

**Students' Preference of Teaching Style at English Language Education**

**Department of a Private University in Yogyakarta**

**Naskah Publikasi**



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### Approval Sheet

Students' Preference of Teaching Style at English Language Education  
Department of a Private University in Yogyakarta


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**Students' Preference of Teaching Style at English Language Education  
Department of a Private University in Yogyakarta**

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**Abstract**

The purpose of this research is to find out the teaching styles preferred by the students at English Language Education Department batch 2015. This research used quantitative method with descriptive quantitative design. This research was conducted at an English Language Education Department in a private university in Yogyakarta. The respondents of this research were 104 students at English Language Education Department in a private university in Yogyakarta batch 2015. This research used questionnaire as the instrument. Some items of the questionnaire were adapted from Grasha's teaching style. The researcher distributed the questionnaire on March 2018. The result showed 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. It means that the highest teaching style that was preferred by students of ELED is facilitator teaching style. Meanwhile, the lowest teaching style that was preferred by students of ELED is formal authority teaching style.

*Keyword:* teaching style, kinds of teaching style, preference, survey.

## **Background of the Study**

Teaching is activities performed by teachers. It is how the teachers teach the students during learning process. According to Grasha (1994), teaching style is related to how a teacher delivers the information, interacts with the students, controls classroom, handles coursework, associates students to the field, and guides the students.

Every student has certain preference on teachers' teaching style. Dhar and Novemsky (2008) said that preference is making individual choice on how to choose something. Preference is the degree to which decision makers has an option or desire to something. By this choice, he or she can prefer to choose A rather to option B or option C (Warren, McGraw & Boven, 2011). Preference can be revealed through choices and measured through rating scales or responses.

Grasha (1994) mentioned that there are five categories of teaching styles. They are expert, formal authority, personal model, facilitator, and delegator styles. In addition, Long and Coldren as cited in Coldren and Hively (2009) stated that teaching style was the most important predictor of students' success in the class. This means, to reach the students' success, the teachers are necessary to know students' preference of teaching style. Therefore, the teachers can apply appropriate styles to teach their students.

Ideally, teachers' teaching style matches with students' learning style. Zeeb's as cited in Kang'ahi, Indoshi, Okwach, and Osodo (2012) stated that the matching

between teaching style and learning style could lead to an improvement in academic achievement. However, based on the experience of the researcher during her study, the researcher has certain preference on teachers' teaching style during teaching and learning process at English Language Education Department. From the experience of the researcher, if the teaching style was suitable for the researcher, the researcher would be very interested in joining the class. The researcher paid higher attention to teacher's explanation and the researcher felt excited to learn during the learning process. Probably, not all teachers know the teaching styles preferred by the students of English Language Education Department.

### **Literature Review**

According to Warren, McGraw and Boven (2011), preference is the degree to which decision makers have an option or desire to something. By this choice, he or she can prefer to choose A to option B or option C. Then, people make decision more preferring to choose A rather than B or C. Preferences typically measured through scale rating or through response.

Based on Kardia and Wright as cited in Laird, Garever and Niskode (2011), teaching style involves skills, conception, intelligence, diligence, and strive and how to face challenges in the classroom using a variety way of teaching. Basically, teacher who teaches students in the class should have a plan that the teacher must be preparing what to do before enter the class.

Grasha (1994) mentions categories of teaching styles which are expert, formal authority, personal model, facilitator, and delegator. The description as follows:

***Expert teaching style.*** The teacher becomes an expert which means a person who has much knowledge that students need. They have detailed information that the teacher can explain and give to the students (Grasha, 1994).

***Formal authority teaching style.*** Grasha (1994) said that formal authority means the teacher has a learning goal and good expectation to the students in teaching and learning process. Besides, the teacher also sets high standard in the classroom.

***Personal model teaching style.*** The teacher becomes personal model. It means the teacher functions as a leader for the students, showing students how to do something and encouraging students to do based on teachers' act.

***Facilitator teaching style.*** The teacher becomes guide for the students. It means there is an interaction between teacher and student. The students can ask question to the teacher, the teacher can give good suggestion to the students, and teaches students to learn independently.

***Delegator teaching style.*** Grasha and Hicks (2000) said that delegator teaching styles is the teacher as a resource person. The students learn independently. So, if they face difficulty or find the problem during learning process they can ask to their teacher.

## **Methodology**

The researcher used quantitative research design, more specifically using descriptive quantitative design. This research took place at an English Language Education Department (ELED) of a private university in Yogyakarta. The population of this research was the students of English Language Education Department in a private university in Yogyakarta. The populations were the entire students batch 2015 including class A, B, C and D. There were 118 students batch 2015. The researcher used the whole people in the population which there were 118 students as the sample of the research. While distributing the questionnaire the researcher got 104 students as the respondents. There were 14 students who did not come to the class when the questionnaire was distributed. The researcher adopts some items from Grasha and Riechmann (1996) on teaching styles survey.

## **Result**

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.

## **Conclusion**

The highest teaching style that was preferred by the majority students of ELED is facilitator teaching style. They prefer facilitator teaching style because the students have opportunity to express their ideas during learning process; the activity in facilitator teaching style make the classroom more relaxed, so they were not bored; the students could build good relationship both of the teacher and students; and treat the students more confident in the classroom. Meanwhile, the lowest teaching style that was preferred by the majority students of ELED is formal authority teaching style. The student chose formal authority teaching style was because the students want their achievement better so they should follow the rule created by the teacher.



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