

# STUDENTS' PERCEPTIONS TOWARD EFL TEACHER'S TEACHING STYLE AND HOW IT AFFECTS LEARNING MOTIVATION : A CASE STUDY

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## Abstract

A teacher's teaching style is the way he/she conducts class instruction in the classroom environment, every teacher has their own belief, ideology, and teaching style. In the end, teaching style may affect learning motivation of the students in the classroom. This study aimed to investigate how the students perceive their EFL teacher's teaching style and how the style affects students' motivation in English learning. The study was a qualitative study, the type of qualitative study used was a case study. The data collected from questionnaire that distributed to 13 students of an Islamic senior high school, the interview data from 5 students used to verify the data. The results indicated that the students' EFL teacher used facilitator style, and the students perceived that it was good. Most of the students said that the way their EFL teacher teaching affected their learning motivation. The researcher concludes that a teacher teaching style could motivate or demotivate students' learning motivation. Through this study, the researcher suggested to all EFL teachers in the future to pay more attention to their teaching styles, in order to boost their students' motivation in learning and the learning objectives will be attained well.

**Keywords:** Case Study, Learning Motivation, Students' Perception, Teaching Style

## INTRODUCTION

Being a teacher is a challenging job. The role of teachers in the education field is very important. Therefore, because of its very essential position, a teacher must possess competencies to become a competent educator that complete the task appropriately. Pedagogic competency, professional competency, personality competency, and social competency are the four competencies that a teacher should have (Padmadewi et al., 2017). One of the most important competencies for a teacher is pedagogic competency. Pedagogic competency is the ability of a teacher to manage students' learning (Dewi et al., 2020). Dimitric (2003) stated there are 4 important components in the learning process, 1) Adequacy of students' backgrounds for a course, 2) Amount of students' efforts in a course, 3) Standards in educating, testing, and evaluating, 4) Quality of teaching in a particular course. Good teaching will lead to learning that can achieve the learning goals (Kurniati & Surya, 2017). Harmer (2007) stated that the role of a teacher in the teaching and learning process is necessary and to develop the class activities the teacher needs to have particular characteristics or elements by activate, engage, and study.

Teaching style could be one indicator of teachers' success in teaching their students. The teaching style is the way he/she conducts class instruction and the classroom environment (Gafoor & U, 2012). Teaching style includes the pattern of a teacher's belief, knowledge, behavior and performance of a teacher when he/she is teaching (Grasha, 1996). As Hasibuan & Moedjiono (2010) also said that teaching style includes teacher's attitude, behavior, and action in the teaching and learning process. The teaching style of a teacher must be conformable to the learning style of his/her students, not just about lecturer, spelling, and grammar learning (Sheikh & Mahmood, 2014). According to Grasha (1996) there are five categories of teaching styles,

namely; the Expert style, the Formal Authority style, the Facilitator style, the Personal Model style, and Delegator style.

### 1. The Expert style

The Expert teaching style is a teacher's style that shows the attitude of knowledge and skills that students need. Strives to maintain his or her status as an expert among the students by displaying detailed knowledge and challenging the students to improve their competence. Interested with transmitting information and ensuring that the students are well prepared.

### 2. The Formal Authority style

The Formal Authority teaching style is a teacher's style that maintains his or her status among the teacher because of his or her knowledge and role as a teacher. Cares about providing positive and negative feedback, setting the learning goals, expectations, and behavior rules for the students. Concerned to proper ways of being accepted, and to setting the standard rules for doing things by giving the students the structure that they need in learning.

### 3. The Facilitator style

In the Facilitator teaching style, the teacher emphasizes personal interaction (individual) between the teacher and the student. Guiding the students directly by asking some questions, looking for options, suggesting the alternatives, and encouraging the students to develop criteria for information in making choices. In general, this style aims to develop students' ability to act independently, initiative, and responsibility. Working on projects utilizing a consultative methodology, attempting to provide as much assistance and encouragement as feasible.

### 4. The Personal Model style

The Personal Model teaching style is the teaching style of the teacher who believe in "teaching that put the personal teacher as a model" and build the prototype oin terms of ways think and act. Guide, supervise, and direct by showing how to do something. With the instructor approach, encouraging the students to observe and then imitate.

### 5. Delegator style

Delegator teaching style is a teaching style that shows the teacher's attention on the development of the students' abilities with the assignment model independently. The students work independently or as a part of a team with project tasks. There is the facilitation from the teacher as the request from the students as a resource person.

Moreover, English is taught as a compulsory subject in secondary school. A teacher's teaching style can motivate or reduce students' motivation towards the subject. According to Gredler et al., (2004), they stated that motivation is defined as "the attribute that moves us to do or not to do something". In learning process, motivation could define as the attribute that moves us to learn or not to learn something. there are two base categories of students' motivation, namely Intrinsic motivation and Extrinsic motivation.

### 1. Intrinsic motivation

Intrinsic motivation arises from the student's own demands, such as curiosity, the desire to learn, and feelings of competence or progress (Eggen & Kauchak, 1994). Based on intrinsic motivation, students are eager to study new and intriguing information in order to satisfy their curiosity. Students that are intrinsically motivated study English on their own time and like tasks that are moderately difficult (Kong, 2009). It has a great value in learning. Since the students come from a variety of backgrounds, the teachers have a little influence on their intrinsic motivation, and the only way to inspire them is to create a caring environment in the classroom.

## 2. Extrinsic motivation

Extrinsic motivation, on the other hand, is an outer force that motivates students in English learning through expectations, praise, and rewards. It exists when people are driven by a goal that is external to or functionally unrelated to the task they are doing (Spaulding, 1992). When students work hard to win their parents approval, teachers' praise, or pocket money, we can safely conclude that their motivation is primarily extrinsic, because their reason for working and studying is primarily external to themselves, and their learning goal is not to gain their knowledge but to gain their self-esteem (Kong, 2009). The students are encouraged to study more actively as a result of the external praise and prizes.

Instructors or teachers must think about students' learning style and their own teaching styles (Gilakjani, 2012). The existence of differences and mismatches between the learning style and teaching style of a teacher could cause learning failure, disrupt students' potential and behavior towards the learning. In addition, Dewi et al., (2020) said that English teachers had weakness on their teaching style, teacher's teaching style effects on students' motivation. According to Idhaufi & Ashari (2017), the implementation of teaching style can prevent the students' boredom and more motivate them in learning. Conversely, when the students do not get the teaching style they already expected, it could reduce their motivation in learning.

The researcher was interested in researching 11th grade of an islamic senior high school students' perceptions about this topic. The present study by the researcher was conducted to investigate how the students perceive their EFL teachers' teaching style and how it affects their learning motivation. As Doğruer et al., (2010) said that as the teacher, it is important to know and to see the students' point of view in order to help them more effectively, because both teacher and student are two important parties and they have effects on the success of learning process.

Number of researchers have undertaken research related to teaching styles. First, Kurniati & Surya (2017) conducted a study that focused on student's perception of their teacher teaching style. Second, Sheikh & Mahmood, (2014) investigated the effect of different teaching style on students' motivation towards English language learning at secondary school. Third, Muharam et al., (2019) investigated the effect of teaching style on students' motivation and academic achievement. However, in this present study the researcher tried to investigate students' perceptions toward EFL teacher teaching style and how it affects learning motivation. The researcher was interested in researching 11<sup>th</sup> grade of an islamic senior high school students' perceptions about this topic. The present study by the researcher was conducted to investigate how the students perceive their EFL teachers' teaching style and how it affects their learning motivation. As Doğruer et al., (2010) said that as the teacher, it is important to know and to see the students' point of view in order to help them more effectively, because both teacher and student are two important parties and they have effects on the success of learning process.

## METHOD

The researcher used a qualitative research and the type of research was a case study. As for the stages of this case study as Yin (2003) said are as follows : 1) Determine and describe research questions, 2) Select and determine the research design and research instrument, 3) Determine the technique of data collection and conduct the data collection activities, 4) Make data analysis, 5) Prepare a final research report. The research conducted at an islamic senior high school in Sukabumi. The participants of this study were the students of 11th grade of islamic senior high school. Thirteen of twenty students were ready to sign the consent forms and become the participants in this study. There were 13 female students with ages ranging from 16 – 17 years

old. The instruments used to collect the data were questionnaire and semi interview structure. The questionnaire distributed to 13 students to gather the data about students’ perceptions toward their EFL teacher’s teaching style, and semi interview structure data from 5 students conducted to verify the data about their perceptions towards the teacher’s teaching style and how it affects their learning motivation. The technique by Miles and Huberman (1992) used to analyze the data, the steps of this technique were data reduction, data display, and conclusion drawing.

## RESULTS AND DISCUSSION

### Results

In this study, the researcher distributed questionnaire about EFL teacher’s teaching styles to 13 students of an Islamic senior high school in order to get the data about students’ perceptions regarding the teaching style of their EFL teacher. The questionnaire consisted of 25 statements about the characteristics of 5 types of teaching styles by Grasha (1996), and the Likert scale was used to measure students’ opinion about their current EFL teacher teaching style. The following was the questionnaire along with the data result from the students.

**Table 1.** The result of the questionnaire form

Style	Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Score
The Expert style	<i>Teacher is dominant in teaching in the classroom, teacher-centered learning.</i>	3 students	-	5 students	5 students	-	38
	<i>Teachers have certain knowledge and skills that students need.</i>	-	1 student	2 students	8 students	2 students	50
	<i>The material is presented and prepared by the teacher, students only listen to the teacher explain in front of the class.</i>	2 students	4 students	4 students	3 students	-	34
	<i>The teacher explains the material in detail and ensures the transmission of the material to the students.</i>	-	2 students	4 students	5 students	2 students	46
	<i>Students tend to be passive and rarely ask questions, students only listen to the material from the teacher.</i>	2 students	6 students	3 students	2 students	-	31
The Formal Authority style	<i>Teacher-centered, the teacher really shows his/her status as a teacher because of his/her knowledge and role as a teacher.</i>	-	1 student	5 students	4 students	3 students	48
	<i>The teacher sets learning goals, expectations, and rules of behavior for students.</i>	1 student	-	2 students	10 students	-	40
	<i>The teacher defines the theories, principles, concepts, or terms that students need to learn and organizes them into a series of sequential goals or objectives.</i>	-	1 student	4 students	8 students	-	46
	<i>Teachers always provide feedback / input on learning outcomes in class (positive/ negative).</i>	-	1 student	2 students	6 students	4 students	52
	<i>The teacher manages and fully controls the course of learning in the classroom.</i>	1 student	-	3 students	9 students	-	46
Student-centered classroom learning	<i>Student-centered classroom learning</i>	-	3 students	6 students	3 students	1 student	41
	<i>Teacher who designs learning, but students who actively carry out activities in class.</i>	-	1 student	4 students	6 students	2 students	48
	<i>The teacher guides students directly by asking some questions, looking for options, suggesting alternatives, and</i>	2 students	-	2 students	6 students	3 students	47

<b>The Facilitator style</b>	<i>encouraging students to develop information criteria in making choices.</i>							
	<i>The teacher acts as a facilitator and students are responsible for achieving goals for different tasks.</i>	-	1 student	4 students	6 students	2 students	48	
	<i>Students actively participate in learning in class.</i>	-	1 student	2 students	7 students	3 students	51	
<b>The Personal Model style</b>	<i>Teacher-oriented style in which the teacher displays the skills that students must learn.</i>	-	2 students	5 students	5 students	1 student	44	
	<i>The teacher guides, supervises, and directs by showing how to do something.</i>	1 student	1 student	2 students	6 students	3 students	48	
	<i>After explaining the material, the teacher encourages students to observe and then imitate.</i>	1 student	-	2 students	9 students	1 student	48	
	<i>Teachers encourage students to observe, teach by example, and work together to lead learning.</i>	-	5 students	1 student	5 students	2 students	43	
	<i>The teacher supervises, motivates and directs by demonstrating how to do something, encouraging students to check and then following the teacher's approach.</i>	1 student	1 student	3 students	5 students	3 students	47	
<b>Delegator style</b>	<i>The teacher shows concern for the development of students' abilities.</i>	-	1 student	2 students	7 students	3 students	51	
	<i>Teachers often give independent assignments.</i>	1 student	1 student	6 students	2 students	3 students	44	
	<i>The students work independently or as part of a group with project assignments.</i>	-	3 students	6 students	1 student	3 students	43	
	<i>Students are treated as independent learners, assigning tasks and responsibilities to students.</i>	1 student	1 student	7 students	3 students	1 student	41	
	<i>Students are more active in learning independently and teachers are more active in providing consultations and solutions.</i>	-	2 students	5 students	4 students	2 students	45	

From the table of students' questionnaire results above, from 5 statements about the characteristics of each teaching style, it showed that the expert style had 199 total score, the formal authority had 232 total score, the facilitator style had 235 total score, personal model style had 230 total score, and the delegator style had 224 total score. The highest total score was facilitator style with 235 total score, and the lowest total score was the expert style with 199 total score. In order to verify the data from questionnaire above and to collect the data about students' learning motivation related to the teaching style, the researcher conducted semi structure interview to 5 students. The researcher asked 5 students how they perceive their EFL teacher teaching style and how it affects their motivation in learning English. The following were the answers from the students.

#### Student Vignette 1

*"My English teacher teaches quite well, in addition to delivering good material, he always gives directions to read a lot of dictionaries and look for additional material on the internet. My teacher also actively interacts with his students in class. We have studied in groups several times, and it is very fun, because each group member can express their own opinion. Because of that, now I am more active in English lessons in class. Actually, previously I was not interested in English because my previous teacher almost never came to class and explained the material. However, with the current teacher, I started to like English lessons."*

#### Student Vignette 2

*"With my current English teacher, learning English in the classroom was better, the teacher actively communicated with the students in the class. In addition, our current*

*English teacher was very kind and welcome. Previously, I did not like English, because in the previous class the learning process was done online and the teacher only gave assignments. However, with the current teacher, I started paying attention when English lessons in class began, the method that the teacher used was much easier to understand, because she always communicates with students, so that the material can be understood. Actually, from the beginning I was quite interested in learning English, but sometimes the teacher was not teaching appropriately, so sometimes I became lazy.”*

#### Student Vignette 3

*“I think my English teacher teaches well, always gives direction and motivation to students to be enthusiastic in learning. When I was in junior high school, I didn't like English because it was difficult to memorize the vocabulary, but now I like it. The teacher always interacts with the students, so we become more active in class. In my opinion, my current English teacher's way of teaching influences my motivation to learn English. I am grateful that my English vocabulary is improving now.”*

#### Student Vignette 4

*“English teachers who are now able to convey the material well, even though it depends to ourselves, whether we can understand or not. My current teacher often give directions and advices if we do not understand the material being explained, always look for other alternatives to explain the material, for example giving some simple examples that were easy to understand. Actually I'm quite neutral, if the teacher explained well, then I would participate well in English lesson, and vice versa. However, because English is a compulsory subject, I have to learn it, you could say I have to but I get used to it. Thankfully, the current teacher method was not boring, she guides patiently, so it really helps to make English lessons not as difficult as before.”*

#### Student Vignette 5

*“My teacher always gives me personal direction and motivation, if I complain that I don't understand the material presented, my teacher always guides me slowly to understand it. Previously I was not interested in English lessons because my previous teacher never gave material, did not teach properly. However, the current teacher taught in a better way, she explained the material well, gave us directions and advices, facilitate us in the class. So, it slightly increases my interest in learning English in class.*

## Discussion

Based on the result of the questionnaire that students' filled, the researcher conclude that the teaching style that was used by the students' EFL teacher was the facilitator style, it really suited with the answers from 5 students that the researcher interviewed. From the questionnaire, it showed that 3 students agreed that their EFL teacher often used student-centered learning. There were 6 students agree that their teacher designed learning material, but students who actively carried out activities in class. It was verified by *Student 1* answer, she said *“The teacher always interacts with the students, so we become more active in class”*. Moreover, 6 students agree that the teacher guided students directly by asking some questions, looking for options, suggesting alternatives, and encouraging students to develop information criteria in making choices. It was verified by *Student 4* and *Student 5* answers, they said, *“My current teacher often give directions and advices if we do not understand the material being explained, always look for other alternatives to explain the material, for example giving some simple examples that were easy to understand”*, *“My teacher always gives me personal direction and motivation, if I complain that I don't understand the material presented, my teacher always guides me slowly to understand it”*. In addition, teacher who used facilitator style always acts as a facilitator and students are responsible for achieving goals for different tasks, it verified by

*Student 5, “the current teacher taught in a better way, she explained the material well, gave us directions and advices, facilitate us in the class”.*

After collected the data about how students’ perceive their EFL teacher teaching style, in the interview process the researcher asked the students about how the teaching style of their teacher (facilitator style) could or could not affect their learning motivation. Four of five students said that the way their EFL teacher teaching affected their learning motivation compared when they were taught by their former EFL teacher. Their teacher who used facilitator style really helped increasing their interest toward English learning in the class. One of the students said she started to like English lesson because she liked the way her teacher explained the material that make her easy to understand it. The other one said that she her current English teacher's way of teaching influences her motivation to learn English, she even felt that her vocabulary was improved a lot because of it. They also said that the current teacher method was not boring, she guided them patiently, so it really helped to make English lesson not as difficult as before.

When the researcher asked them if they were interested or not to learn English before being taught by their current teacher, four of five said that they didn’t like English lesson before, and their reasons were almost same, it was because their former teacher teaching styles really demotivate their learning. While the one student said that from the beginning she was quite interested in learning English, but sometimes the teacher was not teaching appropriately, sometimes it made her felt lazy to learn. From this explanation, the researcher conclude that a teacher teaching style could motivate or demotivate students’ learning motivation. Intrinsic motivation theory said that the teachers just have a little influence on the students’ intrinsic motivation, and the only way to inspire them is to create a caring environment in the classroom. This study proved that little influence and the way teacher create a caring environment in the classroom really helped students increase their learning motivation. Through this study, the reseacher suggested to all EFL teachers in the future to pay more attention to their teaching styles, in order to boost their students motivation in learning and the learning objectives will be attained well.

## CONCLUSION

From the result and discussion above, it can be concluded that the students’ EFL teacher used facilitator style, and the students perceived that it was good. Most of the students said that the way their EFL teacher teaching affected their learning motivation. Their teacher who used facilitator style really helped increasing their interest toward English learning in the class. They started to like English lesson because they like the way the teacher explained the material that make them easier to understand it, influenced their motivation to learn English, one of them even felt that her vocabulary was improved a lot because of it. They also said that their current teacher method was not boring, guided them patiently, so it really helped to make English lesson not as difficult as before. In addition, four of five said that they didn’t like English lesson before, and their reasons were almost same, it was because their former teacher teaching styles really demotivate their learning. While the one student said that from the beginning she was quite interested in learning English, but sometimes the teacher was not teaching appropriately, it made her felt lazy to learn. From this explanation, the researcher conclude that a teacher’s teaching style could motivate or demotivate students’ learning motivation. Intrinsic motivation theory said that the teachers just have a little influence on the students’ intrinsic motivation, and the only way to inspire them is to create a caring environment in the classroom. This study proved that little influence classroom really helped students increase their learning motivation.

## ACKNOWLEDGMENTS

Thank you for Allah SWT, my family, my lecturers who always supported and helped me for finishing my this article.

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