

Chapter Four

Results and Discussion

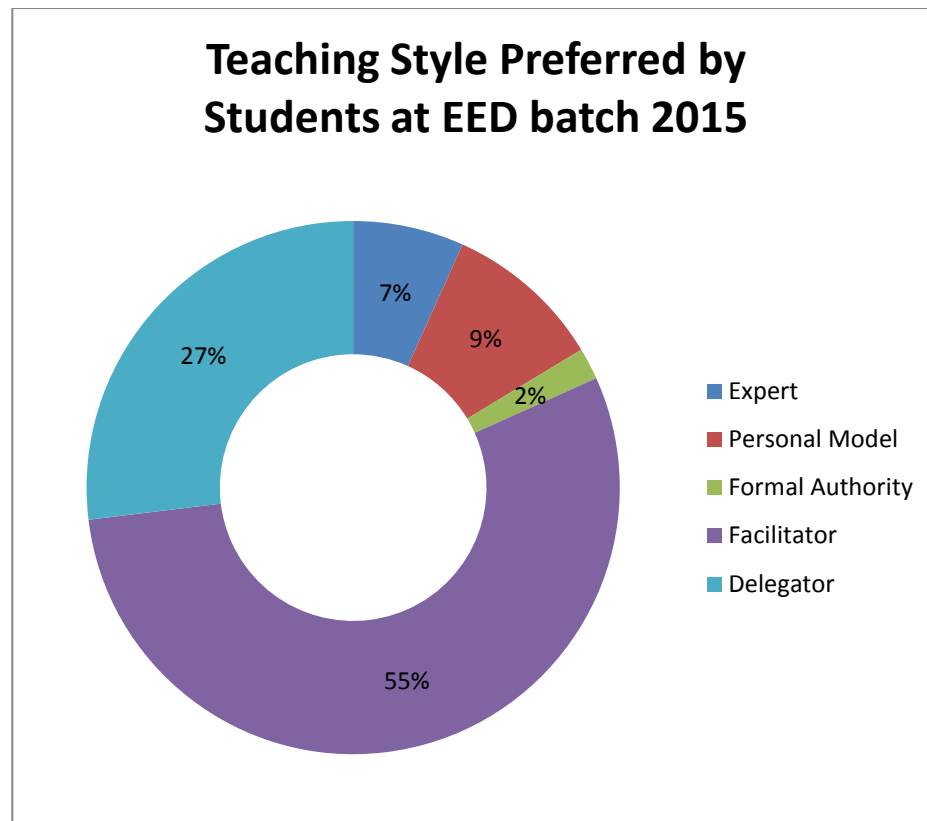
In this chapter, the researcher presents the results and discussion of the research about students' preference on teaching style at English Language Education Department in a private university in Yogyakarta. The researcher presents the results which answer the research question of this research. The results of the research are followed by the discussion.

Result

In this part the researcher shows the result of data analysis to answer the research question about "What are the kinds of teaching styles preferred by students at English Language Education Department in a private university in Yogyakarta?" The result is explained as follows.

The teaching styles preferred by students at ELED in a private university in Yogyakarta. From the result of the data calculated by the researcher with a sample of 104 students of English Language Education Department in a private university in Yogyakarta, it shows that the teaching styles that were preferred by students of ELED respectively were that 55% or it equals to 57 students preferred the facilitator teaching style, 27% or it equals to 28 students chose the delegator teaching style, 9% or it equals to 10 students chose personal model teaching style, 7% or it equals to 7 students chose expert teaching style, and 2% or it equals to 2 students preferred formal authority teaching style. The researcher described students' preference of teaching style in the chart below.

Chart 1. Students' Preference of Teaching Style

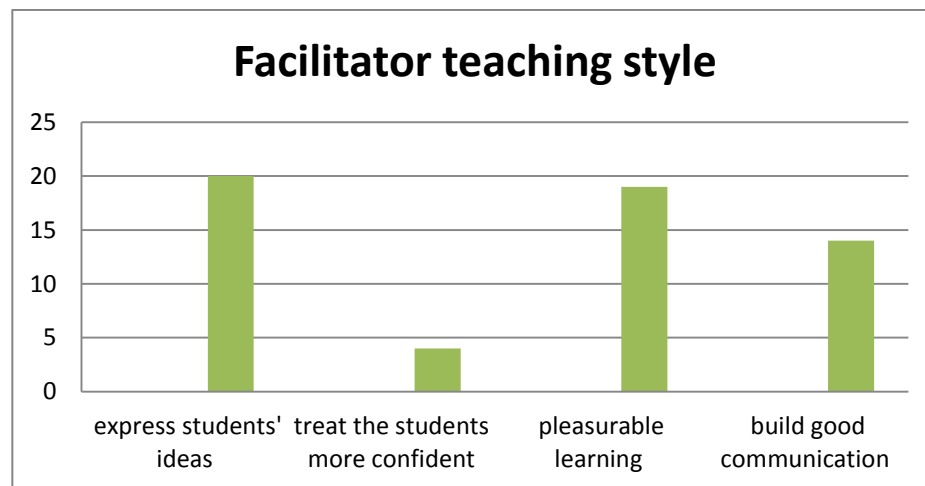


The chart shows that the highest teaching style that was preferred by the majority of the students of ELED is facilitator teaching style. It is also followed by delegator teaching style, personal model teaching style, and expert teaching style. Meanwhile, the lowest teaching style was preferred by students of ELED is formal authority teaching style. In addition, the respondents also gave reasons in choosing one of five options to support their choice. 104 students of English Language Education Department batch 2015 gave several reasons why they chose one of the five teaching styles offered in this research. The researcher presents the details of the

results together with the students' reasons from the highest to the lowest preference as follows:

Facilitator teaching style. In this part, the researcher explained four reasons why 55% or it equals to 57 students prefer facilitator teaching style. The researcher also provides a reference of journal in order is to support the result. The description of facilitator teaching style can be seen in chart 2.

Chart 2. Facilitator Teaching Style



Based on the chart showed in *chart 1*, from 104 students there were 55% or it equals to 57 of students at English Language Education Department who prefer facilitator as teachers' teaching style. Meanwhile, *chart 2* shows that there are four reasons why 57 of students preferred facilitator teaching style. Firstly, twenty students of ELED stated that in facilitator teaching style the students have opportunity to express their ideas during learning process. The students discuss the

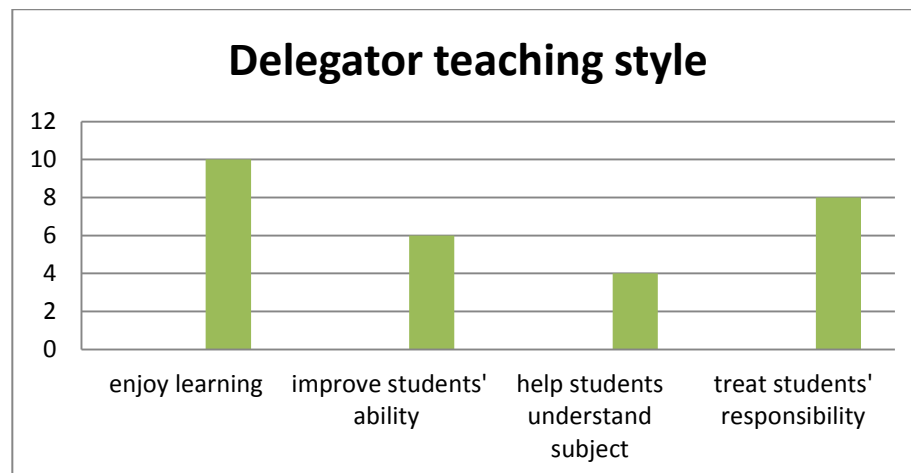
subject or the material between student to student and students to teacher. Besides, the students can explore the topic more deeply than reading themselves. The students also get more knowledge not only from teachers' explanation but also from sharing their ideas each other. In addition, students will understand more about the material when they discuss spontaneously. Secondly, nineteen students opined that the activity in facilitator teaching style make the classroom more relaxed, so they were not bored. The student did not feel rigid teaching and learning process because the students could express what they thought about the topic's issues. Working in a group makes the students more excited in finishing the assignment than individual work. Thirdly, fourteen students of ELED opined that in facilitator teaching style the students could build good relationship both of the teacher and the students. Communication between the teacher and the students helped the teacher give a lot of support through learning. While in communication between students to student, the students learned how to respect each other in expressing their ideas. The last, four students of ELED assumed that facilitator teaching style treat the students more confident in the classroom. The students can solve the problem about the subject or material by sharing what they know, debate the answer, and make good decision together. In addition, facilitator teaching style encourages the student more active through learning process in the classroom.

The result described above can be understood because one of the characteristics in facilitator teaching style is group discussion which is commonly applied by the teacher. This statement is in line with Harizaj and Juan. According to

Harizaj (2015), discussion is an active learning when students exchange ideas each other. In addition, Juan (2014) said that group discussion can improve the communication between the teacher to the student and the student to others. The result showing the facilitator style highly preferred by the students confirms Grasha (1994) who mentioned that facilitator teaching style make the students interested to learn in the class because as there is an interaction between the teacher and student. The teacher is very friendly to the students. It makes the students enjoy when in the classroom

Delegator teaching style. In this part, the researcher explained why 27% or it equals to 28 students prefer facilitator teaching style. There are four reason why the students prefer delegator teaching style. The description of delegator teaching style can be seen in chart 3.

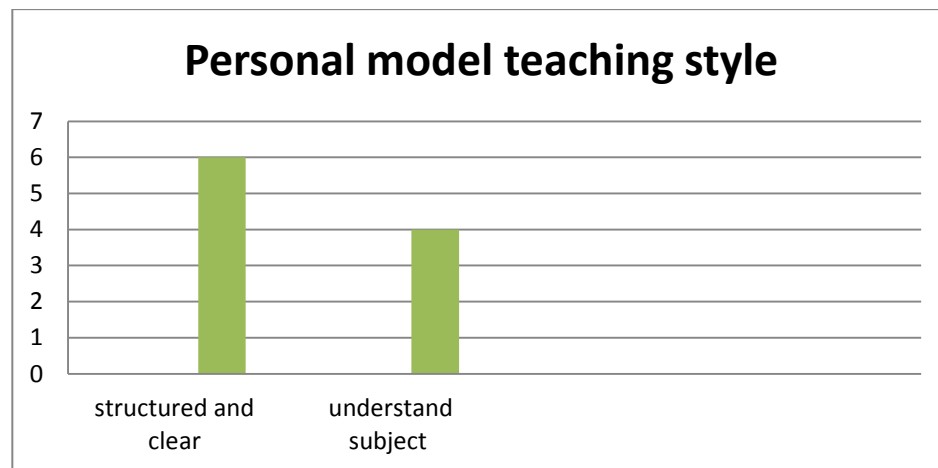
Chart 3. Delegator Teaching Style



Out of 104 students, 27 % or it equals to 28 of students at ELED prefer delegator as teacher' teaching style. Based on the chart above the reasons why 28 students chose delegator style are: firstly, ten students opined that delegator teaching style is enjoyable learning. In delegator teaching styles the students can be independent learners. Independent learning makes the students more comfortable and creative. During learning process in the class the students set their learning style by themselves. Brown as cited in Ahmed (2013) described that student centered (delegator style) gives student ownership over their learning. Secondly, eight students stated that delegator style treat the student to take more responsibility because the students should try to solve the problem about the subject themselves first. The teacher in this style function only as resource person which means the teacher is available when students need. Besides, delegator teaching style helps the students explore the subject that they do not know before. Thirdly, six students mentioned that delegator style help the students develop the ability they have. When the teacher gives exercise, the students feel challenged to search more information related to the topic. However, the students are responsible for their own learning (Chika as cited in Kang'ahi *et al*, 2012). The last, four students opined that as independent learners the students can reflect themselves what they can do to improve their understanding about the subject or material. Len, Sparrow, and Swan (2000) said that the students should know when, and how to ask for help with studies. This is related to understanding their learning style.

Personal model teaching style. Based on the result, there are two reasons why 9% or it equals to 10 students chose personal model teaching style. The researcher also provides a reference of journal in order is to support the result. The description of personal model teaching style can be seen in chart 4.

Chart 4. Personal Model Teaching Style

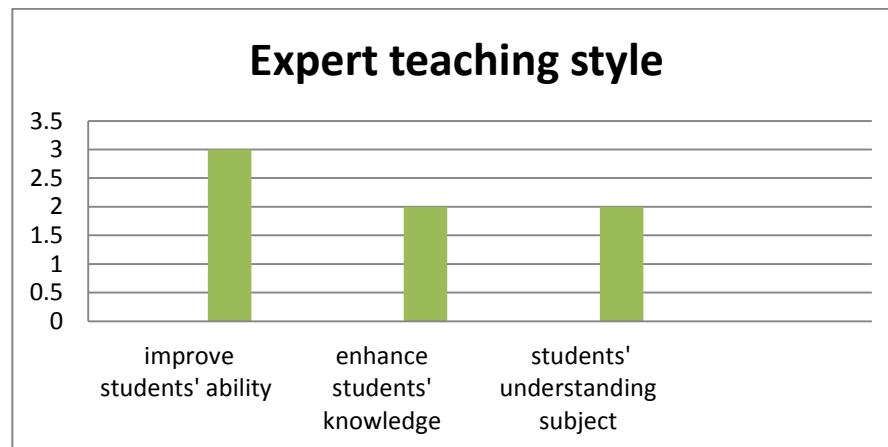


Based on the result, out of 104 students, 9 % or it equals to 10 of students at ELED preferred personal model teaching style. *Chart 4* shows that 10 students chose this style because it was structured and clear and helped students understand the

subject. Six students mentioned that the activity in personal model teaching style was structured and clear. In this style, the teacher organizes the course and the activity into syllabus. According to Suter (2001), the purpose of a syllabus for the teacher is to know and understand what is going to teach to the students when in the classroom. Then, the teacher shows the syllabus in the beginning of class. In addition, it helps the student more concerned with what they will do during learning process. Four students opined that the teacher always showed the students how to do something before asking the students. It helped the students understand the subject. Besides, the teacher always gave very clear guidelines when asking the students do the assignment. It helped the students understand more in completing the assignment requirement from the teacher. The last, the syllabus functions is as reference guide for the students. Based on Slattery and Carlson as cited in Tokatli and Kesli (2009), the succes of course or subjet is determined by how well the objectives and outline are designed. They also mentioned that syllabus is one of the most important and significant resource for the students. However, syllabus provides the information to the students need such as course name, the due date of submits the task, and contact information. The students are responsible for reading and understanding the syllabus, and it helps the students' enthusiasms in joining the class through learning process.

Expert teaching style. The result of the study showed that 7% or it equals to 7 of students from the entire respondents prefer expert teaching style. There are three reasons why the students chose expert as teachers' teaching style. The description of expert teaching style can be seen in chart 5.

Chart 5. Expert Teaching Style

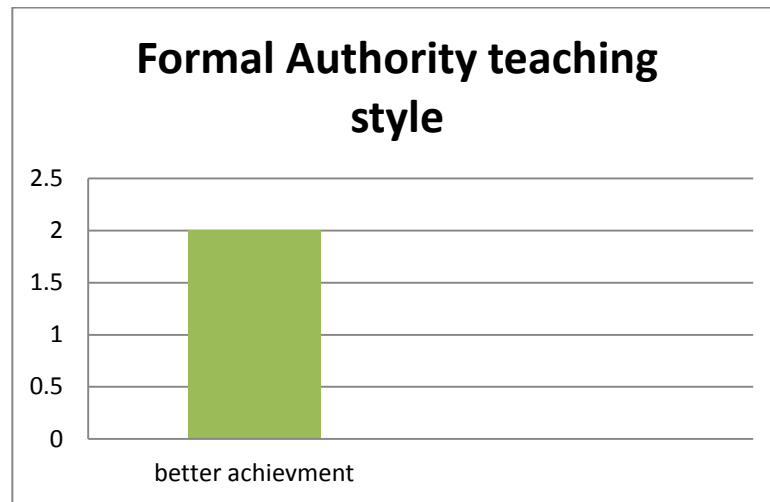


Out of 104 students of English Language Education Department, 7 % or it equals to 7 of students at ELED chose expert as teachers' teaching style. Based on *chart 5* the students' reasons preferring this teaching style are: first, around three students of ELED opined that expert teaching style can improve students' ability. Expert teaching style helps the students improve listening and writing skill. Listening to teachers' explanation can improve listening skill. Meanwhile, taking note through teachers' explanation improve writing skill. Second, two students of ELED mentioned that expert style enhance students' knowledge because the teacher will give detail information the student need. Then, the students get a lot of information about the material or subject from teachers' explanation. Grasha (1994) stated that expert teaching style means a person who has much knowledge that students need. They have detailed information about the subject or material that the teacher can explain and give to the students. In addition, the students do not need browsing to find the information they need. Using internet connection waste a lot of time such the

students play a game. Sometimes, some of people use internet without any positive purpose. The last, two students of ELED stated that expert style help students understand the subject or the material. The teacher always explains the course to the students. Vaughn and Baker (2008) mentioned that expert teaching style likely to possess expertise and knowledge. Therefore, expert teaching style also helps students improve their understanding by listen teacher explanation.

Formal authority teaching style. In this part, the researcher provides a chart which explained why two of students chose formal authority as teachers' teaching style. The researcher also provides a reference in order is to support the result. The description of formal authority teaching style can be seen in chart 6.

Chart 6. Formal Authority Teaching Style



The lowest teaching style showed in the result is formal authority style. Out of 104 students, 2% or it equals to 2 students of ELED chose formal authority as teachers' teaching style. *Chart 6* shows the reason of two students chose formal authority style is that the students want their achievement better. When the students follow the rule created by the teacher automatically it will influence their behavior. The behavior in the class includes the students leave the class with permission from the teacher; students pay higher attention in teachers' explanation; students submit the assignment on time; and students do not come late in joining the class. In addition, the management of time can increase the achievement (Kelly, 2004). The students' behavior can be seen through their discipline in the class. When the students can build discipline in the class, it improves their academic performance. On the other hand, a good discipline determines students' success for the bright future. Although formal authority teaching style offers advantages (Grasha, 1994), the result of this study in fact showed that the students do not favor this style.