2004) argued that a good teacher and the activities in the classroom are essential in motivating students to learn successfully and efficiently.

The process of teaching and learning English is a pedagogical action that involves teachers and students. Both students and teachers have a particular way of learning and teaching that



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influences their behaviour. In the educational environment, the teachers' personal characteristics and attitudes that they use in teaching refer to their teaching style. Therefore, teachers must explore and adapt their teaching styles to fulfil the various needs of students. According to Cooper (2008), methods, activities, and techniques that the teacher uses in the class are referred to teaching styles.

The teaching style applied during learning process is a method of creating interesting learning for students to make it easier to accept the subject matter and becomes an important factor in how effectively students will be able accomplish their learning objectives that the teachers designed. Thompson (2008) stated that effective teachers have both powerful teaching abilities and good personal qualities to engage students in learning process in a compelling way in order to achieve learning success. However, in EFL classrooms, students can face certain difficulties including limited English language competency and the diverse cultural backgrounds and diverse learning styles that students have and it can be difficult for teachers to meet the diverse needs of students and find a suitable teaching style for all students. Therefore, teachers should consider which teaching style should be used based on student needs, and the way teachers teach should appropriate students learning style. In order to create an environment that supports and enhances student learning.

Teaching styles in EFL classrooms can also help educators meet diverse learning preferences, and help teachers communicate and convey information effectively to students, as EFL students may have different ways of processing and understanding information. By using a variety of teaching strategies and approaches, teachers can ensure that all students have the opportunity to improve their understanding and language proficiency. According to Williams, and Burden (1997), the effective teaching and learning process will occur if teachers and students can understand each other about what should be done. However, every teacher has different competencies in applying teaching styles. Rahayu (2018) found that the teaching style used by the teachers has a significant impact on how the students engage in the classroom because from the first activities until the last learning activities the teachers play significant roles in the classroom to build the atmosphere of the learning environment and students' engagement is regarded as the important component to encourage the skills and acquisition development through the students-centered learning.

There are several studies have been conducted on teachers teaching including their teaching styles that they applied. Those are presented by Ghanizadeh et al (2016) investigated EFL teachers' teaching style, creativity, and burnout in Iran. The finding showed that there is a positive relationship between teacher creativity and learner-oriented teaching styles, teachers with higher creativity tend to adopt learner-centred teaching styles. On the other hand, teachers with lower creativity are tended toward teacher-centred styles. Armin (2023) investigated the teaching styles of four EFL teachers in one of Indonesia's Universities. The researcher found ten different teaching styles encompassing communicative style, academic style, audio-lingual style, mainstream EFL style, task-based learning style, other teaching styles (delegator/autonomous learning style and humanist style), formal authority style, facilitator style, personal style, and expert style.

Safaei & Safahrokhi (2019) Investigated the relationship between teacher self-disclosure and teaching style. The result of this research showed that the facilitator was the most popular teaching approach among the participants, followed by delegator, and the personal model had the lowest mean score. Soleimani (2020) carried out research about ELT teachers' epistemological beliefs and dominant teaching style, a questionnaire and semi-structured interview were used to collect the data. In particular, the study discovered that the participants' preferred method of instruction is the facilitator style, and the results, both quantitative and qualitative, showed that EFL teachers tended to use a student-centred and constructive style of teaching.



As can be seen in above discussion, the findings of the current study support some previous research and also run counters to some other research findings. The differences indicate further research in this area of study, particularly at the secondary level. But the researcher believes that no one of the teachers only apply one method of instruction, they combine one teaching method or approach with another based-on students' needs, the material taught, or learning and teaching experience and even adapt to students' learning styles. For example, combining the academic method with the expert, personal model, with facilitator methods, and communicative with task-based learning (TBL). Therefore, in this study, the researcher will explore EFL teachers' teaching style based on the Grasha and Cook theories.

2. Literature Review

2.1. *Teaching Styles*

Teaching style refers to the approach or method that the teachers apply in teaching to make the class enjoyable, and fun, so all the students can engage in the learning process. Teaching styles have been established by many experts. According to Stitt et al (2001) most teachers teach in the same method in which they were taught. It means the style of teachers in teaching is affected by the method that they learned when they were students. Whereas Conti (1989) argued a teacher's teaching style consists of all the characteristics and behaviors they consistently show in a variety of contexts while teaching. It means that even if the teachers employ various teaching methods and strategies, their teaching styles will not change. However, Cook (2008) emphasized that the term "style" reflects the dynamic element, which makes it flexible in language teaching. Even though the teaching style is regarded as persistent, the teacher is still free to modify or adjust their style of teaching based on their students' needs. Trauth (2006) defined teaching styles are the perceptions, beliefs, attitudes, and behaviors of a teacher to facilitate the learning environment. Saswandi (2014) defined teachers' teaching styles are the behaviors, characteristics, and mannerisms that represent teaching style and the role that is preferred to take when conveying information in a classroom.

2.2. *Components of Teaching Style*

There are some components of teaching styles based on Turney (1983) that were voice variations, focusing, pausing, eye contact, gesturing, and movement. These variations can be used by the teacher to deliver the material, interact with students, and attract the students' attention.

2.3. *Classification of Teaching Style*

Grasha (1996) proposed five different categories of teaching styles. They are expert, formal authority, personal model, facilitator, and delegator styles.

1) Expert

Teachers with this type of style have their own knowledge and expertise that students need. They try to maintain their status as an expert among students by displaying in-depth knowledge and by challenging students to encourage their abilities. They are concerned with transmitting information and ensuring that students are ready.

2) Formal Authority

Due to their expertise and standing as educators, teachers employing this type of teaching methodology are respected by their students. They are concerned with setting learning objectives, expectations, and conduct guidelines for students as well as with giving both positive and negative feedback. Along with giving pupils the framework they need to learn, they are also concerned with doing things in the right, proper, and conventional ways.

3) Personal Model



Teachers with this type of teaching style believe in "teaching by personal example" and establish a prototype for how to think and behave. They oversee, guide, and direct by showing how to do things and encourage students to observe and then adopt the teachers' approach.

4) Facilitator

This kind of teacher emphasizes the individual nature of interactions with students, guides and directs students by asking questions, examining options, offering substitutes, and encouraging them to create standards for making decisions. The main objective is to help pupils enhance their ability for initiative, responsibility, and autonomous action. They interact with students on projects and make an effort to offer as much help and motivation as they can.

5) Delegator Styles

Delegator style is another example of a student-centered method in which the teacher provides students authority and responsibility for learning. The goal of the teacher is to help students become capable of working independently. Students can work in autonomous groups or individually on projects, with the delegator style, the teacher takes on more of a consultative role and often lets students to build and carry out their learning projects. The teacher also is available as a resource person when the students need them.

Moreover, Cook (2008) divided teaching styles into six main categories. He puts a focus on the approach to teaching English as a second language and a foreign language. She suggested categorizing teaching approaches into academic, audio-lingual, communicative, task-based, mainstream EFL, and other styles. These are the explanations of the classifications below:

1) Academic Style

The academic teaching style sometimes referred to as the grammar-translation method, is defined as one that emphasizes text, grammatical explanation, and translation. This style is suitable for secondary and advanced language levels who hold a traditional view of the classroom and the teacher's role.

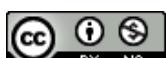
2) Audio-lingual Style

Audio Lingual is highlighted as teaching the spoken language through dialogues, drills, and exploitation activities. A typical audio-lingual class begins with a conversation, there are only a few new vocabulary words introduced throughout the dialogue, nevertheless, each new structural point is supported with several examples. The students listen to the dialogue as a whole, either read out by the teacher or played back from a recording. They then act it out and repeat each sentence. The students afterward participate in a structured exercise as they practice grammar terms related to the conversation. Additionally, it is not evident that the audio-lingual method is intended for students of a specific age; adults may use it just as well as children.

3) Communicative Style

A communicative style is a traditional approach that emphasizes teaching language for real-world interaction so that students may communicate with others both within and outside the classroom. It is no longer completely under the authority and direction of the teacher. Instead, the teacher takes a backseat and gives the students control of the activities, forcing them to come up with their own dialogues in pairs and groups and learn language through practice. Students are not forced to produce speech in their original language with the fewest errors possible, which is a significant distinction from other styles. The teacher is present and offers a few comments and suggestions.

4) Task-based Learning Style (TBL)



Task-based learning (TBL), which focuses on teaching language through meaningful tasks with clear consequences, has recently become the most popular approach among teaching methodologists. TBL requires students to collaborate without defining how they should communicate or provide vocabulary. The meaning of what is spoken is the main focus of instruction rather than the language's structures, functions, vocabulary, and other elements.

5) Mainstream EFL Style

Academic and audio-lingual techniques are combined in the mainstream EFL style. The teacher adds new language and structures during the presentation period of a lesson taught in the conventional EFL style. For instance, the instructor shows students how to utilize "can" and "situationally" by touching the floor and unsuccessfully attempting to touch the ceiling to demonstrate "can" versus "can't." The class normally continues with a brief chat at this point. The conversation is heard by the students, who proceed to repeat particular parts and answer questions about it.

6) Other Style

Other styles are difficult to call by a single name. Some called it 'alternative methods', 'humanistic methods', and others also called it 'self-access' or 'self-directed learning'. Other styles mean that there are divergent styles and learners are free to choose the best style to suit their needs such as Community Language Learning (CLL). The use of this method is that students speak using the beginner's language then the teacher translates using the target language and the students repeat back what the teacher said, conversations between students take place and the teacher records the translation of what the students said and then uses it for conventional practice, such as audio-language practice, or academic explanation. However, the use of this method includes spontaneous conversation and the teacher as a translator.

2.4. Students Perception

According to Woolfolk (2021) perception is the process of identifying a stimulus and giving it meaning. Additionally, (Myers & Dewall, 2018) defined perception is the process of classifying and analyzing sensory data to ensure that people can identify important things and occasions. Furthermore, according to APA dictionary (2009) perception is the process or outcome of using the senses to become aware of things, people, and events that involve actions like identifying, observing, and differentiating. Through these processes, organisms are able to organize and interpret information into meaningful knowledge.

2.5. Teachers' Difficulties

English teaching process tends to be challenging when it comes to the teachers' qualifications, language proficiency level, and training since these points can affect teachers' confidence. Researchers examined issues in every aspect of the teaching process when it comes to teaching English as a foreign language. Ansari (2012) stated that it can be challenging to implement effective teaching strategies since teachers must consider how to keep students' interest and motivation in learning English as well as how to convey four language skills. Additionally, Emery (2012) mentioned that Overcrowded classes are one of the issues that English teachers bring up most frequently because it can affect such conditions on teaching and learning.

3. Method

The researcher applied qualitative research to achieve the research objective and get the answers to the problem posed. Qualitative research is concerned with subjective phenomena that can't be numerically measured. Busetto et al (2020) Qualitative research is the study of phenomena, including their quality, various forms, the context in which they appear, or the perspectives from which they can be perceived. Typically, data used in qualitative research is expressed in words rather than statistical data. There were six



participants in this research, consist of three students, and three English teachers at SMP Telkom Makassar. Note taking, interview guide, and questionnaire were the instruments that the researcher used to get the data.

4. Results

The findings of the research encompass the teachers' teaching styles that are applied at SMP Telkom Makassar, students' perceptions of students regarding the teachers' teaching styles, and the difficulties that the teachers find when they teach.

4.1. Teachers' Teaching Styles

Based on Grasha's theory (1996) the researcher found 5 types teachers' teaching styles that were applied at SMP Telkom Makassar, that were expert, formal authority, personal model, facilitator, and delegator styles.

Table 1. Teachers' Teaching Style

Item	Teaching Styles	Average
1	Expert	29.7
2	Formal Authority	32.3
3	Personal Model	31.7
4	Facilitator	32.7
5	Delegator	32.7

1) Facilitator Style

Based on the result observation, the participants most often applied facilitator style. The participant guide and direct students by giving questions, he gave some questions to the students and asked the students to watch the video before answering the questions, and allowed the students to raise their hand before answering the questions. Furthermore, the participant also sometimes gave feedback to the students like he said good job or great to appreciate his students' work.

2) Delegator Style

The participant is concerned with fostering his students to accomplish their work and make the students become disciplined. He gave time for each student's activities, and he always reminded students about how many minutes were left. Moreover, the participant asked students to work independently to complete the project.

3) Formal Authority

This style is also applied by the participant in teaching English in the classroom, the participant was concerned with learning objective, and conduct guidelines for students. The participant explained to the students the content of the lesson before she explained more about the material.

4) Personal Model

The participant encouraged students to be responsible for their learning, he asked students to come forward to take two pictures and two stories, and they had to identify the picture and the story after that, they matched the pictures with the suitable text.

5) Expert Style

The participant also applied expert style in teaching English, she was concerned to transfer knowledge, challenged students to encourage their abilities, and ensured the students are ready to learn. Before he started the lesson, he asked students to lead the pray and he checked his students' condition by asking how are you to students, after that, he continued to confirm the students that he was ready to receive the knowledge from the teacher.



Based on Cook's theory (2008) the researcher found 4 types of teachers' teaching style that were applied at SMP Telkom Makassar. That were academic style, audio-lingual, communicative, and task-based learning style.

Table 2. Teaching Styles

Item	Teaching Styles	Extract
1	Academic style	15, 16, 17, 18, 19, 20
2	Audio-lingual style	21, 22, 23, 24, 25, 26
3	Communicative style	27, 28, 29
4	Task-based learning	30, 31, 32, 33

6) Academic Style

Based on the interview with the first participants, they reported that grammar is really important because grammar plays a big role for students, especially in speaking skills. They thought that grammar can make students speaking better, and speak fluently, and they always asked their students to pay attention when they taught about grammar in the class. They taught grammar starting from the simple grammar concept until the more complex rules, and showed how the grammar applied to real-life communication, to engage students the teachers made some interactive activities such as group discussion, games, role-playing to practice grammar in a meaningful way.

7) Audio-lingual Style

The teachers applied audio-lingual style in teaching English. They sometimes presented the material in dialogue form, it based on from the material that the teachers delivered to his students, and they also taught structural pattern by repetitive drills because it can make sure the students understand about the patterns. Furthermore, from the observation that the researcher found the participant asked his students to look at the screen and listen to the audio-video carefully that they provided for students, and asked students to comment orally.

8) Communicative Style

The teachers applied communicative style in teaching English, they always gave students a chance to practice using a target language, and that was one of the big goals of the participants. Additionally, they also created a supportive learning and build a good atmosphere to make his students feel comfortable to express their ideas.

9) Task-based Learning Style

The teachers also applied task-based learning style by encouraging students to convey their thought on the lesson, giving assignment using a target language, and giving a chance to his students to practice the foreign language. The teachers always gave kind of drilling activities because it was the obligation in studying a language.

4.2. Student's Perception

The students enjoyed learning English with their teachers because their teachers facilitated them such as games, ice breaking, group project, and quiz. Moreover, they felt confident when they learnt English, because their teachers never judged them when they made some mistakes, and also the teacher sometimes asked the students to come forward for writing down her opinion. Moreover, the teacher provided some learning activities such as listening, writing, interesting power point with the music that make the students enjoyed during the learning process.

4.3. Teachers' Difficulties

The teachers felt exhausted to teach in large class, they were confused to choose the suitable method and media for different students' characteristics and abilities. Other



difficulties that the teachers faced, there were some students who were not confident to speak English.

For further discussion, this finding was in line with several studies, Ayatollahi et al (2021) carried out the research about relationship between Iranian EFL teachers' emotional intelligence and their teaching style in public school and private language institute. The study found EFL teachers in public school preferred to apply formal authority, while EFL teachers in private language institute tended to apply facilitator styles in teaching English. In addition, Heydarnejad (2017) confirmed EFL teachers' teaching styles and emotions, this study conducted in different high school and private language institute in Iran. The researchers found that Iranian EFL teachers preferred to applied facilitator and delegator styles. Teachers who act as facilitators are more committed to create an environment in the classroom that is favourable to learn and encourage students' motivation, they support students to make their choices based on their needs to reach their learning objectives. The main objective of facilitator style is to support students become independent, active, and responsible leaners. While the teacher with delegator style is also focused on helping students to develop their autonomous learning.

Similar result also was reported by Safei et al (2019), who investigated relationship between teacher self-disclosure and teaching styles in Iran with 95 English teachers from public schools and private institute. The study found that delegator and facilitator were the most popular teaching approach that the teacher applied in the classroom. Furthermore, this study also revealed that there were no connections between teachers' self-disclosure and any of teaching styles.

For students' perception, students enjoyed learning English at school, because their teachers applied various teaching styles, they provided ice breaking, games, quiz, and discussion. Moreover, their teachers' explanation was quite simple, and make the student understand the material quickly. Teachers also never yelled students when they did something wrong. This finding is supported by Humaira (2018) she said that all of the students appreciated the teacher who had a good teaching approach and who was not only fluent in English but also knowledgeable in describing the subject in detail so that the students could grasp it more easily.

For the teachers' difficulties, overcrowded classes are the one of the issues that the teachers faced, and it can affect such condition on teaching and learning. Teachers felt exhausted and confused to choose the suitable method and technique for many different students. This finding is supported by Vranciska (2023) she said that teachers find it difficult to find effective teaching strategies or techniques that can handle a wide range of student learning preferences. A good teacher will give attentive attention to students' needs regarding accepting knowledge, understanding the character of each student, and finding the solutions that are taken to deal with any issues.

5. Conclusions

First, the study revealed that teachers respectively adopt a teaching style as facilitator, delegator, formal authority, personal, expert, academic style, audiolingual, communicative style, and task-based learning style. The most teaching styles applied by the English teachers at SMP Telkom Makassar are facilitator and delegator styles. However, every teacher does not apply only one style of instruction, they may mix their styles on teaching such as they combine delegator, facilitator, personal, and task-based learning.

Second, the participants revealed that they feel comfortable learning English with their teachers, because their teachers applied various styles to teach not only focusing on the book, but their teachers providing the material using interesting PPT, audio-video conversation, provide ice breaking, and games to make their class fun. Additionally, they divide their students into some groups or pairs to discuss about the material. Furthermore, the most important thing that make the students enjoyed to learn is the atmosphere that is



built by the teachers such as they interact with other students, and never judge and yell students when they make a mistake.

Third, for the obstacles, the participants are exhausted to teach in large classes that consist many students with different characteristic and ability. Sometimes, they are confused to think the method or the strategy that suitable for their students, and also for the media as the teaching tools that they use to engage students during the learning process.

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