

## Teaching styles of Western and Southeast Asian teachers' Model in ELT in Indonesia

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**ABSTRACT:** The aim of the research is to find out the teaching style model that used by the western and Southeast Asia teachers at senior high school in Toraja, Indonesia and explore students' perception toward teaching style that used both of them. The researchers used qualitative descriptive method for the study. The data resources for the research were ten students at senior high school, they chose in randomly, English teacher from Toraja, Indonesia and English Teacher from Netherland. The instruments for the researcher consist of observation, questionnaire, and interview. in analyzing the data, the researchers used a descriptive method. The result showed that differences of teaching style culture in Teaching, western teacher style are: teacher is facilitator, individual is most important, students are encouraged to do their own thinking, group discussion is important mode instruction, making mistakes is part of learning, students sometime polite to teacher, sometime does not required text. Smoothest Asia Teacher: teacher is authority, individual is least important, group is all important, students hesitant to ask.

**KEYWORDS:** Teaching Style, Western, Southeast Asia, Teacher, ELT

### I. INTRODUCTION

The teaching style of English teach may have an impact on a student's abilities. Teachers must provide adequate resources and utilize an acceptable teaching style in English to enhance students' enthusiasm to study the topic. There would be a fluctuation impact on teaching style that may be sensed by the students, thus the researcher will analyze the students' perceptions of the western English teacher in this study. The ability, attitude, attitudes, and conduct of English instructors might impact their capacity to impart information and employ methods in the classroom. They may make use of all of the resources or tools available in the classroom to boost their popularity as a teacher.

Teachers' performances in their abilities and personal conduct cannot be isolated from their popularity in teaching style since their teaching style might impact students' enthusiasm to study English. (Tim, 2000) list the following personal qualities of a teacher: empathy for the difficulties and needs of students, enthusiasm for what you're teaching, an interest in provisional development, an interest in current research, a willingness not to take problem behavior personally, a willingness to adapt a plan to meet an individual's needs, a sense of proportion, a caring nature, an inquisitive nature, and actually liking to be wise.

According to O'Brien (Guiney Dennis & O'breen Tim, 2000), there are four factors to make students interactive and interested, namely: "pedagogical, emotional cognitive and social" The writer will explain that to be a popular teacher, one needs have a good personality, empathy, and excitement, based on the above viewpoint. All of these may contribute to the teacher's performance in terms of teaching style in order to boost students' enthusiasm and interest in learning English.

Teaching styles such as good in expert, formal authority, personal model, facilitator, delegator, controller, organizer, assessor, and participant, (Grasha.Anthony.F, 2002). In order to educate effectively, the instructor should aim to employ proper teaching techniques, methods, and unique conduct. Teaching style, (Hoyt and Lee, 2002) is a mixture of the teacher's demeanor, approach, technique, and every other performance in the teaching process.

(Pollard Lucy, 2008)A Western English teacher is a teacher or instructor who teaches English as a foreign language in a foreign country or in a global education contact zone. (J.Cogil., 2008)People who reside in western nations who can speak and teach English are known as Western English teachers.

## **II. RESEARCH METHOD**

The design of this research quantitative descriptive research (Byrne, 2002)quantitative descriptive studies have as their goal a comprehensive summary of events in the everyday terms of those events. Researchers conducting qualitative descriptive studies stay close to their data and to the surface of words and events. quantitative descriptive designs typically are an eclectic but reasonable combination of sampling, and data collection, analysis, and re-presentation techniques. Quantitative descriptive study is the method of choice when straight descriptions of phenomena are desired.

(Noyes et al., 2019)Quantitative descriptive research is the collection, analysis, and interpretation of visual data. The purposes of quantitative descriptive research to describe the real events I scope or understanding of a particular event, such a process or event belief.

Quantitative descriptive research involve data collection that is collection of extensive data on many variables over extended period of time in naturalistic setting the data gathering technique dominate in qualitative descriptive consist of participants observation, interviewing, document collection, in this research, the researcher collects data of students' perception toward the teaching style of the western English Teacher and southeast Asia at senior high school in Toraja-Indonesia

### *Sample and Data Collection*

The Population of this research is English teacher from Netherland , and English Teacher from southeast Asia who teach at senior high school at Toraja -Indonesia

### *Analyzing of Data*

The data is taken from observation, interview, in data observation the researcher observed the western English teacher styles by using checklist data that provided on appendix to identify teaching style that used by the western English teacher and southeast Asia then the teaching style that belonged by the teachers are analyzed through students interview. The documents are analyzed by using descriptive method [25] . The data is organized, identified, and labeled theme and topics. After labeling the data is interpreted or described, explained and connected to review literature and previous research findings.

## **III. RESULT AND DISCUSSION**

The researcher initially watched students in the class. According to the observations of the teaching method used by experts, the Western English teacher creates her own lesson plan and syllabus before teaching in the classroom. The instructor indicated to the pupils that the subjective of the lesson, such as fact, idea, and principle, were the most essential for them to learn. The instructor then informed the pupils that the standard minimum (KKM) threshold was seventy. To complete this course, students must have a score of seventy.

The instructor offered students explanations via brainstorming to create models acceptable methods for students to think about problems in the course subject, and she also asked students questions to stimulate their thinking to start the class or clarify the topic. For example, in the first observation, the instructor described Wh-

Questions and asked, "What did you do yesterday?" to which the children replied, "I assisted my parents." The instructor presented the information in a range of ways, and the aims of the teaching techniques address a variety of students' learning. The goals of the teaching methods may be found in the syllabus and conveyed to the students before teaching. It signifies that the instructor not only gave this course in a group setting, but also discussed it in a one-on-one setting to make the ideas provided in the classroom obvious.

Students usually work on course projects on their own, with minimal guidance from the instructor. The instructor directed the students through the learning process, and the teacher valued sharing his or her knowledge and skills with the pupils. The instructor then used creative media in the teaching and learning process, such as cards to create phrases. Following that, the pupils constructed phrases with a nice theme. The instructor received the cards after the students delivered their exercises, and then utilized them to teach in the other classroom. There was a great deal of collaboration or cooperation between the instructor and the pupils. After students demonstrated inadequate performance in the learning process, the instructor never offered negative feedback; instead, the teacher expressed approval of the pupils, for example, when the teacher discussed the issue, the teacher stated "very well, good, that was correct." The pupils are then instructed to do the activities based on the explanation. It signifies that the pupils are encouraged to follow the teacher's lead. Following the teacher's presentation of the wh-questions theme, the students were instructed to create questions in English. While giving the pupils exercises, the instructor spent time speaking with them on how to enhance their work on individual or group projects, then guided them and explained things to them. Students expressed their opinions via classroom activities designed to foster and develop their thinking regarding topic problems. Students did not characterize the teacher's norms and expectations as hard and uncompromising throughout the learning process, but they did express high appreciation for the teacher's explanation.

The instructor went around to each group and explained the materials they were given. As a result, the pupils have a simple understanding of the contents offered by the instructor. The instructor provided contextual elements in the teaching materials, thus what the teacher had to say about a subject was crucial for students to learn about the challenges in that course. It suggests the instructor inquired about the pupils' past experiences, activities, and cultures. Students provided free comments based on the subject in a group discussion, which boosted students' critical thinking abilities. When the instructor posed personality questions to the students, the pupils were able to construct statements and queries based on their prior learning experiences. Based on the students' previous experiences studying English, particularly the Wh-questions subject course, the instructor created a group discussion and a group competition to impact students' motivation in the learning process. The instructor, on the other hand, utilized questions about the students' personalities to demonstrate points about the contents. While the instructor supervised the scenario in the classroom, the teacher asked questions to influence students in the learning process and to provide essential points of the materials.

The students then asked questions in personalities to enhance students' capacity to think and work independently. Every component of the teaching process was given instructions by the instructor to provide clear criteria for how the teacher duties were accomplished in this course. Giving pupils education in group discussion and personality might make it easier for them to address problems in the learning process. The kids were encouraged to take initiative and responsibility for their learning by answering all of the teacher's questions and finishing their activities in groups. As part of their responsibilities to their instructor, the pupils paid attention in class to the teacher's explanations. The instructor, on the other hand, provided contextual comments as a teacher's competence in resolving subject concerns throughout the teaching process. This material has specified aims and objectives for the instructor to achieve in the teaching process. As a result, the instructor provided direct explanation and practice on the wh- questions.

The instructor explained the activities in the learning process before they began. The students then select their own speed for completing their assignments in group discussion at their own leisure. According to the students, Ibu Stephanie is a "storehouse of knowledge" that provides them with the information, principles,

and ideas they need, thus they approached the instructor whenever they had any questions about the course contents. To learn, many students began to think about course subject in the same way that the instructor did, and the students offered replies based on the teacher's instructions.

According to my observations, the students requested that the instructor seek for their friends so that they may have a group discussion on the activities that the teacher had assigned. The instructor then entrusted to the pupils the responsibility of organizing their group discussion. Even if time estimate in the teaching and learning process was insufficient, the instructor assigned and entrusted the students with the task of completing their tasks at home. The instructor offered pupils a time estimate for completing their tasks to strengthen their discipline in the learning process. Ibu Stephanie was regarded by her pupils as a coach who worked closely with them to solve problems in their thinking and behavior. Students who could not grasp the course content requested the instructor to clarify it to them. Every student who asked or answered questions received praise from the instructor, for example, the teacher applauded the pupils or stated, "very excellent or wonderful response." The instructor supervised the learners in the learning process in order to serve the pupils in the classroom.

Data from English Teacher from southeast Asia, who teaching in the class room, the teacher, took the attendant list of the students, then he asked the students to continued their topics, he explained the material then asked the students to make group discussion in the classroom, the teacher gave time for the students to do the exercises that given by the teacher, and the students discussed it.

After discussing, the teacher asked the students to present their topics discussion for each group, then the other group, gave question to the other group. After group discussing, the teacher explain the material for the students, to make clear the materials, then the teacher gave evaluation to measure, how deepest the student can understand the material.

#### **a) Types of teaching styles**

In an attempt to answer the first problem, teaching styles that used by the western English teacher. The analysis of teaching styles that used by the western English teacher was conducted in references (Bdam in Athony, 2002) Type of teaching styles that used by the western English teacher in the classroom.

At the observation, the researcher explains as follow:

The teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator.

The five types of teaching styles, the western English teacher used all of them in teaching English. but, most of them have different percentage, in expert teaching style the teacher used seven of eight with the student's perception is

3,837 % it is categorized moderate level. Formal authority, the teacher used seven of eight with the student's perception is 6.075%. it is categorized high level. Personal model consists of eight of eight components with the student's perception is 4.245% it is categorized moderate level. Facilitator consist of eight of eight components with the students' perception is 4.512% it is categorized moderate level. And the last is delegator consist of eight of eight of components that used by the teacher with the students' perception is 4.25% it is categorized high level.

Based on the finding above, the students' perceptions toward the western English teacher styles in teaching that teaching styles that used by the western English teacher can be categorized into two levels namely: moderate level and high level.

Type of teaching styles that used by the Southeast Asia English teacher in the classroom as follow:

Type of teaching styles that used by the western English teacher in the classroom The teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator.

Each type of teaching styles can be presented as follow: expert is 3.845%. it is categorized into middle level, formal authority is 3.775% , it is categorized low level, personal model is 4.241%, it is categorized moderate level, facilitator is 4.137%, it is categorized moderate level and delegator is 4.216%, it is categorized moderate level.

Based on the data above, it can be found out the different teaching style that used both of them as follow:

Western Styles	Southeast styles
Teacher is the facilitator	Teacher is the authority
Individual is most important	Individual is least important
Group is least important	Group is all important
Students ask questions	Students hesitant to ask
Students are encouraged to do their own thinking	Students learn official answer without question or comment
Student express self and own ideas	Student say what she/he thinks the teacher wants to hear
Group discussion is important mode of instruction	Group discussion is difficult at best
Student assimilates concepts and applies to other situation	Restatement of concepts in learned mode only
Making mistakes is part of learning	Saving face is all important
Excuses tend to be truthful	Excuse given to save face
Student sometimes polite to teacher	Student always polite, respect of authority
Students respect colleagues	Students put down colleagues
Lecture is one of several modes used often least important	Lecture is only mode of instruction
Memorization is least important means of learning	Memorization is most important means of learning
Sometimes does not required text	Always requires a text
Can begin with any concept and in any order in the book	Systematic and sequential treatment of text
Can begin with any concept and in any order in the book	Systematic and sequential treatment of text
Often relies on outside/additional resources	Relies on textbook only
Respect copyright laws	Disregards copy right laws
Students determines own class attendance	Student always comes to class
Students develop discipline.	Students are disciplined.
Students take tests in stride.	Students are test-oriented.

#### IV. CONCLUSION

Teaching style that used by the western English teacher as follow : Teacher is the facilitator, Individual is most important, Group is least important, Students ask questions, students are encouraged to do their own thinking, students express self and own ideas, group discussion is important mode of instruction, students

assimilate concept and applies to other situation, making mistake is part of learning, excuses tend to be truthful, students sometime polite to teacher, students respect colleague, lecturers one of several modes used often least important, memorization is least important means of learning, sometimes does not required text, begin with concept and in any order in the book, relies on outside/additional resources, respect copyright laws, students determines own class attendance, students develop discipline, and students take test in stride.

Teaching style that used by the southeast Asia English teacher as follow: teacher is the authority, individual is least important, group is all important, students hesitant to ask, students learn official answer without question or comment, students say what she/he thinks the teacher wants or comment, group discussion is difficult at best, restatement of concept in learned mode only, saving, face is all important, excuse given save face, students always polite, respect of authority, students put down colleagues, lecturer is only mode of instruction, memorization is most important means of learning, always requires a text, relies on text book, disregard copy right laws, students always comes to class, students are disciplined, students are test –oriented.

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